

Schenectady
City School District

APPR Handbook



2023-2024

OVERALL APPR RATING

The teacher's rating for each category, Teacher Observation and Student Performance, is applied to the APPR Matrix below to determine the overall rating APPR rating for the year.

APPR MATRIX

<i>Teacher Observation</i>					
Student Performance		<i>Highly Effective (H)</i>	<i>Effective (E)</i>	<i>Developing (D)</i>	<i>Ineffective (I)</i>
	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D	D	I	I

The Guidelines for how the Teacher Observation Category and Student Performance Category are determined is detailed in the pages that follow. Any deviation from these guidelines can be used as grounds for an appeal if a Teacher's Overall APPR Rating falls below and Effective.

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Teacher Observation Category for Tenured Teachers

A Tenured Teacher's Observation Category will include one Formal Observation and one Unannounced Observation.

Formal Observation:

Takes place October 1st through May 15th
Makes up 90% of your Observation Score for the Matrix.

Scheduling:

By October 1st an administrator should have reached out to the teacher to collaboratively schedule the pre observation meeting, observation, and post observation meeting.

Time Line for scheduling:

- **Pre-Observation** must take place within 5 school days before the observation.
- **Post Observation** must take place within 5 school days after the observation.
- If the teacher does not hear from an administrator by **October 2nd** they should contact their building principal to let them know.
- If they do not hear from their building principal within **5 school days** of contact they should contact the SFT 1st Vice President who will bring the issue to the APPR Committee.

Blocked Out Days :

Return from Leave

- **No teacher that returns from a leave of absence shall be observed until 30 calendar days after they have returned from the leave of absence.**

Breaks

- **No teacher, tenured or probationary, shall be observed one day before or after a school break.**

Choosing Indicators for Formal Observation

- **At the time of scheduling teachers must select 5 of the 8 indicators from the SCSD Tenured Teacher Rubric for the formal observation. At min**

- ***While you may select any of the indicators, you must have 4 scores from Standard 3 and 4 by the end of the year with 4.3A being selected at least once.**

Pre-Observation:

Lesson Plan: The teacher is responsible for uploading a completed *APPR Lesson Plan* into StaffTrac no sooner than one school day before the pre-observation meeting.

Pre-Observation Form: The teacher should be prepared to answer all the questions relevant to any selected indicators that appear on the *APPR Pre-Observation Form* during the Pre-Observation meeting.

Scoring of the any selected Pre-Observation Indicators, from the *SCSD APPR Rubric*, are based on the Lesson Plan and the conversation which is based on the questions on the *Pre-Observation Form*.

- The administrator is responsible for directing the conversation based on the *APPR Pre-Observation Form* so that a teacher can verbally provide evidence for any selected indicators.
- It is the administrator's responsibility to take notes based on the conversation into *APPR Pre-Observation Form* on StaffTrac.

By the end of the pre-observation meeting the teacher should have an understanding of what their score is for the pre-observation indicators selected and if there is anything they can do to improve it by adding evidence before the lesson.

Missed Pre-Observation:

- If the administrator needs to cancel or misses the pre-observation all efforts will be made by the administrator to meet with the teacher before their observation allowing the teacher the time they feel they need to make changes based on the conversation.
- If that is not possible the teacher can choose to cancel the observation and reschedule all aspects or the pre-observation can be conducted after the observation so that the teacher can present evidence for scoring purposes.

Missed Observation:

- If the administrator needs to cancel **before the pre-observation** then they will work collaboratively with the teacher to set up another meeting time with flexibility by the administrator so that it does not create any additional issues for the teacher.
- If the administrator cancels or does not show up for observation **after the pre-observation** then the administrator will work collaboratively with the teacher to set up another schedule with flexibility by the administrator so that it does not create any additional issues for the teacher.
- The teacher can decide whether they would like to keep their scores from the original **pre-observation** or do another one based on the new observation.
- If the administrator cancels **a second time** the teacher should contact the SFT 1st Vice President who will bring the issue to the APPR Committee.

Post Observation:

Post Observation Form: The teacher should complete *APPR Post Observation Form* in StaffTrac. This should be completed no earlier than one school day before the post observation conference.

During the post observation the teacher and administrator go over

- and finalize any open issues from the pre-observation
- evidence from the observation and *APPR Post Observation Form* and
- any evidence provided for Indicator 6.2

Scoring: The teacher and administrator collaboratively arrive at scores for each indicator based on the evidence and the wording from the *SCSD APPR Rubric*.

- **No evidence provided** for an observable indicator does not necessarily result in an ineffective or developing score for that indicator. Instead that indicator can be give a ME (MISSING EVIDENCE). The missing evidence may be demonstrated in Indicator 7.1.
- **By the end of the post-observation meeting** the teacher will have scores for all five (5) indicators from the Revised SCSD Indicator Rubric.

Missed Post Conference:

If the admin misses or cancels a post conference they will reschedule as soon as possible based on the teacher's schedule.

If the issue is not dealt with within **5 school days** from the missed conference the teacher should contact the SFT 1st Vice President who will bring the issue to the APPR Committee.

UNANNOUNCED OBSERVATION

Takes place October 1st through May 15th

Makes up 10% of a Teacher's Observation Score for the Matrix.

Scheduling:

By October 1st an administrator should have reached out to the teacher to introduce themselves as the administrators conducting the unannounced observation.

- If the teacher does not hear from an Admin by the **2nd** they should contact their building principal to let them know.
- If they do not hear from their building principal within **5 school days** they should contact the SFT 1st Vice President who will bring the issue to the APPR Committee.
- The teacher has the option of blocking out the time period between their formal pre and post observation. It is the teacher's responsibility to inform the administrator doing the unannounced of those dates so that they know not to come during that time period.

Officially Opening the Observation Window takes place via e-mail from the administrator one week before the two-week window opens.

Selecting Indicators:

It is the **Teacher's Responsibility** to select any two (2) of the eight (8) indicators from the Revised *SCSD 8 Indicator APPR Rubric* in Staff Trac if that option is available, or respond to the admin via e-mail with the two indicators if that is not available, within 3 school days.

- The teacher may select the same indicators for both observations, and a minimum four (4) of the eight (8) indicators must be observable.
- While the official naming of indicators does not take place till the window is opened, teachers are encouraged to consider what instructional goals they have for the year and select indicators that match those goals. This helps the teacher to work on their goals throughout the year instead of just during the 2-week period of time.
- If the administrator has not received the indicators by the end of that period they should send a reminder e-mail to the teacher.

- If the administrator does not receive the selected indicators by the time of the observation, they will ask the teacher when they arrive at the classroom for the unannounced observation.

Pre-Observation: There is no pre-observation for the informal observation.

Informal Unannounced Observation:

The administrator conducts a 10-15 minute observation taking notes based on the 1-2 observable indicators in the *SCSD APPR Rubric*.

- If the teacher selects a non-observable indicator they have until the end of the next school day to provide that evidence to the observer using the appropriate APPR Form.

Missed Observation:

- If the administrator does not conduct the observation during the window they need to contact the teacher within **1 school day** after the window closes to collaboratively schedule a convenient time period for the second window.
- If the teacher does not hear from the administrator they should contact the admin and cc the SFT 1st Vice President. If they do not hear back after **5 school days** they should contact the SFT 1st Vice President who will bring the issue to the APPR Committee.
- If the observation does not take place during a second window they should contact the SFT 1st Vice President who will bring the issue to the APPR Committee.

Scoring:

The administrator will send an e-mail to the teacher with the evidence and scores for the indicators within 5 school days after the observation.

Post Observation conferences are not required for the unannounced observation. Although the conference is not required, it is recommended.

- However, teachers may request a meeting with the administrator after receiving evidence and scores if they do not agree with the scoring to collaboratively discuss scoring the indicators in the same way the formal is scored.

- This meeting should be scheduled within five days from the time of the request.
- The administrator may request a post observation conference if they feel it is necessary.

Teacher Observation Final Rating

Between the two observations a teacher will have a total of seven (7) indicators scored

- Indicators are each assigned a point value; Highly Effective = 4, Effective = 3, Developing = 2, and Ineffective = 1.
- **Final Rating** is an average between 1-4 based on all seven (7) indicators (5 formal 2 unannounced) from the observation process.
- **That rating is then used on the APPR Matrix to determine a teacher's final score.**

AVERAGE SCORE	FINAL OBSERVATION RATING
3.5 or higher	Highly Effective
2.5 - 3.4	Effective
1.5-2.4	Developing
0-1.4	Ineffective

Teacher Observation Category for Probationary Teachers

A Probationary Teacher's Observation category will include two Formal Observation and one unannounced observation.

2 Formal Observations

The first takes place October 1st –December 1

The second takes place in the second semester before April 1

Each make up 45% of your Observation Score for the Matrix.

Scheduling:

By October 1st an administrator should have reached out to the teacher to collaboratively schedule the pre observation meeting, observation, and post observation meeting.

Time Line for scheduling:

- **Pre-Observation** must take place within 5 school days before the observation.
- **Post Observation** must take place within 5 school days after the observation.
- If the teacher does not hear from an administrator by **October 2nd** they should contact their building principal to let them know.
- If they do not hear from their building principal within **5 school days** of contact they should contact the SFT 1st Vice President who will bring the issue to the APPR Committee.

Blocked out Days:

Probationary Teachers not employed as of September:

- Probationary teachers not employed as of September, shall, if employed more than five months in 1 school year, be observed beginning one month after employment and other observations shall follow the schedule outlined in SCSD APPR plan. If the probationary teacher is employed less than five months, the first observation is to be done 1 month after the teaching assignment begins with evaluation to be completed 90 days before the anniversary date of the teaching assignment.

If a probationary teacher is employed less than 5 months, at minimum, 1 formal observation and the unannounced should be completed.

Return from Leave:

- No teacher that returns from a leave of absence shall be observed until 30 calendar days after they have returned from the leave of absence.

Breaks

- No teacher, tenured or probationary, shall be observed one day before or after a school break.

Pre-Observations:

Lesson Plan: The teacher is responsible for uploading a completed *APPR Lesson Plan* into StaffTrac no sooner than one school day before the pre-observation meeting.

Pre-Observation Form: The teacher should be prepared to answer all the questions that appear on the *APPR Pre-Observation Form* during the Pre-Observation meeting.

Scoring of the Pre-Observation Indicators, from the *SCSD Probationary APPR Rubric*, are based on the Lesson Plan and the conversation which is based on the questions on the *Pre-Observation Form*.

- The administrator is responsible for directing the conversation based on the *APPR Pre-Observation Form* so that a teacher can verbally provide evidence for any indicators.
- It is the administrator's responsibility to take notes based on the conversation into the *APPR Pre-Observation Form* on StaffTrac.

By the end of the pre-observation meeting the teacher should have an understanding of what their score is for the pre-observation indicators and if there is anything they can do to improve it by adding evidence before the lesson.

Missed Pre-Observation:

- If the administrator needs to cancel or misses the pre-observation all efforts will be made by the administrator to meet with the teacher before their observation allowing the teacher the time they feel they need to make changes based on the conversation.
- If that is not possible the teacher can choose to cancel the observation and reschedule all aspects or the pre-observation can be conducted after the observation so that the teacher can present evidence for scoring purposes.

Missed Observation:

- If the administrator needs to cancel **before the pre-observation** then they will work collaboratively with the teacher to set up another meeting time with flexibility by the administrator so that it does not create any additional issues for the teacher.
- If the administrator cancels or does not show up for observation **after the pre-observation** then the administrator will work collaboratively with the teacher to set up another schedule with flexibility by the administrator so that it does not create any additional issues for the teacher.
- The teacher can decide whether they would like to keep their scores from the original **pre-observation** or do another one based on the new observation.
- If the administrator cancels **a second time** the teacher should contact the SFT 1st Vice President who will bring the issue to the APPR Committee.

Post Observations:

Post Observation Form: The teacher should complete *APPR Post Observation Form* in StaffTrac. This should be completed no earlier than one school day before the post observation conference.

During the post observation the teacher and administrator go over...

- and finalize any open issues from the pre-observation
- evidence from the observation and *APPR Post Observation Form* and
- any evidence provided for Indicator 6.2

Scoring: The teacher and administrator collaboratively arrive at scores for each indicator based on the evidence and the wording from the *SCSD APPR Rubric*.

- **No evidence provided** for an observable indicator does not necessarily result in an ineffective or developing score for that indicator. Instead that indicator can be give a ME (MISSING EVIDENCE). The missing evidence may be demonstrated in Indicator 7.1.
- **By the end of the post-observation meeting** the teacher will have scores for all fourteen (14) indicators from the *SCSD Probationary APPR Rubric*

Missed Post Conference:

If the admin misses or cancels a post conference they will reschedule as soon as possible based on the teacher's schedule.

If the issue is not dealt with within **5 school days** from the missed conference the teacher should contact the SFT 1st Vice President who will bring the issue to the APPR Committee.

UNANNOUNCED OBSERVATION

- May not take place until 15 school days after the first formal post conference and may not take place within 15 days of the second formal preconference
- Makes up 10% of a Teacher's Observation Score for the Matrix.

Scheduling:

For untenured teachers, the unannounced is not scheduled. It can take place anytime within the above window and to the extent possible should be conducted by the administrator who conducted the 1st formal observation.

Selecting Indicators:

The teacher and admin collaboratively select 4 indicators from the SCSD APPR Rubric based on the first formal observation. During the meeting the announced observer will be informed of the 4 indicators either by logging them in Staff Trac, if available, or through an e-mail if that option is not available.

- At least two must be observable indicators and may not include 6.2A

Pre-Observation: There are no pre-observations for the informal.

Informal Unannounced Observation:

- The administrator conducts a half to full period observation taking notes based on the selected observable indicators in the *SCSD APPR Rubric*.
- If non-observable indicators were selected the teacher has until the end of the next school day to provide that evidence to the observer using the appropriate APPR Form.

Missed Observation:

- If the administrator does not conduct the observation during the window, they need to contact the teacher within one school day after the window closes to collaboratively schedule a convenient time period for the second window.

- If the teacher does not hear from the admin they should email the admin and cc the SFT 1st Vice President. If they do not hear after 5 school days they should contact the SFT 1st Vice President who will bring the issue to the APPR Committee.

Post Observation: must take place with 5 school days after the observation.

- The teacher and administrator will review the evidence from the observation and any unobservable indicators

Scoring: takes place in the same manner as a formal observation.

- If the administrator is unable to set up a post observation meeting, the teacher should contact the SFT 1st Vice President who will bring the issue to the APPR Committee.

Probationary Teachers Observation Final Rating

Between the three observations a teacher will have a total of 32 indicators scored.

- Indicators are each assigned a point value; Highly Effective = 4, Effective = 3, Developing = 2, and Ineffective = 1.
- **Final Rating** is an average between 1-4 based on all 32 indicators (28 formal and 4 unannounced) from the observation process.
*that rating is then used on the APPR Matrix to determine a teacher’s final score.

AVERAGE SCORE	FINAL OBSERVATION RATING
3.5 or higher	Highly Effective
2.5 - 3.4	Effective
1.5-2.4	Developing
0-1.4	Ineffective

Student Performance Category for All Teachers:

All teachers will receive a district wide rating based on the percentage of students meeting a growth target set by the APPR Committee for their building level based on the **fall administration of Pretests for each Regents Exam and the June Administration of each Regents Exam for all Ninth through Twelfth Graders.**

Setting Targets for Growth

-This target will normally* be determined using historical data based upon the agreed upon methodology.

$$\text{Percent Increase} = \frac{\text{Final Value} - \text{Initial Value}}{\text{Initial Value}} * 100\%$$

Scoring:

The Student Performance Category Rating is based on the percent of students that meet the target for that assessment using the chart below.

- that rating is then used on the APPR Matrix to determine a teacher's final score.

PERCENTAGE OF STUDENTS MEETING TARGET	STUDENT PERFORMANCE RATING
90% - 100%	Highly Effective
75% - 89%	Effective
56%-74%	Developing
0%-55%	Ineffective

SCSD TEACHER EVALUATION RUBRIC

(Taken from the NYSUT 2014 Rubric)

Schenectady City School District APPR Pre-Observation

1.3A: Differentiation

In what ways does your lesson plan vary or modify instruction to meet the diverse learning needs of the students in your class?

In what ways does your lesson plan use the strengths, interests and or experiences of the students in your class?

In what ways have you planned to allow students to suggest ways in which instruction might be modified to advance their own learning? (Highly Effective)

Notes:

2.4A Objectives aligned to Standards

In what ways do your lesson objectives align with the standards?

In what ways will students have different opportunities to achieve the learning goals?

In what ways will students be able to suggest additional opportunities to demonstrate that they have met the objectives? (Highly Effective)

Notes:

2.5A Misconceptions

In what ways have you planned for student misconceptions?

What prior knowledge has led you to plan for these misconceptions?

Notes:

The Purposes of this form for the teachers are:

1. The questions are based directly on the wording from the indicators therefore teachers should keep these ideas in my mind as they design their lessons so that they know the lesson meets the criteria.
2. Teachers should be prepared to speak to these questions during the pre-observation conference. During that time any evidence not captured in the lesson plan can be added through conversation with the administrator based on these questions.

The Purposes of this form for the administrators are:

1. Prompts conversations to discuss the lesson plan and give teachers an opportunity to give additional evidence not captured in the lesson plan.
2. Gives the administrator a document in which to take notes for the purpose of evidence during the pre-observation conference.

5.3A Using Data for Planning

In what ways has prior assessment data been you used in the planning of this lesson? How will you support students to participate in the interpretation of data? (Highly Effective)

Notes:

Schenectady City School District APPR Post-Observation

Teacher: _____	Date: _____
Evaluator: _____	Date of Observation: _____

SUGGESTED TOPICS FOR DISCUSSION:

- WHAT STRATEGIES MIGHT HELP THE EDUCATOR ACHIEVE HIS/HER GOALS?
- WHAT RESOURCES OR SUPPORTS WOULD HELP STUDENTS ACHIEVE?
- ARE THERE OTHER THOUGHTS OR EVIDENCE RELATED TO THE LESSON THAT YOU WOULD LIKE TO SHARE?

Teacher should complete the reflection questions prior to the post-observation conference.

1. Where were the students most engaged during the lesson? At what point did you see a shift in student engagement? Why do you think engagement shifted at that point?

Notes:

2. Did the students learn what you expected them to learn? How do you know? If you do not know at this point, when will you know, and what will be evidence of their learning?

Notes:

3. How did the instructional strategies you chose support student learning? How do you know?

Notes:

4. Did ongoing assessment of student learning cause you to alter your lesson plan or adjust your outcomes as you taught the lesson? If so, how, and for what reason?

Notes:

5. What professional learning have you engaged in that has been of benefit to your students? What professional learning experiences would additionally benefit your practice? What evidence do you have that student learning is impacted by your professional learning? (highly effective)

Notes:

SCDSD Tenured Teacher 8 Element Rubric

Standard 1:

Planning for Differentiation 1.3A

Indicators	Ineffective	Developing	Effective	Highly Effective
A. <i>Plans for student strengths, interests, experiences to meet diverse learning needs of each student.</i>	Teacher planning does not vary or modify instruction to meet diverse learning needs of students using student strengths, interests or experiences.	Teacher planning varies or modifies instruction to meet diverse learning needs of some students using student strengths, interests, experiences.	Teacher planning varies or modifies instruction to meet diverse learning needs of most students using student strengths, interests, experiences.	Teacher planning varies or modifies instruction to meet diverse learning needs of each student using student strengths, interests or experiences. Teacher plans for students to suggest ways in which instruction or lessons might be modified to advance their own learning and teacher acknowledges the suggestions.

Standard 5:

Planning based on data 5.3A

Indicators	Ineffective	Developing	Effective	Highly Effective
A. <i>Accesses, analyzes and interprets assessments.</i>	Teacher does not analyze or provide accurate information about or interpretation of various assessment data.	Teacher analyzes data accurately, provides appropriate information; interpretation of various assessment data may be rudimentary.	Teacher analyzes data accurately, provides appropriate information about and accurate interpretation of various assessment data to monitor student progress and inform instruction.	Teacher analyzes data accurately, provides appropriate information about and accurate interpretation of various assessment data to monitor student progress and design differentiated instruction. Teacher supports students to contribute information and participate in the interpretation of data.

Observation:

Standard 3:
Objectives 3.1A

Indicators	Ineffective	Developing	Effective	Highly Effective
A. <i>Aligns instruction to standards.</i>	Teacher does not implement learning experiences that are aligned with learning standards. Students are unaware of the learning objective(s).	Teacher implements some learning experiences that are aligned with learning standards. Students are aware of the learning objective(s), but may be unable to clearly convey/demonstrate the purpose of the learning experience.	Teacher implements most learning experiences that are aligned with learning standards. Students are aware of the learning objective(s) and can convey/demonstrate how they relate to the learning experiences.	Teacher implements all learning experiences that are aligned with learning standards. Students are aware of the learning objective(s) and can clearly convey/demonstrate how they relate to the learning experiences.

High Expectations 3.3B

Indicators	Ineffective	Developing	Effective	Highly Effective
B. <i>Implements challenging learning experiences.</i>	Teacher is unable to articulate student expectations and does not challenge or support all students through instructional strategies, learning experiences and/or resources.	Teacher articulates low expectations for some students and attempts to challenge and support all students through instructional strategies, learning experiences and/or resources, but efforts are ineffective or limited.	Teacher articulates high expectations for most students and persists in seeking approaches to challenge and support all students, drawing on a broad repertoire of strategies, learning experiences, and resources.	Teacher articulates high expectations for all students and persists in seeking approaches to challenge and support all students, drawing on a broad repertoire of strategies, experiences, and resources.

Assessment 3.6A and 3.6B

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Uses formative assessment to monitor and adjust pacing.</i>	Teacher does not use formative assessment during instruction to monitor student learning. Teacher does not adjust the pace, focus, or delivery of instruction.	Teacher occasionally uses formative assessment to monitor student learning. Teacher occasionally uses student progress to adjust the pace, focus, or delivery of instruction with uneven results.	Teacher frequently uses formative assessment to monitor student learning. Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction.	Teacher always uses a variety of formative assessment to monitor the progress of individual students. Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction. Students self-assess progress and suggest adjustments to instruction.
B.	<i>Provides feedback during and after instruction.</i>	Teacher's feedback to students is limited, infrequent and/or irrelevant.	Teacher's feedback to students is inconsistent in timeliness, frequency and/or relevance. Feedback inconsistently advances student learning.	Teacher's feedback to students is timely, frequent, and relevant. Feedback frequently advances student learning.	Teacher's feedback to students is timely, frequent, and relevant. Feedback consistently advances student learning. Students use the feedback to advance their own learning.

Standard 4:
Classroom Management 4.3A

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Establishes routines/ procedures/transitions and expectations for student behavior.</i>	The teacher's routines/ procedures/ transitions and standards of conduct, are chaotic, with much instructional time being lost. They are not clear to students and require repeated prompting.	The teacher's routines/ procedures/ transitions and standards of conduct are somewhat efficient, resulting in some loss of instructional time. They are clear to some students and may require repeated prompting.	Teacher's routines/ procedures/ transitions and standards of conduct occur smoothly, with little loss of instructional time. They are clear to most students and require little prompting. Students assume some responsibility under teacher direction.	The teacher and students have established seamless routines/ procedures/ transitions and standards of conduct. They are clear to all students and require no prompting. Students assume responsibility in reinforcing routines and standards of conduct, and in ensuring their efficient.

POST OBSERVATION

Standard 7:

Reflection 7.1A

Indicators	Ineffective	Developing	Effective	Highly Effective
A. <i>Reflects on evidence of student learning.</i>	Teacher does not examine and/or analyze formal and informal evidence of student learning to inform professional growth.	Teacher occasionally examines and/or analyzes formal and informal evidence of student learning; professional growth is only loosely aligned with the needs of students.	Teacher regularly examines and analyzes formal and informal evidence of student learning; professional growth is aligned with the needs of students.	Teacher engages in an ongoing examination and analysis of formal and informal evidence of student learning; professional growth is aligned with the needs of students. The teacher reviews the impact of professional learning on student achievement.

<u>Average Score</u>	<u>HEDI Indicator</u>
<i>3.5 or Higher</i>	<i>Highly Effective</i>
<i>2.5-3.4</i>	<i>Effective</i>
<i>1.5-2.4</i>	<i>Developing</i>
<i>Less than 1.5</i>	<i>Ineffective</i>

-Unless there is evidence to the contrary presented throughout the year all teacher will be considered effective. To receive Highly Effective Teachers must present evidence as part of the post conference.

Untenured Teacher Pre-Observation:

Standard 1:

Planning for Differentiation 1.3A

Indicators	Ineffective	Developing	Effective	Highly Effective
<p>A. <i>Plans for student strengths, interests, experiences to meet diverse learning needs of each student.</i></p>	<p>Teacher planning does not vary or modify instruction to meet diverse learning needs of students using student strengths, interests or experiences.</p>	<p>Teacher planning varies or modifies instruction to meet diverse learning needs of some students using student strengths, interests, experiences.</p>	<p>Teacher planning varies or modifies instruction to meet diverse learning needs of most students using student strengths, interests, experiences.</p>	<p>Teacher planning varies or modifies instruction to meet diverse learning needs of each student using student strengths, interests or experiences. Teacher plans for students to suggest ways in which instruction or lessons might be modified to advance their own learning and teacher acknowledges the suggestions.</p>

Standard 2:

Objectives Aligned to Standards 2.4A

Indicators	Ineffective	Developing	Effective	Highly Effective
<p>A. <i>Articulates learning objectives/goals with learning standards.</i></p>	<p>Teacher does not design learning experiences or articulate how objectives are aligned with standards and/or how students will achieve the learning goals.</p>	<p>Teacher designs learning experiences and articulates how some objectives are aligned with standards and has designed some opportunities for students to achieve the learning goals.</p>	<p>Teacher designs learning experiences and articulates how most objectives align with standards. Teacher includes several different opportunities for most students to achieve the learning goals.</p>	<p>Teacher designs all learning experiences and articulates how objectives are aligned with standards. Teacher includes several different opportunities for all students to achieve the learning goals. Students have opportunities to suggest additional ways in which to demonstrate their learning.</p>

Planning for Misconceptions: 2.5A

Indicators	Ineffective	Developing	Effective	Highly Effective
A. <i>Designs instruction using current levels of student understanding.</i>	Teacher does not use students' responses to questions, discussion or other sources to determine student understanding and knowledge of content nor considers possible misconceptions when planning instruction.	Teacher use of students' responses to questions, discussion or other sources is limited in determining student understanding and knowledge of content and may not consider common misconceptions when planning instruction.	Teacher use of students' responses to questions, discussion, and other sources is appropriate, determines student understanding and knowledge of content, and considers common misconceptions when planning instruction.	Teacher use of individual students' responses to questions, discussion, and other sources is appropriate to determine current levels of knowledge and understanding of content and routinely considers common misconceptions when planning instruction.

Standard 5:

Planning based on data 5.3A

Indicators	Ineffective	Developing	Effective	Highly Effective
A. <i>Accesses, analyzes and interprets assessments.</i>	Teacher does not analyze or provide accurate information about or interpretation of various assessment data.	Teacher analyzes data accurately, provides appropriate information; interpretation of various assessment data may be rudimentary.	Teacher analyzes data accurately, provides appropriate information about and accurate interpretation of various assessment data to monitor student progress and inform instruction.	Teacher analyzes data accurately, provides appropriate information about and accurate interpretation of various assessment data to monitor student progress and design differentiated instruction. Teacher supports students to contribute information and participate in the interpretation of data.

Observation:

Standard 3:
Objectives 3.1A

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Aligns instruction to standards.</i>	Teacher does not implement learning experiences that are aligned with learning standards. Students are unaware of the learning objective(s).	Teacher implements some learning experiences that are aligned with learning standards. Students are aware of the learning objective(s), but may be unable to clearly convey/demonstrate the purpose of the learning experience.	Teacher implements most learning experiences that are aligned with learning standards. Students are aware of the learning objective(s) and can convey/demonstrate how they relate to the learning experiences.	Teacher implements all learning experiences that are aligned with learning standards. Students are aware of the learning objective(s) and can clearly convey/demonstrate how they relate to the learning experiences.

Student engagements 3.1B

	Indicators	Ineffective	Developing	Effective	Highly Effective
B.	<i>Engages students.</i>	Teacher’s instructional practices engage students at a low level of cognitive challenge. Students have little interaction with the teacher or with peers.	Teacher’s instructional practices engage students at an insufficient level of cognitive challenge. Students have occasional opportunities to interact with the teacher and/or with peers.	Teacher’s instructional practices engage students at an appropriately high level of cognitive challenge. Students have regular and ongoing opportunities to interact with the teacher and with peers.	Teacher’s instructional practices engage students at an appropriately high level of cognitive challenge. Students have regular and ongoing opportunities to interact with the teacher and with peers. Students initiate interactions to deepen cognitive engagement.

Procedures: 3.2A

Indicators	Ineffective	Developing	Effective	Highly Effective
A. <i>Provides directions and procedures.</i>	Teacher directions and procedures are confusing to students. Teacher does not adjust explanation to meet student needs.	Teacher directions and procedures are clarified after initial student confusion. Teacher attempts to adjust explanations to meet student needs.	Teacher directions and procedures are clear to students. Teacher adjusts explanations to meet student needs.	Teacher directions and procedures are clear, complete, and anticipate possible student misunderstanding. Teacher adjusts explanations to meet the needs of individual students.

Questioning: 3.2B

Indicators	Ineffective	Developing	Effective	Highly Effective
B. <i>Uses questioning techniques to engage students.</i>	Teacher's questions are largely closed in nature. Questions do not invite a thoughtful response or further discussion. Techniques result in few students having an opportunity to respond.	Teacher's questions are a combination of open and closed questions. Some questions invite a thoughtful response and/or further discussion. Techniques result in some students having an opportunity to respond.	Most of teacher's questions are open in nature and engage students in deeper thinking and further discussion. Techniques require most students to respond.	Teacher's questions are open in nature and challenge students to think and demonstrate reasoning. Techniques require all students to respond. Students formulate questions to advance their understanding.

High Expectations 3.3B

Indicators	Ineffective	Developing	Effective	Highly Effective
B. <i>Implements challenging learning experiences.</i>	Teacher is unable to articulate student expectations and does not challenge or support all students through instructional strategies, learning experiences and/or resources.	Teacher articulates low expectations for some students and attempts to challenge and support all students through instructional strategies, learning experiences and/or resources, but efforts are ineffective or limited.	Teacher articulates high expectations for most students and persists in seeking approaches to challenge and support all students, drawing on a broad repertoire of strategies, learning experiences, and resources.	Teacher articulates high expectations for all students and persists in seeking approaches to challenge and support all students, drawing on a broad repertoire of strategies, experiences, and resources.

Assessment 3.6A and 3.6B

Indicators	Ineffective	Developing	Effective	Highly Effective
A. <i>Uses formative assessment to monitor and adjust pacing.</i>	Teacher does not use formative assessment during instruction to monitor student learning. Teacher does not adjust the pace, focus, or delivery of instruction.	Teacher occasionally uses formative assessment to monitor student learning. Teacher occasionally uses student progress to adjust the pace, focus, or delivery of instruction with uneven results.	Teacher frequently uses formative assessment to monitor student learning. Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction.	Teacher always uses a variety of formative assessment to monitor the progress of individual students. Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction. Students self-assess progress and suggest adjustments to instruction.
B. <i>Provides feedback during and after instruction.</i>	Teacher's feedback to students is limited, infrequent and/or irrelevant.	Teacher's feedback to students is inconsistent in timeliness, frequency and/or relevance. Feedback inconsistently advances student learning.	Teacher's feedback to students is timely, frequent, and relevant. Feedback frequently advances student learning.	Teacher's feedback to students is timely, frequent, and relevant. Feedback consistently advances student learning. Students use the feedback to advance their own learning.

Standard 4:
Classroom Management 4.3A

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Establishes routines/procedures/transitions and expectations for student behavior.</i>	The teacher's routines/procedures/transitions and standards of conduct, are chaotic, with much instructional time being lost. They are not clear to students and require repeated prompting.	The teacher's routines/procedures/transitions and standards of conduct are somewhat efficient, resulting in some loss of instructional time. They are clear to some students and may require repeated prompting.	Teacher's routines/procedures/transitions and standards of conduct occur smoothly, with little loss of instructional time. They are clear to most students and require little prompting. Students assume some responsibility under teacher direction.	The teacher and students have established seamless routines/procedures/transitions and standards of conduct. They are clear to all students and require no prompting. Students assume responsibility in reinforcing routines and standards of conduct, and in ensuring their efficient.

POST OBSERVATION

Standard 6:

Supports the School 6.2A*

Indicators	Ineffective	Developing	Effective	Highly Effective
<i>Supports the school as an organization with a vision and mission.</i>	Teacher fails to understand or acknowledge the school’s historical, cultural, political or social context. Teacher does not support the school and district vision and mission and/or engages in practices that are explicitly contrary to the vision and mission.	Teacher has a general understanding of the school as an organization with an historical, cultural, political and social context, and has a general awareness of the school and district mission and vision, but is inconsistent in supporting or promoting the vision and mission.	Teacher understands the school as an organization with an historical, cultural, political and social context that influences school policy practices, and the school and district mission and vision. The teacher supports the vision and mission for the purpose of school improvement.	Teacher understands the school as an organization with an historical, cultural, political and social context that influences school policy, practices and the school and district mission and vision. The teacher is aware of and actively promotes the school and district mission and vision, and strives to help others understand them.

**The Score for 6.2A will be determine based on the average score of indicators*

- 6.3A Communicates with parents,*
- 6.4A Maintains Records,*
- 6.4B Manages Time and Attendance, and*
- 6.4C Maintains Classroom resources.*

Standard 7:
Reflection 7.1A

Indicators	Ineffective	Developing	Effective	Highly Effective
A. <i>Reflects on evidence of student learning.</i>	Teacher does not examine and/or analyze formal and informal evidence of student learning to inform professional growth.	Teacher occasionally examines and/or analyzes formal and informal evidence of student learning; professional growth is only loosely aligned with the needs of students.	Teacher regularly examines and analyzes formal and informal evidence of student learning; professional growth is aligned with the needs of students.	Teacher engages in an ongoing examination and analysis of formal and informal evidence of student learning; professional growth is aligned with the needs of students. The teacher reviews the impact of professional learning on student achievement.

<u>Average Score</u>	<u>HEDI Indicator</u>
<i>3.5 or Higher</i>	<i>Highly Effective</i>
<i>2.5-3.4</i>	<i>Effective</i>
<i>1.5-2.4</i>	<i>Developing</i>
<i>Less than 1.5</i>	<i>Ineffective</i>

-Unless there is evidence to the contrary presented throughout the year all teacher will be considered effective. To receive Highly Effective Teachers must present evidence as part of the post conference.

Schenectady City School District Lesson Plan Template

2022/2023

Teacher:

Grade/s:

Content Area:

Title of Unit/Lesson:

Date:

Lesson Objectives (2.4a,
3.1a)

What will my students know by the end of this lesson and what will they DO to learn it?

Data used in planning (1.3a,
2.5a, 3.6a, 5.3a)

How do you vary or modify instruction to meet the diverse learning needs of most students, using their strengths, interests and experiences?

(What data was used to inform your instruction and to create differentiated instruction or grouping?

How does this plan account for students' current level of understanding and potential misconceptions?

Instructional Sequence: Learning Plan and Strategies (2.4a, 3.1b, 3.2a, 3.2b, 3.3b, 3.6b, 4.3a)

Include scaffolding, differentiation, grouping, questioning, adjusting and monitoring

How does this plan include several different opportunities for most students to achieve their learning goal?

Sample view of an instructional sequence:

Time or part of the lesson	What will you do?	What will students be doing? (formative assessments can also be included here)

Assessments (1.3a, 3.6a, 3.6b, 7.1a)

Formative, anticipated summative, student self-assessment

How will you know if students are progressing towards the goal of the lesson or at the end of the lesson have met the goal?

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Observation	Indicator	Formal Score (1-4)	
Formal Pre-Observation	1.3A <i>Plans for student strengths, interests, experiences to meet diverse learning needs of each student.</i>		
	5.3A <i>Accesses, analyzes and interprets assessments.</i>		
Formal Observation	3.1A <i>Aligns instruction to standards.</i>		
	3.3B <i>Implements challenging learning experiences.</i>		
	3.6A <i>Uses formative assessment to monitor and adjust pacing.</i>		
	3.6B <i>Provides feedback during and after instruction.</i>		
	4.3A <i>Establishes routines/procedures/transitions and expectations for student behavior.</i>		
Formal Post Observation	7.1A <i>Reflects on evidence of student learning.</i>		
Formal Observation Total Score:			
Informal Observation*	Indicator 1		
	Indicator 2		
Informal Observation Total Score			
*Indicators for Informal should be selected by the teacher prior to two week observation window.		Total Scores	
		Total Scores /7	
		HEDI Rating	

Observation	Indicator	Formal 1 Score	Formal 2 Score
Formal Pre-Observation	1.3A Plans for student strengths, interests, experiences to meet diverse learning needs of each student.		
	2.4A Articulates learning objectives/goals with learning standards.		
	2.5A Designs instruction using current levels of student understanding.		
	5.3A Accesses, analyzes and interprets assessments.		
Formal Observation	3.1A Aligns instruction to standards.		
	3.1B Engages students.		
	3.2A Provides directions and procedures.		
	3.2B Uses questioning techniques to engage students.		
	3.3B Implements challenging learning experiences.		
	3.6A Uses formative assessment to monitor and adjust pacing.		
	3.6B Provides feedback during and after instruction.		
	4.3A Establishes routines/procedures/transitions and expectations for student behavior.		
Formal Post Observation	6.2A Supports the school as an organization with a vision and mission. (the score for this indicator is based on the average score of 6.3A, 6.4A, 6.4B and 6.4C)		
	7.1A Reflects on evidence of student learning.		
Formal Observation Total Scores:			
Informal Observation*	Indicator 1		
	Indicator 2		
	Indicator 3		
	Indicator 4		
Informal Observation Total Score			
*Indicators chosen collaboratively with the evaluating administrator, during the first post observation.		Total Scores	
		Total Scores/ 32	
		HEDI Rating	