

# **East Islip School District**



## **Annual Professional Performance Review Plan (APPR)**

2009-Present

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# East Islip Mission Statement

**Our mission is to celebrate our students' uniqueness and maximize their ability to attain excellence as we guide and prepare them to become responsible citizens of the world.**

## Teacher Supervision and Evaluation in the East Islip School District ~ Introduction ~

The East Islip Annual Professional Performance Review (APPR) Plan represents the District's response to New York State Commissioner's Regulation 100.2(o). The APPR is intended to support the East Islip School mission through articulation of a reflective, collaborative performance appraisal process that will foster exemplary practice. This APPR will go through annual review and revision as the district increasingly incorporates 21<sup>st</sup> Century "best practice" APPR elements that foster high professional standards while allowing for differentiated supervision and choices for tenured faculty in good standing. This first version of the East Islip APPR provides extensive guidance to faculty members who are in a direct instructional role; it will be supplemented with additional specific guidance for faculty members who serve in a specialist or support role such as pupil personnel professionals and librarians, as well as teaching assistants. *All certified staff will be assessed on the four major areas or "domains" of Planning & Preparation, the Environment, Service Delivery, and Professional Responsibilities.*

## The Purpose of Performance Review

Professional performance appraisal is designed to achieve two goals: quality assurance and the professional growth of teachers. The purpose of this Annual Professional Performance Review (APPR) is to continuously improve the quality of instruction and learning in the classroom and other settings that will result in improved student achievement. The success of this plan will be determined based on its ability to unify teachers and administrators in their collective efforts to maximize student learning.

NO MATTER HOW GOOD  
WE ARE TODAY, WE NEED  
TO BECOME EVEN  
BETTER TOMORROW

## Guiding Principles for Performance Appraisal in East Islip

1. The purpose of supervision and evaluation is to continually improve instruction, nurture teacher growth, and ensure high levels of student engagement and learning.
2. The East Islip Annual Professional Performance Review (APPR) process should fulfill the State regulation while also serving as a resource to help all teachers and administrators understand and meet the State and district expectations and standards for staff performance and student learning.
3. The district's professional performance standards need to be made clear and available to all, in order to support the goal of continuous improvement.
4. Any updates to the EI APPR document should reflect the spirit of the original document, while reflecting District mission and goals, and current best practice and research.
5. The means of documenting performance should be responsive to the developmental levels of a teacher's career, so as to help all teachers meet district performance expectations while fostering professional growth.
6. The teacher observation process is one component of a broader system of professional development designed to increase professional capacity by building professional knowledge and expertise.
7. Because quality feedback enhances growth, opportunities for analytic feedback on professional practice should be frequent and varied, provided through a combination of feedback and reflection provided through informal observation, pre-observation discussions, post observation conferences, and observation reports.
8. The most powerful assessments of professional performance include self-directed professional reflection and goal setting as key components.

### Vision of Desired Reality

An ongoing collaboration between teachers  
and administrators can help the District to achieve the following:

1. Teachers and administrators look upon the APPR process as a shared opportunity for professional growth.
2. Everyone has a common understanding of what constitutes effective teaching practice and student engagement.
3. Administrators are skilled in collecting stable performance data, with high levels of inter-rater reliability.
4. Teachers are active partners in the assessment of their own practice.
5. The district APPR process contributes to improved teaching and learning.

## Criteria for the Evaluation of Teachers Providing Instructional Services

CR 100.2(o) specifies that all teacher evaluation plans are to include, but not be limited to assessment of the following areas:

- (i) Content knowledge – the teacher shall demonstrate a thorough knowledge of the subject matter area and curriculum;
- (ii) Preparation – the teacher shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction;
- (iii) Instructional delivery – the teacher shall demonstrate that the delivery of instruction results in active student involvement, appropriate teacher/student interaction and meaningful lesson plans resulting in student learning;
- (iv) Classroom management – the teacher shall demonstrate classroom management skills supportive of diverse student learning needs which create an environment conducive to student learning;
- (v) Student development – the teacher shall demonstrate knowledge of student development, an understanding and appreciation of diversity and the regular application of developmentally appropriate instructional strategies for the benefit of the students;
- (vi) Student assessment – the teacher shall demonstrate that he or she implements assessment techniques based on appropriate learning standards designed to measure students' progress in learning and that he or she successfully utilizes analysis of available student performance data (for example: State test results, student work, school-developed assessments, teacher-developed assessments, etc.) and other relevant information (for example: documented health or nutrition needs, or other student characteristics affecting learning) when providing instruction;
- \* (vii) Student growth – the teacher shall demonstrate a positive change in student achievement for his or her students between at least two points in time as determined by the school district or BOCES, taking into consideration the unique abilities and/or disabilities of each student, including English language learners. For purposes of this subdivision, student achievement means a student's scores on State assessments for tested grades and subjects and other measures of student learning, including student scores on pre-tests and end-of-course tests, student performance on English language proficiency assessments and other measures of student achievement determined by the school district or BOCES to be rigorous and comparable across classrooms.
- (viii) Collaboration – the teacher shall demonstrate that he or she develops effective collaborative relationships with students, parents or caregivers, as needed, and appropriate support personnel to meet the learning needs of students; and
- (ix) Reflective and responsive practice – the teacher shall demonstrate that practice is reviewed, effectively assessed and appropriate adjustments are made on a continuing basis.

New State Criterion: Districts must now include use of student performance data to inform instruction -- Chapter 57 of the Laws of 2007, added a new Section 3012-b to Education Law requiring that the tenure determination process must include an evaluation of the extent to which the teacher successfully utilizes analysis of available student performance data and other relevant information when providing instruction.

\*This provision is subject to negotiations with the East Islip Teachers' Association.

In order to ensure common language and shared understandings as to what these criteria look like in practice, the district is making use of a widely used, research-based *Framework for Teaching*, developed by Dr. Charlotte Danielson. This *Framework* consists of 22 components organized into four domains:

- Planning and Preparation
- Classroom Environment (or “The Environment,” for special area faculty and support service personnel providers)
- Instruction (or “the Service Delivery,” for special area faculty and support service personnel providers)
- Professional Responsibilities

The *Framework for Teaching* serves to supplement and clarify the language last adopted by the Board of Education on November 15, 2002. It helps teachers and administrators to answer the question “what does good teaching consist of?” Rubrics based on this *Framework* can be found in Appendix III. These rubrics describe each of the 22 components across a continuum of performance from unsatisfactory to distinguished. The rubrics, which align to the New York State Criteria, are to be used as a tool for self-reflection and goal setting, as well as lenses to focus teachers and observers on essential elements of teaching during formal and informal supervision.

## Evaluation Procedures

Evaluation is a professional and highly personal undertaking for both teachers and administrators. Its primary goal is to enhance individual teacher performance, thereby improving instruction and facilitating the highest levels of student achievement. It is most effective when it leads to on-going self reflection and professional goal setting on the part of each teacher. Teacher evaluation will be based on the NYS Criteria, and further clarified with the Danielson *Framework for Teaching* and professional performance rubrics which can be found in Appendix III.

Teacher performance will be assessed through general supervision, as well as through formal and informal observation of classroom and related professional activities, focusing on the NYS Criteria as addressed in the four domains of

- Planning and preparation
- Classroom environment (or “the environment” for special area faculty)
- Instruction (or “service delivery” for special area faculty), and
- Professional responsibilities

Formal and informal observations will focus on determining the appropriateness of the curricular content, student engagement in their learning, and assessment of student learning.

**FORMAL OBSERVATIONS (SCHEDULED OR UNANNOUNCED):** Formal observations may be scheduled or unannounced. A pre-observation conference may be scheduled by the administrators prior to scheduled observations. During any pre-observation meeting, the administrator and teacher will review the learning goals for the class, the planned instructional activities, expected outcomes, and how the teacher will assess student learning. Prior to all scheduled formal observations, teachers will complete a Pre-Observation Planning Form, found in Appendix II a. that incorporates essential lesson plan elements. The pre-observation form is also meant to serve teachers as a guide to routine lesson planning. (See Appendix IIa). Formal observations will be followed up with a written Professional Supervisory Report found in Appendix II b. Formal Observation Reports will include a reference to the learning objective, a brief summary of the situation that was observed, analysis and feedback, a summary of the post observation conversation, and any recommendations or commendations. Where relevant, the observation report will also make connections to past observations. As per the EITA Agreement, written observation reports will be provided to teachers within eight school days, not counting the observation date. Should a teacher choose to provide a written response to the written observation report, he or she must do so within eight days of receipt of the written observation report. Written reports and any responses are to be placed in the teacher’s permanent file.

**THE POST OBSERVATION CONFERENCE:** Following all formal observations, the supervisor will synthesize the observation data and conduct a post-observation conference with the teacher. The primary purpose is to engage in shared analysis of the lesson, considering the impact of teacher decisions made with regard to curriculum, instruction, student engagement and assessment of learning. The effectiveness of the lesson and its components will be explored, and ideas will be exchanged as to how to increase student learning. The post-observation conference should serve as a model for the kinds of independent reflective analysis that teachers should routinely practice.

**FREQUENCY OF FORMAL OBSERVATIONS:** Non-tenured teachers will be formally observed a minimum of three times per year. Tenured teachers will be formally observed a minimum of once per year. At such time as the district and the EITA begin discussion and implement protocols for specific professional growth options for tenured teachers in good standing, such teachers will be formally observed a minimum of once every three years, subject to a collective bargaining agreement, and the teacher’s successful completion of an optional approved professional growth option in the other years.

The purpose of such professional growth options will be to support a culture of continuous improvement and professionalism.

**INFORMAL OBSERVATIONS:** Brief classroom observations or observation of certified faculty publically conducted in any relevant location, that are not necessarily followed with a formal written supervisory report, help to build the administrators' awareness of the programs and methods that are in place. These brief classroom visits can support a continuing dialogue between the teacher and the supervisor that can foster collaboration, contribute to teacher-supervisor relationships, help to identify programmatic needs, spread excellent teaching practices, and inform school improvement efforts.

**THE PROFESSIONAL DEVELOPMENT REVIEW (PDR):** A comprehensive, collaborative review and written evaluation of the teacher's work, based on a conference that considers the teacher's past and current performance and provides plans and recommendations for future growth. The PDR is informed by all observations, observation reports, general supervisory reports, teacher participation in professional activities or professional development, participation in school and District programs and activities, and any other relevant material. It is designed to be a part of the tenure review process for non-tenured teachers. In recognition that continuous improvement is a lifelong professional responsibility, the East Islip Professional Development Review is also to be used once every five years following tenure to guide a professional conversation between the teacher and the administrator(s). This conversation, conducted by the principal or his or her designee, is meant to foster reflection, direction setting, and a celebration of professional growth and development.

**GENERAL SUPERVISORY REPORTS:** General Supervisory Reports dealing with positive or negative miscellaneous aspects and qualities of a teacher which have a bearing upon the teacher's performance may be written by an administrator at any time, using the form in Appendix IIIb.

**COUNSELING LETTER:** Counseling letters (also known as "Holt" letters) critical of a tenured teacher's performance are to be written on school or district letterhead, with an indication that they will be placed in the permanent file.

**YEAR END SUMMARY OF PROFESSIONAL DEVELOPMENT AND PROFESSIONAL ACTIVITIES:** Each teacher is to provide to the supervisor a written statement outlining the teacher's activities or professional accomplishments for the year which will be appended to the end of year evaluation. This form is to be completed by each faculty member on or before the second Friday in May of each year.

**ANNUAL EVALUATION REPORT:** An annual summative report is required by New York State. It provides teachers feedback on their performance which is assessed in terms of the State and District criteria, and identifies goals for the coming year. It is typically less comprehensive than a Professional Development Review. The Annual Evaluation Report will be provided to each teacher by the second Friday in June of each school year, and returned by each teacher within eight days.

**PORTFOLIO REVIEW:** **All teachers possessing a transitional or initial certificate** (i.e., certificates received after February 2, 2004) are required by New York State to maintain a professional portfolio, which shall be designed to foster professional reflection and demonstrate professional growth over time. Evaluation of teachers possessing a transitional or initial certificate will include annual review of the professional portfolio. It is the responsibility of the teacher to organize his/her own professional portfolio. The portfolio may include, but is not limited to:

- a video of teaching performance,
- sample lesson plans and units,
- samples of student work,
- student assessment instruments, and

- the teacher's reflection on his or her classroom performance, including goals and progress made toward established goals.
- evidence of professional growth, including a description or list of professional development experiences that the teacher has participated in, and their impact on classroom practice.

The collecting of artifacts/evidence of growth should not be separate from the regular work of the teacher in organizing and executing instruction and related work, and should help to answer the question “Does the evidence in my portfolio demonstrate student learning and show my professional growth?” The completed portfolio, which may be subject to interim review, is to be submitted to the principal by June 1<sup>st</sup> of each year, beginning June 1, 2010.

**CONTINUOUS IMPROVEMENT:** At the beginning of each year, instructional supervisors will review district and school goals, individual goals, and the district professional performance criteria. Meetings will take place on either a group or individual basis. Principals or their administrative designees will meet with teachers to establish instructional performance objectives which will be part of the supervisory focus for the year. At this time the administration will report on progress that has already been made.

**ATTENDANCE:** Regular attendance is vital for continuity of instruction and student learning. Attendance records will be reviewed on a periodic basis.

**TEACHERS WHOSE PERFORMANCE IS INEFFECTIVE:** Teachers who are not meeting the State and District’s professional performance standards are to be placed on a Teacher Improvement Plan (TIP). (See Appendix II e. for TIP form). The TIP action plan shall be developed by the district in consultation with the teacher, the EITA President or designee, and the Assistant Superintendent for Instruction or his or her designee. It is designed to help a teacher who has been found to have ineffective professional practice. An East Islip TIP will specify the following:

- identification of specific behaviors to be changed, with a precise statement of expected outcomes
- a timeline for accomplishing change including the frequency and nature of required observations
- actions that the teacher will take in order to make the desired changes
- supports that are available to the teacher, including people, materials, or professional development opportunities
- monitoring/evaluation methods

**TRAINING OF OBSERVERS/EVALUATORS:** Periodic in-service sessions will be made available to ensure that all administrators and teachers are familiar with the District’s professional performance criteria, effective instructional strategies, the use of performance data to inform instruction, and the primary purposes of supervision and evaluation, which are the improvement of teaching and learning, and ensuring that students have high quality instruction.

## SHARED UNDERSTANDINGS REGARDING TEACHER PERFORMANCE

### APPRAISAL (Additional information can be found in the EI UFSD & EITA Agreement):

- Teachers shall receive from their administrators and/or immediate supervisor(s) candid appraisal of their work, and supervisory assistance.
- Each teacher will be given three copies of any formal observation report.
- Teachers have the right to discuss such reports with the supervisor who completed them.
- Teachers shall sign, date, and return two copies of such reports to the issuer of the report within eight days following the date of receipt, but the teacher's signature will not necessarily indicate agreement with the reports' contents, and the teacher has a right to have a written response affixed.
- Teacher observation within the classroom situation for the purposes of evaluation shall not be conducted in a surreptitious manner.
- Discussions concerning negative aspects of a teacher's performance will, whenever possible, not take place when students or other school personnel not having an interest in the issue are present.
- Teachers may have the building representative or designee present for disciplinary conferences.
- Personnel files shall remain confidential, except to members of the Board of Education, administrative staff, and those authorized in writing by the teacher.
- A teacher may review his/her Personnel file, by appointment.

New York State Commissioner's Regulation 100.2 (o)  
Annual Professional Performance Review.

(1) For school years commencing prior to July 1, 2000, each school district and board of cooperative educational services (BOCES) shall be subject to the requirements of this paragraph. For school years commencing on or after July 1, 2000, each school district and BOCES shall be subject to the requirements of paragraph (2) of this subdivision.

(i) The governing body of each school district and board of cooperative educational services shall ensure that the performance of all professional personnel, except evening school teachers of nonacademic, vocational subjects, will be reviewed annually.

(ii) Each superintendent, in consultation with teachers, administrators and other school service professionals, selected by the superintendent with the advice of their respective peers, shall develop formal procedures for the review of the performance of all such personnel in the district. Such procedures shall be approved by the governing body of the district, filed in the district office, and available for review by any individual no later than August 1st of each year. Formal procedures for the review of the performance of all such personnel shall include:

(a) criteria by which all such personnel shall be reviewed, and a description of the review procedures;

(b) a description of review activities, including:

(1) the minimum number of observations;

(2) the frequency of observations; and

(3) provisions for a follow-up meeting for the reviewer to commend strengths of performance and discuss the need for improvement, if necessary, with the staff person being reviewed;

(c) methods used to record review results; and

(d) procedures used to:

(1) ensure that all such personnel are acquainted with the performance review procedures; and

(2) ensure that each individual who is reviewed in accordance with the provisions of this subdivision has the opportunity to provide written comment on his or her performance review.

(iii) The board of education shall annually review the performance of the superintendent of schools according to procedures developed by such board in consultation with the superintendent. Such procedures shall be filed in the district office, and available for review by any individual no later than August 1st of each year.

(2) For school years commencing on or after July 1, 2000, each school district and BOCES shall be subject to the requirements of this paragraph.

(i) For purposes of this paragraph, the governing body of each school district shall mean the board of education of each school district, and in the case of the City School District of the City of New York it shall mean the Board of Education of the City School District of the City of New York.

(ii) Annual review. The governing body of each school district and BOCES shall ensure that the performance of all teachers providing instructional services or pupil personnel services, as defined in section 80.1(w) of this Title, is reviewed annually, except evening school teachers of adults enrolled in nonacademic, vocational subjects; and supplementary school personnel, as defined in section 80.33 of this Title.

(iii) Professional performance review plan.

(a) Development and adoption of the plan.

(1) By September 1, 2000, the governing body of each school district and BOCES shall adopt a plan, which may be an annual or multi-year plan, for the annual professional performance review of its teachers providing instructional services or pupil personnel services, as defined in section 80.1(w) of this Title, that meets the content requirements prescribed in clause (b) of this subparagraph.

(2) Each superintendent and in the case of the City School District of the City of New York, the Chancellor, in collaboration with teachers, pupil personnel professionals, administrators and parents selected by the superintendent or in the case of the City School District of New York, the Chancellor, with the advice of their respective peers, shall develop the professional performance review plan, which shall be approved by the governing body of each school district or BOCES, filed in the district or BOCES office, as applicable, and available for review by any individual no later than September 10th of each year. The governing body of each school district and BOCES shall provide organizations representing parents and the recognized representative of the teachers' bargaining unit with an opportunity to comment on such plan prior to its adoption.

(b) Content of the plan.

(1) Criteria for evaluation of teachers providing instructional services. The professional performance review plan shall describe the criteria that the school district or BOCES shall use to evaluate its teachers providing instructional services, which shall include but not be limited to an evaluation of the following:

(i) Content knowledge, the teacher shall demonstrate a thorough knowledge of the subject matter area and curriculum;

(ii) Preparation, the teacher shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction;

(iii) Instructional delivery, the teacher shall demonstrate that the delivery of instruction results in active student involvement, appropriate teacher/student interaction and meaningful lesson plans resulting in student learning;

(iv) Classroom management, the teacher shall demonstrate classroom management skills supportive of diverse student learning needs which create an environment conducive to student learning;

(v) Student development, the teacher shall demonstrate knowledge of student development, an understanding and appreciation of diversity and the regular application of developmentally appropriate instructional strategies for the benefit of the students;

(vi) Student assessment, the teacher shall demonstrate that he or she implements assessment techniques based on appropriate learning standards designed to measure students' progress in learning and that he or she successfully utilizes analysis of available student performance data (for example: State test results, student work, school-developed assessments, teacher-developed assessments, etc.) and other relevant information (for example: documented health or nutrition needs, or other student characteristics affecting learning) when providing instruction;

\* (vii) Student growth – the teacher shall demonstrate a positive change in student achievement for his or her students between at least two points in time as determined by the school district or BOCES, taking into consideration the unique abilities and/or disabilities of each student, including English language learners. For purposes of this subdivision, student achievement means a student's scores on State assessments for tested grades and subjects and other measures of student learning, including student scores on pre-tests and end-of-course tests, student performance on English language proficiency assessments and other measures of student achievement determined by the school district or BOCES to be rigorous and comparable across classrooms;

(viii) Collaboration, the teacher shall demonstrate that he or she develops effective collaborative relationships with students, parents or caregivers, as needed, and appropriate support personnel to meet the learning needs of students;

(ix) Reflective and responsive practice, the teacher shall demonstrate that practice is reviewed, effectively assessed and appropriate adjustments are made on a continuing basis.

(2) Criteria for the evaluation of teachers providing pupil personnel services. The plan shall describe the criteria that the school district or BOCES shall use to evaluate teachers providing pupil personnel services, as defined in section 80.1(w) of this Title.

(3) Assessment approaches. The plan shall describe the methods that the school districts or BOCES shall employ to assess teachers' performance, which may include but is not limited to the following: classroom observation, videotape assessment, self review, peer review and portfolio review. For teachers possessing a transitional or initial certificate, the plan shall require the teacher to be evaluated based on portfolio review, which may include but is not limited to: a video of

\*This provision is subject to negotiations with the East Islip Teachers' Association.

teaching performance, a sample lesson plan, a sample of student work, student assessment instruments and the teacher's reflection on his or her classroom performance.

(4) Teacher improvement. The plan shall describe how the school district or BOCES addresses the performance of teachers whose performance is evaluated as unsatisfactory, and shall require the development of a teacher improvement plan for teachers so evaluated, which shall be developed by the district or BOCES in consultation with such teacher.

(5) Training in performance evaluation. The plan shall describe how the school district or BOCES provides training in good practice for the conducting of performance evaluations to staff who perform such evaluations, or alternatively, shall state the fact that the school district or BOCES permits such personnel to participate in training in this subject offered by the department.

(iv) Reporting requirement. The department shall require school districts and BOCES to report on an annual basis information related to the school district's efforts to address the performance of teachers whose performance is evaluated as ineffective, including information related to the implementation of teacher improvement plans for teachers so evaluated.

(v) Performance review of superintendent. The governing body of each school district shall annually review the performance of the superintendent of schools according to procedures developed by such body in consultation with the superintendent. Such procedures shall be filed in the district office and available for review by any individual no later than September 10th of each year.

(vi) Formal procedures for the review of the performance of teachers shall be determined by the school district or BOCES, consistent with the requirements of Article 14 of the Civil Service Law.

(vii) Variance.

(a) A variance shall be granted from a requirement of this paragraph, upon a finding by the commissioner that a school district or BOCES has executed prior to September 3, 1999 an agreement negotiated pursuant to Article 14 of the Civil Service Law whose terms continue in effect and are inconsistent with such requirement.

(b) A variance shall be granted from the criteria for the evaluation of teachers providing instructional services, prescribed in subclause (1) of clause (b) of subparagraph (ii) of this paragraph, upon a finding by the commissioner that the school district or BOCES has demonstrated that a local model for the evaluation of such teachers has produced successful results.

**EAST ISLIP SCHOOL DISTRICT  
PRE-OBSERVATION FORM**

APPENDIX II a.

*Teacher Name:* \_\_\_\_\_

*Building & Assignment:* \_\_\_\_\_

*Class/Subject:* \_\_\_\_\_

*Grade(s):* \_\_\_\_\_

*Period/Time of Day:* \_\_\_\_\_

*Lesson Date:* \_\_\_\_\_

***NOTE TO TEACHERS:*** *View the bullets as guidelines in completing this form and in planning your lessons. Please keep these in mind and address the bullets applicable to your lesson.*

**1. PLANNING THE OBJECTIVE AND PURPOSE:**

- What are the desired learning outcomes for this lesson? (What do you want the students to know, be able to do, or understand, that they did not know already?)
- What part of the District/State curriculum does this lesson address? How does this learning “fit” in the sequence?

**2. PLANNING FOR ASSESSMENT:**

- How will you know whether the students have learned what you intended? How will you monitor and assess student learning?
- How will the grading/evaluation criteria be addressed?
- How will you help students to self-monitor and revise their work?
- What opportunities will you provide for students to evaluate their progress?

**EAST ISLIP SCHOOL DISTRICT  
PRE-OBSERVATION FORM**

*Teacher Name:* \_\_\_\_\_

*Building & Assignment:* \_\_\_\_\_

**3. PREPARING TO ENGAGE STUDENTS:**

- How will you help students to know where the lesson is headed, and why?
- How will you make the objectives for this lesson clear to the students?
- How will you engage the students in the learning?
- Please indicate how your lesson will meet the needs of all students with regard to various learning styles, interests, and abilities.

**4. INSTRUCTION** (incorporates “Instructional Input,” “Modeling,” “Practice,” and “Closure”);

- Describe the planned learning experience.
  - What will you do?
  - What will the students do?
  - How will you group students?
- How will the students practice the skills in order to meet the performance goals?
- How will you build and monitor student understanding rather than focus on coverage?  
[Provide any worksheets or other materials that the students will be using.]

**EAST ISLIP SCHOOL DISTRICT  
PRE-OBSERVATION FORM**

**A Framework of Effective Teaching Components:**

**PLANNING & PREPARATION**

- Knowledge of Content
- Knowledge of Pedagogy
- Knowledge of Students (including plans to differentiate)
- Clarity of Instructional Outcomes
- Alignment to Curriculum and to NYS Standards
- Knowledge/Use of resources (including technology)
- Coherence of Instructional Design
- Assessment plan

**CLASSROOM ENVIRONMENT**

- Creating an environment of respect and rapport
- Establishing a culture for learning, including high expectations
- Managing classroom procedures, including “time on task”
- Managing student behavior
- Organizing the space for learning

**INSTRUCTION (including ASSESSMENT)**

- Clarity of teacher communications
- Questioning and Discussion Techniques
- Engaging Students in Learning
  - Activities
  - Assignments
  - Grouping
- Structure and pacing, including closure
- Using Assessment
- Demonstrating Flexibility and Responsiveness
- Other

**PROFESSIONAL RESPONSIBILITIES:** Reflecting on teaching, maintaining accurate records, communicating with families, participating in a professional community, developing professionally, and showing professionalism.

## Domains, Components, and Elements of the Framework for Teaching

### **Domain 1: Planning and Preparation**

#### *Component 1a: Demonstrating Knowledge of Content and Pedagogy*

- Knowledge of content and the structure of the discipline
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

#### *Component 1b: Demonstrating Knowledge of Students*

- Knowledge of child and adolescent development
- Knowledge of the learning process
- Knowledge of students' skills, knowledge, and language proficiency
- Knowledge of students' interests and cultural heritage
- Knowledge of students' special needs

#### *Component 1c: Setting Instructional Outcomes*

- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse learners

#### *Component 1d: Demonstrating Knowledge of Resources*

- Resources for Classroom use
- Resources to extend content knowledge and pedagogy
- Resources for students

#### *Component 1e: Designing Coherent Instruction*

- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

#### *Component 1f: Designing Student Assessments*

- Congruence with Instructional outcomes
- Criteria and standards
- Design of formative assessments
- Use for planning

### **Domain 2: The Classroom Environment**

#### *Component 2a: Creating an Environment of Respect and Rapport*

- Teacher interaction with students
- Student interactions with other students

#### *Component 2b: Establishing a Culture for Learning*

- Importance of the content
- Expectations for learning and achievement
- Student pride in work

#### *Component 2c: Managing Classroom Procedures*

- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties
- Supervision of volunteers and paraprofessionals

#### *Component 2d: Managing Student Behavior*

- Expectations
- Monitoring of student behavior
- Response to student misbehavior

#### *Component 2e: Organizing Physical Space*

- Safety and accessibility
- Arrangement of furniture and use of physical resources

### **Domain 3: Instruction**

#### *Component 3a: Communicating with Students*

- Expectations for learning
- Directions and procedures
- Explanations of content

- Use of oral and written language

#### *Component 3b: Using Questioning and Discussion Techniques*

- Quality of questions
- Discussion techniques
- Student participation

#### *Component 3c: Engaging Students in Learning*

- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

#### *Component 3d: Using Assessment in Instruction*

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

#### *Component 3e: Demonstrating Flexibility and Responsiveness*

- Lesson adjustment
- Response to students
- Persistence

### **Domain 4: Professional Responsibilities**

#### *Component 4a: Reflecting on Teaching*

- Accuracy
- Use in future teaching

#### *Component 4b: Maintaining Accurate Records*

- Student completion of assignments
- Student progress in learning
- Non-instructional records

#### *Component 4c: Communicating with Families*

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

#### *Component 4d: Participating in a Professional Community*

- Relationships with colleagues
- Involvement in a culture of professional inquiry
- Service to the school
- Participation in school and district projects

#### *Component 4e: Growing and Developing Professionally*

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

#### *Component 4f: Showing Professionalism*

- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision making
- Compliance with school and district regulations

EAST ISLIP SCHOOL DISTRICT  
PROFESSIONAL SUPERVISORY REPORT

SCHOOL \_\_\_\_\_

TEACHER: \_\_\_\_\_ GRADE: \_\_\_\_\_ NUMBER of STUDENTS: \_\_\_\_\_

DATE OF OBSERVATION: \_\_\_\_\_ SUBJECT: \_\_\_\_\_ SUPERVISOR: \_\_\_\_\_

TIME: \_\_\_\_\_ TYPE OF REPORT (underline) CLASSROOM OBSERVATION, GENERAL, PROFESSIONAL DEVELOPMENT REVIEW

NATURE OF ACTIVITY/OBJECTIVE: \_\_\_\_\_

Lesson Review:

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Date

A teacher may respond to this report. A copy of the response should be affixed to all copies. The Teacher will keep the WHITE copy and return all other copies within EIGHT (8) DAYS of the receipt of this report.

\_\_\_\_\_  
Signature of Teacher

\_\_\_\_\_  
Date

I HAVE RECEIVED AND READ THIS REPORT AND ALTHOUGH I MAY NOT AGREE WITH ITS CONTENTS MY SIGNATURE IS HERE RECORDED IN RECOGNITION OF ITS RECEIPT.

WHITE - Teacher

GREEN - Principal

BLUE - Department Chairman

YELLOW - Personnel File

PINK - Superintendent

*East Islip School District*  
**ANNUAL EVALUATION REPORT**  
**For Certified Personnel**

APPENDIX II c.
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Name: \_\_\_\_\_ School: \_\_\_\_\_ School Year: \_\_\_\_\_

Years of Service in EI: \_\_\_\_\_ Department/Grade: \_\_\_\_\_ Tenured: \_\_\_\_\_ or Non-Tenured: \_\_\_\_\_

*The annual evaluation is a summary of the teacher’s overall performance for the year. Supervisors will assign a rating of (H) Highly Effective, (E) Effective, (D) Developing, (I) Ineffective for each specific domain, as well as, an overall rating of (H) Highly Effective, (E) Effective, (D) Developing, (I) Ineffective. Comments will elaborate on the strength or areas of concern in each component of the domain. Comments, impressions and specific recommendations related to these areas appear in the comments and summary sections. The teacher-written Year End Summary of Professional Development and Professional Activities form, containing teacher reflections and lists of professional contributions, is to be attached as part of this document.*

<p style="text-align: center;"><u>Planning/Preparation</u></p> <ul style="list-style-type: none"> <li>- Demonstrating knowledge of content &amp; pedagogy</li> <li>- Demonstrating knowledge of students</li> <li>- Setting clear instructional outcomes aligned to EI curriculum and NYS Standards</li> <li>- Demonstrating knowledge of resources</li> <li>- Designing coherent instruction</li> <li>- Designing student assessments</li> </ul> <p>COMMENTS/EVIDENCE:</p>	<p style="text-align: center;"><u>The Environment</u></p> <ul style="list-style-type: none"> <li>- Creating an environment of respect &amp; rapport</li> <li>- Establishing a culture for learning</li> <li>- Managing procedures</li> <li>- Managing student behavior</li> <li>- Organizing physical space</li> </ul> <p>COMMENTS/EVIDENCE:</p>
<p style="text-align: center;"><u>Instruction</u></p> <ul style="list-style-type: none"> <li>- Communicating clear expectations &amp; explanation</li> <li>- Using questioning &amp; discussion techniques</li> <li>- Engaging students in learning</li> <li>- Structure and pacing</li> <li>- Using assessment in instruction</li> <li>- Demonstrating flexibility &amp; responsiveness</li> </ul> <p>COMMENTS/EVIDENCE:</p>	<p style="text-align: center;"><u>Professional Responsibilities</u></p> <ul style="list-style-type: none"> <li>- Reflecting on teaching</li> <li>- Maintaining accurate records</li> <li>- Communicating with families</li> <li>- Participating in a professional community</li> <li>- Growing &amp; developing professionally</li> <li>- Showing professionalism</li> </ul> <p>COMMENTS/EVIDENCE:</p>

**Teacher goals for the coming year, as appropriate.**

- May be collaboratively developed
- Should align with district and/or building goals
- Should be informed by student performance data

**Supervisor's Summary:**

*Check here if a formal Teacher Improvement Plan is required:*

**Overall Rating:** \_\_\_\_\_  
"H" "E" "D" or "I"  
continuanace

**For non-tenured teachers only:**  Recommended for continuance  
 Not recommended for

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Signing this form indicates only that it has been read and received. Comments and responses may be attached with a copy to supervisor and file.*

YEAR END SUMMARY OF PROFESSIONAL DEVELOPMENT  
AND PROFESSIONAL ACTIVITIES

TEACHER NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

ASSIGNMENT/BUILDING: \_\_\_\_\_

<b>SPECIAL ACTIVITIES</b> COMMITTEE MEMBERSHIPS, EVENTS, ACTIVITIES	<b>PROFESSIONAL MEMBERSHIPS</b>
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

<b>COURSEWORK, CONFERENCES, PROFESSIONAL DEVELOPMENT</b> PARTICIPATED IN THIS YEAR (You may attach a printout from "My Learning Plan") You may include any <i>anticipated</i> activities that will take place after the second Friday in May.
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

**Teacher Reflections on your students' learning and your professional growth:**

**Professional Goals for the coming year:**

\_\_\_\_\_  
Signature of Teacher                      Date

To be completed by each teacher and given to the principal's secretary by the second Friday in May of each school year.  
Will be appended to the Annual Evaluation Report for Certified Personnel

(3/09-db)

# Teacher Improvement Plan

based upon the NYS APPR Regulation and past EI practice, incorporating the *Plan of Improvement*.

Date: \_\_\_\_\_

Developed by : \_\_\_\_\_

Teacher

Administrator

Other

Identification of specific behaviors to be changed and a statement of expected outcomes:

Timeline for accomplishing change:

Actions that the teacher agrees to, in order to make the desired changes:

How progress in the change effort will be monitored and evaluated:

Multiple supports available to teacher, for instance:

- Mentor, PDP, Department Chair, Administrator
- Workshops, courses, observation schedule, peer visitations

Signatures of teacher, union representative, and the administrator indicate agreement to the above plan.

\_\_\_\_\_  
*Teacher*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Asst. Superintendent for Instruction or designee*

\_\_\_\_\_  
*Date*

EITA President or designee \_\_\_\_\_

WHITE - Teacher

GREEN - Principal

BLUE - Department Chairperson

YELLOW - Personnel

File

PINK - Superintendent

## RUBRICS based on NYS and East Islip Professional Performance Criteria

### Domain 1: Planning and Preparation

*derived from Charlotte Danielson's FRAMEWORK FOR TEACHING*

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>Ia: Demonstrating knowledge of content and pedagogy</i>	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
<i>Ib: Demonstrating knowledge of students</i>	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<i>Ic: Setting instructional outcomes</i>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
<i>Id: Demonstrating knowledge of resources</i>	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
<i>Ie: Designing coherent instruction</i>	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
<i>If: Designing student assessment</i>	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

## Evidence of Teaching

### Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>2a: Creating an environment of respect and rapport</i>	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
<i>2b: Establishing a culture for learning</i>	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
<i>2c: Managing classroom procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties..	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
<i>2d: Managing student behavior</i>	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
<i>2e: Organizing physical space</i>	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

## Evidence of Teaching

### Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>3a: Communicating with students</i>	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
<i>3b: Using questioning and discussion techniques</i>	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
<i>3c: Engaging students in learning</i>	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
<i>3d: Using Assessment in Instruction</i>	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
<i>3e: Demonstrating flexibility and responsiveness</i>	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

#### Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>4a: Reflecting on Teaching</i>	Teacher's reflection on the lesson does not provide an accurate or objective description of the event of the lesson.	Teacher's reflection provides a partially accurate and objective description of the lesson, but does not cite specific positive and negative characteristics. Teacher makes global suggestions as to how the lesson might be improved.	Teacher's reflection provides an accurate and objective description of the lesson, and cites specific positive and negative characteristics. Teacher makes some specific suggestions as to how the lesson might be improved.	Teacher's reflection on the lesson is highly accurate and perceptive, and cites specific examples that were not fully successful, for at least some students. Teacher draws on an extensive repertoire to suggest alternative strategies.
<i>4b: Maintaining Accurate Records</i>	Teacher has no system for maintaining accurate records, resulting in errors and confusion.	Teacher's system for maintaining accurate records is rudimentary and only partially effective.	Teacher's system for maintaining accurate records is efficient and effective.	Teacher's system for maintaining accurate records is efficient and effective, and students contribute to its maintenance.
<i>4c: Communicating with Families</i>	Teacher provides little or no information to families and makes no attempt to engage them in the instructional program.	Teacher complies with school procedures for communicating with families and makes an effort to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	Teacher communicates frequently with families and successfully engages them in the instructional program. They convey information to families about individual students in a culturally appropriate manner.	Teacher communicates frequently and sensitively with families and responds to the individual and cultural needs of families. Teacher successfully engages families in the instructional program; students participate in communicating with families.
<i>4d: Contributing to the School and District</i>	Teacher's relationships with colleagues are negative or self-serving, and teacher avoids being involved in school and district events and projects.	Teacher's relationships with colleagues are cordial, and teacher participates in school and district events and projects when specifically requested.	Teacher participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	Teacher makes a substantial contribution to school and district events and projects, and assumes leadership with colleagues.
<i>4e: Growing and Developing Professionally</i>	Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills.	Teacher's participation in professional development activities is limited to those that are convenient or are required.	Teacher seeks out opportunities for professional development based on an individual assessment of need.	Teacher actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as action research and mentoring new teachers.
<i>4f: Demonstrating Professionalism</i>	Teacher's sense of professionalism is low, and teacher contributes to practices that are self-serving or harmful to students.	Teacher's attempts to serve students are genuine but limited.	Teacher makes genuine and successful efforts to ensure that all students are well served by the school.	Teacher assumes a leadership role in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school.