

Cortland Enlarged City School District Annual Professional Performance Review Plan (APPR)

Introduction

On May 28, 2010, the Governor signed Chapter 103 of the Laws of 2010, which added a new section 3012-c to the Education Law, establishing a comprehensive evaluation system for classroom teachers and building principals.

By September 1, 2011, 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.

The superintendent, in collaboration with teachers, pupil personnel professionals, and administrators developed this professional performance review plan. Once approved by the governing body of the school district, the plan will be filed in the district office and posted to the district website no later than September 10th of each year. If work on the development of the plan needs to continue after September 10th, revisions to the plan will be posted as approved by the governing body.

The governing body of each school district and BOCES shall ensure that the performance of all teachers providing instructional services or pupil personnel services is reviewed annually.

For the 2011-2012 school year, the law only applies to classroom teachers of the common branch subjects, English language arts or mathematics in grades 4-8 and the building principals of schools in which such teachers are employed. In the 2012-2013 school year, the new law applies to all classroom teachers and building principals.

Scope of Plan

This plan is intended to ensure the full application of the APPR regulations to all staff as mandated by the 3012-c amendments to Education Law pertaining to evaluation of teachers and principals. For the school year 2011-2012, all teachers of English language arts and mathematics in grades 4-8 will be subject to all elements of this plan, meaning the evaluation process will result in a composite score out of 100. All instructional staff, regardless of grade level or subject area, who are not currently tenured, will continue with procedures afforded in the un-expired PGAP plan, but observations will be evaluated using the newly selected evaluation rubric. For these staff, all other aspects of the unexpired PGAP will remain in effect. The new APPR plan will incorporate all remaining staff subject to this regulation in the 2012-2013 school year.

Teacher Evaluation

New York Teaching Standards

The professional performance review plan for teachers is based on the *New York State Teaching Standards* (see appendix for complete set of *Teaching Standards* and the accompanying performance indicators). These, therefore, are the criteria that will be used to evaluate teachers:

- **Knowledge of Students and Student Learning:** Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.
- **Knowledge of Content and Instructional Planning:** Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.
- **Instructional Practice:** Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.
- **Learning Environment:** Teachers work with all students to create a dynamic learning environment that supports achievement and growth.
- **Assessment for Student Learning:** Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction. This includes 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
- **Professional Responsibilities and Collaboration:** Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning. This includes the development of effective collaborative relationships with students, parents or caregivers, as needed, and appropriate support personnel to meet the learning needs of students; and
- **Professional Growth:** Teachers set informed goals and strive for continuous professional growth.

Teacher Effectiveness

Annual professional performance reviews shall differentiate teacher effectiveness using a composite effectiveness score. Based on such a composite effectiveness score a classroom teacher shall be rated as Highly Effective, Effective, Developing, or Ineffective. The composite score is determined as follows:

Student Growth Measures

20% is based on student growth on State assessments or other comparable measures of student growth (increased to 25% upon implementation of a value-added growth model). Student growth means the change in student achievement for an individual student between two or more points in time. Student growth percentile score shall mean the result of a statistical model that calculates each student's change in achievement between two or more points in time on a State assessment or other comparable measure and compares each student's performance to that of similarly achieving students. Value-added growth score shall mean the result of a statistical model that incorporates a student's academic history and may use other student demographics and characteristics, school characteristics and/or teacher characteristics to isolate statistically the effect on student growth from those characteristics that are generally not in the teacher's or principal's control.

Data that are provided by SED will provide the number of points (out of the possible 20 or 25) toward the composite score a teacher will be awarded for the student growth portion. The state will assign a score of 0-20 points for this subcomponent, which will contribute to the educator's composite effectiveness score using the standards and scoring ranges for this subcomponent as prescribed in regulation.

For non-core subject areas for which there is no growth data provided by the state, the state-determined district-wide growth goal setting process will be employed as described by SED in the 2012-2013 school year. Teachers will work with their principals to set growth goals, based on the state process. Goals will identify how progress will be measured as well as the level of mastery. Principals will assess the teacher's evidence of student learning at year end using the state scoring guidelines.

Assessments will be secure and not disseminated to students prior to the assessment administration. Teachers will not score their own students' work if the results of the assessments will factor into their evaluation.

Student Achievement Measures

20% of the composite effectiveness score is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner (decreased to 15% upon implementation of value-added growth model). For purposes of this section:

A yet to be determined district committee will recommend to the superintendent the mechanism for determining the student achievement portion of the composite effectiveness rating.

Accompanying each recommended assessment will be a recommended scoring mechanism that will identify the relationship between achievement on the test and the translation to the subcomponent composite scoring ranges. The following scale is an example of what such a mechanism might look like:

<i>Average score of class on assessment</i>	<i>Points for composite evaluation scale</i>
0-17	0
18-35	1
36-49	2
50	3
51-52	4
53-54	5
55-56	6
57-58	7
59-60	8
61-62	9
63	10
64	11
65-67	12
68-70	13
71-73	14
73-76	15
77-80	16
81-84	17
85-90	18
91-96	19
96-100	20

Assessments will be secure and not disseminated to students prior to the assessment administration. Teachers will not score their own students' work if the results of the assessments will factor into their evaluation.

Multiple Measures of Effectiveness

The remaining 60% (or 60 out of the total 100 point composite score) of the composite effectiveness score is based on other measures of teacher effectiveness consistent with standards prescribed by the Commissioner in regulation.

Based on its inclusion of the SED-approved list of rubrics, the Framework for the Observation of Effective Teaching (Pearson) will be used to evaluate all core area teachers in grades 4-8 in the school year 2011-2012, consistent with the commissioner's regulations. Additionally, this rubric will also be used to evaluate all probationary and non-tenured instructional staff members, regardless of grade level or subject taught. All other staff will begin use of this rubric in the 2012-2013 school year. That rubric is included in the appendix.

In order to support continuous professional growth, 40 of these 60 points shall be based on classroom observations, which consist of a combination of longer (period-length) and shorter (classroom visits and walk-throughs) observations. For the longer evaluation, a pre and post observation conference will occur, at which time the teacher will provide the evaluator of evidence of Planning and Preparation.

Another 5 out of the 60 points will be used to assess effective goal setting and reflective thinking. Prior to the annual end of year evaluation conference, the teacher will present the evaluator with a reflective narrative based on the previous year's activities. The teacher will also present potential goals for the following year. Ultimately, goals are to be agreed upon through conversation with the administrator. Criteria for evaluating reflective narratives and goals are to be developed.

The remaining 15 out of the 60 points will be used to assess other areas of desired quality that are not addressed through direct observation and use of the rubric. The classroom teacher will prepare a collection of artifacts that will serve as evidence for these points. Any action research, leadership projects, or learning projects may be included as a part of this section. Criteria for the evaluation of artifacts will be developed.

A formula will be developed to calculate the number of points for the teacher effectiveness composite score (the rubric is a four point rubric) for each category. The ten category scores are totaled which comprises the number of points (out of 40) for the multiple measures component of the composite score.

Rubrics

Based on its inclusion of the SED-approved list of rubrics, the Framework for the Observation of Effective Teaching (Pearson) rubric will be used to evaluate classroom teachers.

Additionally, the APPR committee feels that the Framework for Teaching rubric (Danielson, 2011) is an extremely valuable resource and should be included in future conversations regarding the revision and evolution of this plan and perhaps used as a professional development tool with instructional staff.

Professional Development

Professional development objectives for the teacher will be based on the evaluation, in addition to school and/or district priorities.

Timely Provision of Feedback

Procedures to ensure timely provision of feedback resulting from observations are to be developed.

Other

Evaluator Training

The superintendent will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluator training will include training on:

- 1) The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable;
- 2) Evidence-based observation techniques that are grounded in research;
- 3) Application and use of the student growth percentile model and the value-added growth model;
- 4) Application and use of the teacher or principal rubric(s), including training on the effective application of such rubrics to observe a teacher or principal's practice;
- 5) Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.;
- 6) Application and use of any locally selected measures of student achievement used by the district evaluate its teachers or principals;
- 7) Use of the Statewide Instructional Reporting System;
- 8) The scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings; and
- 9) Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

The superintendent will ensure that lead evaluators participate in annual training and are re-certified on an annual basis. The BOCES Network Team will be utilized to provide the training and recertification. Any individual who fails to achieve required training or certification or recertification, as applicable, shall not conduct or complete evaluations.

Data Linkage

Working with the Central New York Regional Information Center, the district will provide all of the data elements described by SED. Data will be submitted to the SED through the portal each year. This includes information a comprehensive course catalog, assessment scores, student enrollment information, and evaluation component scores.

Professional Improvement Plans

If a teacher or principal's performance is evaluated as "ineffective" or "developing", the supervisor shall be required to develop a Professional Improvement Plan in consultation with the staff member. Such procedures for the development of the Professional Improvement Plan are to be developed.

Appeals

The procedures for initiating, reviewing and resolving any and all challenges and appeals related to a performance review, and/or improvement plan are to be developed.

Principal Evaluation

ISLLC (2008) Leadership Standards

The professional performance review plan for principals is based on the NYS ISLLC Standards (see appendix for complete set of *ISLLC Standards* and the accompanying performance indicators):

- **Vision, Mission, and Goals:** An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
- **Teaching and Learning:** An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- **Managing Organizational Systems and Safety:** An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
- **Collaborating with Families and Stakeholders:** An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
- **Ethics and Integrity:** An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
- **The Education System:** An education leader ensures the success of all students by influencing interrelated systems of political, economic, legal and cultural contexts affecting education to advocate for their teachers' and students' needs.

Principal Effectiveness

Annual professional performance reviews shall differentiate principal effectiveness using a composite effectiveness score. Based on such a composite effectiveness score a principal shall be rated as Highly Effective, Effective, Developing, or Ineffective. The composite score is determined as follows:

Student Growth Measures

20% is based on student growth on State assessments or other comparable measures of student growth (increased to 25% upon implementation of a value-added growth model). Student growth means the change in student achievement for an individual student between two or more points in time. Student growth percentile score shall mean the result of a statistical model that calculates each student's change in achievement between two or more points in time on a State assessment or other comparable measure and compares each student's performance to that of similarly achieving students. Value-added growth score shall mean the result of a statistical model that incorporates a student's academic history and may use other student demographics and characteristics, school characteristics and/or teacher characteristics to isolate statistically the effect on student growth from those characteristics that are generally

not in the teacher's or principal's control. The characteristics included may be different for teachers and principals, based on empirical evidence and policy determinations.

Data that are provided by SED will provide the number of points (out of the possible 20 or 25) toward the composite score a principal will be awarded for the student growth portion for ELA and mathematics. As SED adds grades and/or subjects, these will be included in this section.

Improvement in the high school graduation rate and the percentage of student who earn a Regents diploma with advanced designation will be included as factors for high school principals.

Student Achievement Measures

20% of the composite effectiveness score is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner (decreased to 15% upon implementation of value-added growth model). For purposes of this section:

A district committee will recommend to the superintendent the mechanism for determining the student achievement portion of the composite effectiveness rating. The mechanism will be comparable across buildings within the district. Accompanying each recommended assessment will be a recommended scoring mechanism that will identify the relationship between achievement on the test and the translation to the subcomponent composite scoring ranges.

Multiple Measures of Effectiveness

The remaining 60% (or 60 out of the total 100 point composite score) of the composite effectiveness score is based on other measures of principal effectiveness consistent with standards prescribed by the Commissioner in regulation. The rubric that will be used to evaluate principals will be selected in collaboration between principals and principal supervisors.

Each year, this assessment must incorporate at least one school visit by the principal's supervisor and at least two other sources of evidence from the following options: structured feedback from teachers, students, and/or families; school visits by other trained evaluators; review of school documents, records, and/or state accountability processes; and/or other locally-determined sources.

Because the 60 points must be based on multiple measures, the broad assessment of leadership and management actions cannot count for the entire 60 points.

Rubrics

The rubric that will be used to evaluate principals will be selected in collaboration between principals and principal supervisors and will be based on its inclusion on the SED-approved list of rubrics for building principal evaluation.

Professional Development

Professional development objectives for the principal will be based on the evaluation, in addition to school and/or district priorities.

Timely Provision of Feedback

Procedures to ensure timely provision of feedback resulting from observations are to be developed.

Other

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- 1) The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable;
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- 3) Application and use of the student growth percentile model and the value-added growth model;
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- 6) Application and use of any locally selected measures of student achievement used by the district evaluate its teachers or principals;
- 7) Use of the Statewide Instructional Reporting System;
- 8) The scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings; and
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If a principal's performance is evaluated as "ineffective" or "developing", the supervisor shall be required to develop a Professional Improvement Plan in consultation with the principal. Such procedures for the development of the Professional Improvement Plan are to be developed.

Appeals

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Framework for the Observation of Effective Teaching (Pearson)

I.	Organize the Lesson for Learning
	Performance Indicators
1.	begins the lesson by presenting clear, measurable learning objective(s) that state specifically what students should know and be able to do as a result of the lesson
2.	periodically reviews progress toward meeting lesson objective(s) (i.e., summarizes what the class has accomplished so far in the lesson and what comes next)
3.	refocuses the class as needed to maintain progress in completing the lesson and achieving the lesson objective(s)
4.	links instructional concepts and activities to previously covered material and students' prior learning
5.	breaks down complex lesson activities/skills into a series of manageable steps that aids students in mastering the learning objective(s)
6.	incorporates direct instruction, guided practice, and opportunities for independent practice into the lesson
7.	demonstrates or otherwise models activities for clarity to help students understand what they are expected to do
8.	leads students in guided practice, reducing support as students are able to proceed independently
9.	emphasizes students doing and thinking over passively watching and listening to the teacher
10.	uses instructional groupings (e.g., student pairs, cooperative learning, homogeneous groups) to promote participation, cooperation, and learning
	Category Rating
4:	Consistently uses skills and strategies to organize the lesson for learning.
3:	Often uses skills and strategies to organize the lesson for learning.
2:	Sometimes uses skills and strategies to organize the lesson for learning.
1:	Rarely or never uses skills and strategies to organize the lesson for learning.

II		Promote Student Interest and Engagement
		Performance Indicators
	11.	conveys to students why knowledge of material addressed in the lesson is important
	12.	provides an introduction that captures students' interest and attention (e.g., asks a question that motivates students to want to learn, tells an engaging story that leads to lesson content)
	13.	links what students are learning in the lesson to their lives and/or to real-world issues
	14.	employs strategies/activities in the lesson that encourage and require active student engagement
	15.	demonstrates enthusiasm for the content students are learning and the work they are doing
	16.	uses feedback and praise to reinforce student efforts and encourage learning
	17.	students are engaged and on-task during the lesson
	18.	students show persistence in achieving challenging learning goals
		Category Rating
	4:	Consistently uses skills and strategies to promote student interest and engagement.
	3:	Often uses skills and strategies to promote student interest and engagement.
	2:	Sometimes uses skills and strategies to promote student interest and engagement.
	1:	Rarely or never uses skills and strategies to promote student interest and engagement.

III.		Demonstrate High Expectations for Student Learning
		Performance Indicators
	19.	communicates through words and/or behaviors the expectation that all students can do the work and learn the lesson content
	20.	shows persistence in helping students achieve lesson objective(s)
	21.	provides encouragement for each student to produce his/her best work
	22.	provides cues and other support (e.g., work with peers) to lead students to successful performance/responses
	23.	provides recognition of student progress and achievement of lesson goals
	24.	models and requires students to use higher-order thinking skills
		Category Rating
	4:	Consistently uses skills and strategies to demonstrate high expectations for student learning.
	3:	Often uses skills and strategies to demonstrate high expectations for student learning.
	2:	Sometimes uses skills and strategies to demonstrate high expectations for student learning.
	1:	Rarely or never uses skills and strategies to demonstrate high expectations for student learning.

IV.		Respond to Diverse Student Characteristics and Needs
		Performance Indicators
	25.	uses varied curricular materials or adapts curricular materials to meet students' diverse learning needs
	26.	scaffolds learning activities to address different student needs and readiness (e.g., providing reminders, breaking a problem into steps, providing examples) and to promote students' independence as learners
	27.	responds to the needs of individual students as the lesson proceeds to help ensure a successful learning experience for all students
	28.	uses auditory, visual, and kinesthetic modalities when presenting material to the class
	29.	adjusts the pace of instruction, the focus of instruction, and/or the method of delivery based on student response and progress as the lesson proceeds
	30.	accommodates varied student time needs by providing relevant, meaningful skill applications for students who complete work early
	31.	incorporates elements of students' cultural/community backgrounds into instruction
		Category Rating
	4:	Consistently uses skills and strategies to respond to diverse student characteristics and needs.
	3:	Often uses skills and strategies to respond to diverse student characteristics and needs.
	2:	Sometimes uses skills and strategies to respond to diverse student characteristics and needs.
	1:	Rarely or never uses skills and strategies to respond to diverse student characteristics and needs.

V.		Communicate to Promote Learning
		Performance Indicators
	32.	uses multiple representations and explanations to promote all students' understanding of new concepts and skills
	33.	uses language that is accessible to students and appropriate to their level of development
	34.	uses content-specific language that extends students' language development
	35.	students use content-specific language with comprehension
	36.	adjusts communication (e.g., by restating, simplifying language, using graphic representations) in response to student needs
	37.	provides clarification for misconceptions and areas of student confusion
	38.	students understand what is being taught
	39.	provides clear and detailed directions for lesson activities and assignments
		Category Rating
	4:	Consistently uses skills and strategies for communicating to promote learning.
	3:	Often uses skills and strategies for communicating to promote learning.
	2:	Sometimes uses skills and strategies for communicating to promote learning.
	1:	Rarely or never uses skills and strategies for communicating to promote learning.

VI.	Ask Questions and Lead Discussion to Promote Learning
	Performance Indicators
40.	uses questioning periodically to check for student understanding
41.	uses questioning practices that keep all students engaged (e.g., calls on students randomly, does not call only on students with hands raised)
42.	uses questioning to promote different types and levels of thinking (e.g., recall, critical thinking, divergent thinking)
43.	uses wait time appropriate to the goals of questioning and the types of questions asked
44.	uses a continuum of questioning and cueing techniques to lead students to correct responses
45.	uses follow-up questions to prompt students to explain their thinking and extend their knowledge
46.	prompts students to interact with and react to one another during class discussion
47.	uses students' comments, questions, and ideas to advance learning for the class
	Category Rating
4:	Consistently uses skills and strategies for questioning and leading discussion to promote learning.
3:	Often uses skills and strategies for questioning and leading discussion to promote learning.
2:	Sometimes uses skills and strategies for questioning and leading discussion to promote learning.
1:	Rarely or never uses skills and strategies for questioning and leading discussion to promote learning.

VII.	Maintain a Positive Emotional Climate
	Performance Indicators
48.	interacts respectfully with students (e.g., listens attentively, acknowledges comments, makes eye contact)
49.	corrects student errors/misunderstandings in positive ways that reflect patience and caring
50.	provides encouragement for students performing at all levels
51.	circulates and interacts to maintain proximity with students
52.	demonstrates rapport with the class through positive verbal and nonverbal interaction
53.	students freely share their views and ideas
54.	students demonstrate the belief that they can learn the lesson content
55.	students work collaboratively with peers to promote learning
56.	students demonstrate pride in their work and accomplishments
57.	students are comfortable seeking support from teacher or peers when assistance is needed
	Category Rating
4:	Consistently uses skills and strategies to maintain a positive emotional climate.
3:	Often uses skills and strategies to maintain a positive emotional climate.
2:	Sometimes uses skills and strategies to maintain a positive emotional climate.
1:	Rarely or never uses skills and strategies to maintain a positive emotional climate.

VIII.	Maximize Productivity
	Performance Indicators
	58. maintains an instructional pace that reflects a sense of urgency and purpose
	59. keeps students engaged in productive activity throughout the lesson
	60. uses consistent routines, procedures, and cues to minimize time required for routine tasks (e.g., collecting homework assignments)
	61. structures quick and efficient transitions (e.g., switching from individual to group work)
	62. makes learning resources readily available to minimize instructional downtime
	63. notices and responds quickly and efficiently to lack of understanding or other student problems
	Category Rating
	4: Consistently uses skills and strategies to maximize productivity.
	3: Often uses skills and strategies to maximize productivity.
	2: Sometimes uses skills and strategies to maximize productivity.
	1: Rarely or never uses skills and strategies to maximize productivity.

IX.	Manage the Classroom to Promote Learning
	Performance Indicators
	64. models behaviors expected of students
	65. maintains ownership and control of the class through verbal and nonverbal communication and other behaviors
	66. communicates the expectation that all students will follow directions and behave in accordance with class rules
	67. uses proactive behavior management strategies (e.g., engaging in constant monitoring, maintaining physical proximity)
	68. uses efficient and effective disciplinary responses that minimize disruption and instructional downtime
	69. reinforces appropriate behavior exhibited by students
	70. students understand and adhere to behavior expectations
	71. students are attentive and actively listen to teacher and peers
	72. students demonstrate a positive attitude toward teacher, peers, and learning
	73. students demonstrate a sense of responsibility for their learning and appear to try their best to be successful
	Category Rating
	4: Consistently uses skills and strategies to manage the classroom to promote learning.
	3: Often uses skills and strategies to manage the classroom to promote learning.
	2: Sometimes uses skills and strategies to manage the classroom to promote learning.
	1: Rarely or never uses skills and strategies to manage the classroom to promote learning.

X.	Assess Student Performance and Progress
	Performance Indicators
74.	checks for understanding (e.g., through questioning, observation, discussion) and adjusts instruction as needed
75.	provides students with frequent, targeted feedback (i.e., direct, specific, timely, constructive) on their performance
76.	gives students opportunities to engage in self-assessment of their own work and learning
77.	incorporates an activity at the end of the lesson to assess student learning
	Category Rating
4:	Consistently uses skills and strategies to assess student performance and progress.
3:	Often uses skills and strategies to assess student performance and progress.
2:	Sometimes uses skills and strategies to assess student performance and progress.
1:	Rarely or never uses skills and strategies to assess student performance and progress.

Appendix B – Incomplete list of participants in the development process

Administrators	Secondary Teachers	Elementary Teachers
Larry Spring	Lori Megivern	Eileen Fitzgerald-Spiehs
Judi Riley	Kristie Bliss	Barb Closson
Gregory Santoro	Brian Bosch	Gail Renninger-Smith
Kevin Cafararo	Carol Brafman	Tom Dovi
Abe Brafman	Jamie Brown	Judi Haskins
Lisa Kaup	Dan Lord	Karen Avery
Lynn New	Donna Murphy	
Angela Wanish	Michele Hughes	
Kevin Yard	Amy Johnson	
Clifford Kostuk	Tom Herting	
Jeffory Johnson	Tom Gath	
	Sherlyn Pallassino	