

Discovery Charter School (DCS) ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN

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July 14, 2011

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May 10, 2012

I. INTRODUCTION

The purpose of this Annual Professional Performance Review Plan (APPR) is to improve student achievement through improved teacher performance. The mandated elements of the APPR Plan, as outlined in part 100.2 of the Regulations of the Commissioner of Education, are fulfilled in the DCS APPR Plan. The DCS APPR Plan has been crafted, utilizing C. Danielson's (1998) and K. Marshall's (2009) work, to maximally support the mission of the school and to also meet the 3 requirements of Education Law §3012-C:

1. Teacher review based on multiple measures of effectiveness including 40% student achievement measures (achievement outcomes or student growth data)
2. Four rating categories (Highly Effective, Effective, Developing and Ineffective) and "use such annual evaluations as a significant factor for employment decisions including promotion, retention, supplemental compensation, and professional development"
3. Provides for the development and implementation of improvement plans

DCS acknowledges that quality of instruction is the single most important factor in student achievement (Fergusson & Ladd, 1996; Sanders & Rivers, 1996; Haycock, 1998; Rivkin, Hanushek, & Kain, 2005; Whitehurst, 2002; Hattie, 2002; Rice, 2003; Nye, Hedges, & Konstantopoulos, 2004; Clotfelter, Ladd, & Vigdor, 2007) so the plan is intended to increase the quality of instruction. The plan is comprised of four comprehensive, closely linked strategies [1.) Multiple mini-observations, 2.) Portfolios for staff at DCS for less than three years, 3.) Formal observation/Project options and 4.) Collecting and interpreting student achievement measures], where teachers are active, respected, reflective participants throughout the process.

DOMAINS OF PROFESSIONAL PRACTICE:

This APPR Plan is founded on the conceptual principles of Charlotte Danielson, published as A Framework for Teaching (©1998, Educational Testing Service). The domains are tightly integrated with one another. They provide a straightforward, common vocabulary with which to conduct an ongoing professional conversation that fulfills the basic purpose of the APPR Plan. The four "Domains of Professional Practice" are articulated with the eight (8) criteria for evaluation as required in part 100.2 of the Regulations of the Commissioner of Education.

I. Planning and Preparation

"Comprehensive understanding of the content to be taught, knowledge of the students' backgrounds, and designing instruction and assessment." (Danielson, p.10)

Commissioner's evaluative criteria:

- content knowledge
- preparation
- student assessment
- collaboration

II. The Classroom Environment

"... concerned with the teacher's skill in establishing an environment conducive to learning, including both the physical and interpersonal aspects of the environment." (Danielson, p.10)

Commissioner's evaluative criteria:

- classroom management

III. Instruction

"... concerned with the teacher's skill in engaging students in learning the content, and includes the wide range of instructional strategies that enable students to learn." (Danielson, p.10)

Commissioner's evaluative criteria:

- instructional delivery
- student development

IV. Professional Responsibilities

"... concerned with the teacher's additional professional responsibilities, including self-assessment and reflection, communication with parents, participating in on-going professional development, and contributing to the school and district environment." (Danielson, p.10)

Commissioner's evaluative criteria:

- reflective and responsive practice

All domains will be evaluated each year.

II. EVALUATION METHODS AND PROCEDURES

A certified administrator will conduct the Annual Professional Performance Review (APPR).

MINI-OBSERVATIONS

- I. Definition: Brief, frequent, informal, unannounced classroom observation visits with feedback provided after each visit
- II. Frequency/Duration: no less than 12 times per year for teachers, 6 times for support teachers and teaching assistants and 4 times for specialists and non-teaching positions (e.g. social worker). Minimally between five to ten minutes. We will also include 2 peer mini-observations annually.
- III. Components:
 - a. Focus will be on K. Marshall's (2009) 5 elements of effective instruction:
 - i. Safety (Is the class running smoothly and can students focus on learning?)
 - ii. Learning Targets (Is it clear where the lesson is going?)
 - iii. Teaching (Are the learning experiences being skillfully orchestrated?)
 - iv. Engagement (Are students paying attention and involved with the lesson?)
 - v. Learning (Is what is being taught being learned?)
 - b. Feedback shared with brief dialogue between teacher and school director within 48 hours
 - i. Focus on what was specifically observed and the perceived impact of the teacher's practice
 - ii. Mutual questioning and dialogue (e.g. What are you working on right now? How does this fit in with what you've been learning up to now? Why is it important for the students to learn this? How can I support your work?)
 - iii. Warm and cool feedback shared (i.e. praise, reinforcement, questions, suggestions, criticism, or redirection)
 - c. As soon as a teacher is identified as ineffective by *multiple* mini-observations:
 - i. School leader does a scheduled formal evaluation using the full set of formal observation rubrics
 - ii. Teacher and school leader collaboratively write a professional performance improvement plan (both diagnosis and prescription) with specific recommendations or mandates for remedial action
 - iii. School Leader gives the teacher a specified amount of time to improve, and then returns for a second scheduled formal evaluation
 - iv. Cycle is repeated with the teacher getting clear direction and support each time
 - v. Any teacher who still does not reach "Developing" after 4 cycles is dismissed

PORTFOLIO

The portfolio is intended to reflect the work, progress, and accomplishments of DCS staff. It should present an overview of best performance and practices. It is to be a celebration of outstanding work. It is intended to be a meaningful collection of evidence of work to document skills and professional growth. DCS staff are required to maintain a portfolio for their first three years of employment at DCS regardless of prior experience. The school director and EL school designer will periodically review individual portfolios and provide support.

Required components

The portfolio should be kept in a 3-ring binder. It should contain six sections as described below:

Section 1: Personal Reflection

- a. Updated professional resume
- b. A statement of educational philosophy
- c. A description of contributions to the DCS community of students, families and staff

Section 2: Professional Skills – Evidence of performance and skills as an educator

- a. Lesson plans
- b. Strengths demonstrated
- c. Expeditions, projects, assignments, and activities that demonstrate skills
- d. Reflective narrative explaining why the chosen pieces were included

Section 3: Professional Growth –

- a. Expedition plans with revisions and reflections
- b. Lesson plans written in the first year of teaching- the first time a specific lesson was taught
- c. Modifications of these lessons in subsequent years

- d. Lessons that did not work well- with analysis of why these lessons did not work and a description of how these lessons were revised
- e. Classroom and school wide culture artifacts
- f. Evidence of collaboration with other professionals
- g. The reflective narrative, should describe how an individual's work has changed during the first three years at DCS, the process of growing professionally, and particular experiences have had an impact

Section 4: Professional Development

- a. List of all professional development activities that contributed to professional growth.
- b. Reflective narrative should identify the one or two activities that had the greatest impact and explain how and why.

Section 5: Showcase of Best Efforts

- a. Artifacts that display best work (e.g. projects and assignments)
- b. Evidence of special and unique work
- c. Letters, cards, and notes from students, parents, and others
- d. Reflective narrative should describe what you like most about education, what has been an extraordinary experience, and what will be remembered about the beginning years of work at DCS

Section 6: Goals for Future Development

- a. Reflective Narrative in which goals for future professional development following the first three years is planned. Specific goals should be identified, explaining why these goals were selected, and a description of what professional development activities will help achieve these goals should be included.

SCHEDULED FORMAL OBSERVATIONS

It is understood that the following are the minimum requirements necessary for staff evaluation. Administration maintains the right to conduct reviews more often when deemed necessary. Staff members will have one formal classroom observation (Appendix B); complete both a Pre-Observation Conference Form (Appendix C) and a Self-Assessment/Post Observation Form (Appendix D) for each formal classroom observation; and participate in a year-end summary (Appendix E) conference with the school director for the purpose of providing feedback, support and pathways for instructional improvement, as well as professional development targets for the following year. Staff will participate in a four-year performance evaluation cycle as follows:

- 1. Formal Observation and Summary Conference** – This option must be selected at least once every four years and may be selected every year.
- 2. Alternate Assessment Project Option** – This option may be selected for any of the other years in the four-year cycle, in lieu of the Formal Observation.

ALTERNATIVE ASSESSMENT PROJECT OPTIONS (Appendix F):

DCS recognizes that alternatives to traditional classroom observation are powerful tools for continued professional growth and expertise in the education of students. The purpose of an Alternate Assessment Project is to encourage staff to identify a means to evaluate contributions made on an annual basis that are aligned with the applicable staff Professional Performance Review Criteria. If a DCS staff member will be participating in the Alternate Assessment Project option, a decision must be made in collaboration with the school director by October 15. An Alternative Assessment Project Proposal Form (Appendix F1) will be completed and signed by both parties. Any option chosen shall focus on one or more of the eight criteria areas that have been established as priorities (as required in part 100.2 of the Regulations of the Commissioner of Education). The Alternative Assessment Project Option may consist of:

- Individual Project – The staff member may identify a special project focusing on his/her area of instructional responsibility. The project shall address at least one of the specified criteria areas required in the Annual Professional Performance Review Plan.
- Group Project – Staff member may work as a team or in a group focusing on his/her area of instructional responsibility. The project shall address at least one of the specified criteria areas required in the Annual Professional Performance Review Plan.
- Service Project – The staff member(s) may contribute to the wider EL network by presenting at a National Conference, mentoring new teachers, etc.

Some alternate assessment options can be found in Appendix F2. During the year(s) of the Alternative Assessment Project Option: 1.) The staff member(s) will meet with the school director a minimum of one time during the school year to update the supervisor on progress being made and assistance or support needed and 2.) The staff member(s) will complete an End-of-Year Summary form with written comments to the supervisor by June 1 (Appendix E).

COLLECTING AND INTERPRETING STUDENT ACHIEVEMENT MEASURES

Teacher review at DCS will be based on multiple measures of effectiveness including 40% student achievement measures (achievement outcomes or student growth data). The first year of the school (2011/2012) will be used to begin implementation of this component of the APPR Plan. All members of the DCS professional community will work to create and implement an APPR Plan which utilizes student achievement measures. The measures to be considered include, but are not limited to:

- Kindergarten- EnVision Math Assessments (i.e. Placement test, 16 Topic tests, 4 Cumulative tests, and All topic Cumulative test), Benchmark Assessment System, Observation Survey, and the Early Screening Inventory Revised.
- First Grade: EnVision Math Assessments (i.e. Placement test, 20 Topic tests, 5 Cumulative tests, and All topic Cumulative test), Benchmark Assessment System, Observation Survey, “Cold Prompt” writing assessments with rubrics, and the TerraNova3 given twice)
- Second Grade: EnVision Math Assessments (i.e. Placement test, 20 Topic tests, 5 Cumulative tests, and All topic Cumulative test), Benchmark Assessment System, Observation Survey, “Cold Prompt” writing assessments with rubrics, and the TerraNova3 given twice)
- Grades Three through Six (during years 2-5): NYS assessments and other elements of the DCS assessment plan
- Physical Education, Art, Music, Spanish, TESOL and Technology- measures will be considered and explored year one

During the first year baseline data will be collected, data will be disaggregated, gain/ growth/ mean/ range/ proficiency/ percentile/ norms/ targets/ etc. will all be considered, and a plan for weighting the various achievement measures for the APPR Plan will be decided upon- all while focusing on increasing student mastery rather than changing test scores. DCS will use data analysis to support a culture of improvement by building the habit of inquiry in which we constantly ask questions and find answers not in our preconceived judgments, but in observable data. We will rely heavily on the work of V. Bernhardt (e.g. *Using data to improve student learning*, 2003), R. Stiggins (e.g. *Classroom assessment for student learning*, 2006), D. Wahlstrom (e.g. *Using data to improve student achievement*, 1999), K. Parker Boudett (e.g. *Data wise*, 2007) and W.J. Popham (e.g. *Transformative assessment*, 2008) to inform APPR Plan work. Consideration will also be given to the specifics of how the other elements of the APPR Plan (i.e. Mini-Observations, Portfolio, Formal Observation/ Alternative Project Assessment) will be used as 60% of the final cumulative rating categories (i.e. Highly Effective, Effective, Developing and Ineffective).

III. PROFESSIONAL PERFORMANCE IMPROVEMENT PLAN:

On occasion, the performance of a staff member may not meet the standards reflected in the Annual Professional Performance Review criteria. When this occurs, an improvement process will be initiated. The purpose of this process is to assist the staff member to identify, improve and consistently apply the Annual Professional Performance Review criteria in her/his work. The staff member may utilize other members of the DCS staff to assist in the implementation of the plan. Such assistance can include observation, visitation, etc.

The process includes the following steps and procedures:

- After multiple mini-observations and/or a scheduled formal observation, the school director discusses performance concerns with staff member prior to recommending an improvement plan
- After determination of failure to meet expectations in APPR criteria, school director notifies teacher officially in writing of the need for a Professional Performance Improvement Plan
- The improvement plan will be mutually constructed between administration and involved staff at a Professional Performance Improvement Plan meeting
- Implementation of the improvement plan is to occur within fifteen (15) calendar days after the Professional Performance Improvement Plan meeting

Section 1 – Intent

In those cases where the need for performance improvement has been identified through the regular Professional Performance Review process, an improvement program will be used as a part of an observation plan designed to address performance concerns

Section 2 – Procedure

The school director will have a conference with the staff member and, if appropriate, the EL school designer to discuss the staff member’s performance and to formulate a plan with specific recommendations designed to assist in the improvement of the staff member’s performance. The staff member and school director will jointly reflect on the areas of growth discussed at the meeting and will collaboratively develop the written plan. Specific improvement strategies will

be incorporated into the plan. The improvement plan must be implemented within fifteen (15) calendar days following the initiating conference. The plan may contain the following:

- Identification of the specific area(s) that are in need of improvement.
- Identification of the specific behavior, performance or standards required for acceptable performance.
- Description of specific activities designed to achieve acceptable performance.
- A timetable and method for evaluating the staff member's improvement.
- Modeling of the desired practices.
- Outline of any staff development required to assist the staff member in the improvement of designated areas of concerns.

The improvement plan shall involve a period of at least forty (40) days from the date of the conference. The DCS Professional Performance Review criteria will be used to assess successful plan completion. With prior notification to the staff member, the administrator(s) shall observe the staff member at least five times during the period of the plan. One observation shall be conducted early in the plan period and one observation shall be conducted near the conclusion of the plan period. Either the staff member or the school director can initiate additional observations. If, after additional observations, the performance of the staff member continues not to meet DCS standards, a written notice shall specify areas in which the performance is still considered unsatisfactory. The school director shall then schedule a post-plan meeting with the staff member, El school designer if appropriate, and a designee from the board of trustees to review the staff member's progress. This meeting shall be scheduled prior to any action taken by the board of trustees.

Section 3 – Rights

No provision of this process shall limit the rights of an individual under applicable state or federal laws, nor limit or reduce powers and duties of the Board of Trustees.

IV. ADMINISTRATIVE TRAINING IN PERFORMANCE EVALUATION:

The DCS board of trustees will provide training in good practice for the conducting of performance evaluations to the school director. The objective of this training is to provide knowledge and skills for the school director to assist staff in improving the art of teaching and learning and supporting the DCS mission.

APPENDICES

APPENDIX A.

STAFF EVALUATION TIMELINE/DEADLINES

| | |
|--------------|--|
| September 15 | Begin Unannounced Mini-Observations |
| October 15 | Alternative Assessment Project Proposals Due |
| October 30 | Begin Scheduling Formal Observations |
| January 15 | Begin Scheduling Alternative Assessment Project Status Meetings and Reviewing Portfolios |
| May 15 | Formal Observations Completed |
| May 30 | Mini-Observations and Alternative Assessment Project Meetings Completed |
| June 15 | End-of-Year Summary Conferences Completed |
| June 30 | Portfolios (for year) Due |

DISCOVERY CHARTER SCHOOL
Formal Observation Assessment Report: Appendix B1

| | |
|-----------------------|-----------|
| Teacher: | Date: |
| Observer: Joseph Saia | Position: |
| Summary of Lesson: | |

Circle one rating for each criterion. Record "N/A" in the comments column to indicate areas not applicable.

Ratings: I Ineffective, D Developing, E Effective, H Highly Effective

| COMPONENT | LEVEL OF PERFORMANCE (CIRCLE ONE) | | | | COMMENTS |
|--|--------------------------------------|---|---|---|----------|
| <i>DOMAIN I</i> | | | | | |
| CONTENT/DISCIPLINE KNOWLEDGE | | | | | |
| Demonstrates current knowledge of content and curriculum | I | D | E | H | |
| PREPARATION | | | | | |
| Uses a variety of instructional strategies | I | D | E | H | |
| Selects appropriate instructional learning & behavior targets | I | D | E | H | |
| Utilizes appropriate resources and instructional materials | I | D | E | H | |
| APPLICATION OF ASSESSMENTS | | | | | |
| Maintaining accurate records | I | D | E | H | |
| Designing student assessment | I | D | E | H | |
| Using assessments in instruction | I | D | E | H | |
| COLLABORATION SKILLS | | | | | |
| Communicating with students | I | D | E | H | |
| Communicating with families | I | D | E | H | |
| Communicating with colleagues, appropriate personnel, and agencies | I | D | E | H | |
| <i>DOMAIN II</i> | | | | | |
| CLASSROOM MANAGEMENT SKILLS | | | | | |
| Organization of students, time, space, materials and resources | I | D | E | H | |
| Positive behaviors and interactions | I | D | E | H | |
| Classroom-wide and/or individual behavior management plans | I | D | E | H | |
| Respect and acceptance of differences | I | D | E | H | |
| <i>DOMAIN III</i> | | | | | |
| INSTRUCTIONAL DELIVERY | | | | | |
| Instructional delivery | I | D | E | H | |
| Engaging students in learning | I | D | E | H | |
| Using questioning and higher level thinking | I | D | E | H | |
| Encouraging student participation | I | D | E | H | |
| KNOWLEDGE OF STUDENT DEVELOPMENT AND DIVERSITY | | | | | |
| Demonstrating knowledge of students | I | D | E | H | |
| Student responsive instruction | I | D | E | H | |
| <i>DOMAIN IV</i> | | | | | |
| REFLECTIVE AND RESPONSIVE PRACTICE | | | | | |
| Growing and developing professionally | I | D | E | H | |
| Reflections on teaching practices and student data | I | D | E | H | |

Strengths: Based on the evidence, indicate items that reflect the teacher's areas of strength.

Questions & Areas of growth in the teacher's practice: Based on the evidence, indicate items that reflect recommendations and necessary administrative supports.

Director and teacher conducted a post-evaluation conference on the above items.

Staff Member's Signature

School Director's Signature

Date

Date

Distribution: Personnel File & Employee

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APPENDIX B2.

RATING CATEGORIES

Highly Effective means a teacher is performing at a higher level than typically expected of a teacher based on the evaluation criteria prescribed in this subdivision.

Effective means a teacher is performing at the level typically expected of a teacher based on the evaluation criteria prescribed in this subdivision.

Developing means a teacher is not performing at the level typically expected of a teacher, and the reviewer determines that the teacher needs to make improvements based on the evaluation criteria set forth in this subdivision.

Ineffective means a teacher's performance is unacceptable based on the evaluation criteria prescribed in this subdivision.

APPENDIX B3.

Annual Professional Performance Review Criteria
(See the following pages)

DISCOVERY CHARTER SCHOOL

Annual Professional Performance Review Criteria

DOMAIN I: PLANNING AND PREPARATION

CONTENT KNOWLEDGE

Teacher demonstrates thorough knowledge of subject matter and curriculum: EL teachers know their content deeply. They draw on their knowledge of content to map curriculum, to develop conceptual connections between the content areas, to design Learning Expeditions, and to discover and share intriguing case studies with their students.

| COMPONENT | INEFFECTIVE | DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
|--|--|---|---|--|
| Demonstrates current knowledge of content and curriculum | Teacher's plan and practice display limited or shallow knowledge of the content of instructional practices specific to that discipline | Teacher's plan and practice display basic content knowledge and reflect some awareness of the instructional practices specific to that discipline | Teacher's plan and practice display solid content knowledge and makes connections between elements of the disciplines | Teacher's plan and practice display extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when developing instruction. |

PREPARATION

Teacher demonstrates use of pedagogical practice to support instruction: EL teachers use inquiry-based lessons, workshops and mini-lessons to ensure that students are engaged and continuously progressing. EL teachers value heterogeneous grouping and therefore differentiate appropriately. EL teachers develop engaging, appropriate, proficiency-based long-term and supporting learning targets. EL teachers collaborate with colleagues to create multi-disciplinary expeditions, investigations, and learning experiences. EL teachers collaborate with colleagues to engage students in meaningful product development. EL teachers use outside experts and fieldwork sites to enhance their students' learning.

| COMPONENT | INEFFECTIVE | DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
|---|--|---|---|--|
| Uses a variety of instructional strategies | Lesson planning reveals very little or no attempt to use a variety of instructional strategies or grouping patterns. The strategies are not coherent and are suitable for only some students. | Lesson planning reveals an attempt to use a variety of instructional strategies and grouping patterns. The strategies are recognizable and engage some students. | Lesson planning reveals the use of a variety of instructional strategies and the use of some grouping patterns that meet the diverse needs of students. The strategies are clear and suitable to groups of students. | Lesson planning reveals extensive use of instructional strategies and grouping patterns. The strategies are suitable and likely to engage students. |
| Selects appropriate instructional learning and behavior targets | Goals and objectives are not related to the NYS learning standards, Common Core Standards, DCS curriculum, EL best practices and IEPs where applicable. Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. | Goals and objectives are minimally related to the NYS learning standards, Common Core Standards, DCS curriculum, EL best practices and IEPs where applicable. Instructional outcomes are suitable for some students, and consist of a combination of activities and goals, some of which permit viable methods of assessment. | Goals and objectives are related to the NYS learning standards, Common Core Standards, DCS curriculum, EL best practices and IEPs where applicable. Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. | Goals and objectives are directly related to the NYS learning standards, Common Core Standards, DCS curriculum, EL best practices and IEPs where applicable. Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. |
| Utilizes appropriate resources and instructional materials | Lesson reveals no preparation of appropriate resources and instructional materials for this lesson. | Lesson reveals some preparation of appropriate resources and instructional materials for this lesson. | Lesson reveals the sufficient preparation of appropriate resources and instructional materials for this lesson. | Lesson reveals extensive preparation of appropriate resources and instructional materials for this lesson. Teacher seeks out resources in and beyond the school. |

STUDENT ASSESSMENT

Measuring students' learning progress aligned to the New York State Learning Standard and regulations: EL teachers develop and maintain proficiency-based grading systems that separate academic and behavioral progress and reporting. EL teachers use a variety of summative assessments to engage, support, and hold all students accountable for rigorous learning. EL teachers use proficiency-based grading systems.

| COMPONENT | INEFFECTIVE | DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
|---------------------------------|---|---|---|--|
| Maintaining accurate records | The information on student completion of assignments, student progress in learning and/or non-instructional activities is either absent or in disarray. | The information on student completion of assignments, student progress in learning and/or non-instructional activities is minimal. | The information on student completion of assignments, student progress in learning and/or non-instructional activities is up-to-date and accurate. | The information on student completion of assignments, student progress in learning and/or non-instructional activities is up-to-date and accurate and includes student input. |
| Designing student assessment | 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 assessments 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 whole class. | 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, using 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 for future instruction for individual students. |
| Using assessment in instruction | 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 assessment criteria, self-assessment by students and monitoring of progress by both teacher and students, and high quality feedback to students from a variety of sources. |

COLLABORATION

Supports, cooperates, communicates and shares information: EL teachers believe in the power of student voices. EL teachers believe that meaning is socially constructed. EL teachers use questioning and discussion protocols to ensure equity and the participation of all students. EL teachers clearly communicate learning targets, procedures, directions, assignments, (especially homework) to the students. EL teachers use appropriate technological and other tools to communicate with students and families regarding instruction and homework. EL teachers serve as Crew Leaders. They maintain supportive relationships with small groups of students and their families throughout the students' years in school.

| COMPONENT | INEFFECTIVE | DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
|--|---|---|---|---|
| Communicating with students | 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' 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' levels of development. | Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' 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 student's levels of development, and anticipates possible student misconceptions. |
| Communicating with families | The educator provides little/no information to families about the instructional program, student progress or responses to family concerns. Families are not engaged in the instructional program. | The educator provides minimal communications or responses to family concerns. Partially successful attempts to engage families in instructional program. | The educator provides frequent information to families about the instructional program, student progress, and responds to family concerns. Frequent successful efforts to engage families in the instructional program. | The educator provides frequent information to families with student input. Successful efforts to engage families in the instructional program to enhance student learning. |
| Communicating with colleagues, appropriate personnel, and agencies | Teacher fails to support, cooperate, communicate and share information with appropriate personnel to the detriment of student learning and development. | Teacher supports, cooperates, communicates and shares information with appropriate personnel to enhance student learning and development on a limited basis. | Teacher supports, cooperates, communicates and shares information with appropriate personnel to enhance student learning and development. | Teacher supports, cooperates, communicates and shares information with appropriate personnel to enhance student learning and development. Professional relationships are characterized by mutual support, cooperation and initiative. |

DOMAIN II: THE CLASSROOM ENVIRONMENT

CLASSROOM MANAGEMENT

Supporting diverse students’ learning needs and academic environment: EL teachers organize space to maximize appropriate student interaction. EL teachers design systems in which students help care for physical space. EL teachers work in both the classroom and in Crew to establish positive relationships and a healthy school culture. EL teachers are extraordinarily interested in their students as people. They enjoy them. They care about them. They are committed to them. EL teachers use school wide behavioral and procedural systems. They commit to school wide “consistencies” and norms for both student and adult interaction. EL teachers collaborate with colleagues and other interested adults to create action plans that allow students to be successful. EL teachers seek the root causes of student behaviors and attempt to fulfill student needs. They provide consistent and descriptive feedback to students about behavior. EL teachers separate behavioral concerns from academic grades.

| COMPONENT | INEFFECTIVE | DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
|---|--|---|--|---|
| Organization of students, time, space, materials and resources | Most of the time is spent trying to keep the class quiet and under control so that the learning can begin, and/or the learning environment does not ensure safety. | Some of the time is spent trying to keep the class quiet and under control so that the learning can begin, and/or the classroom is fully conducive to instruction. | There is considerable evidence that the organization of the student’s, time, space, materials and resources has created a climate and culture for learning and the classroom is conducive to instruction. | Students contribute to the seamless operation of the classroom. |
| Positive behaviors and interactions | Disrespectful behaviors between and among the teacher and students contribute to a tense and distracting classroom environment. | Accepting and respectful interactions between and among the teacher and students are sometimes evident. This is a work in progress. | Accepting and respectful interactions between and among the teacher and students are generally evident and obvious. | Students themselves ensure high levels of civility among members of the class. |
| Classroom-wide and/ or individual student behavior management plans | Teacher is unable to implement class order and/or individual behavior management plans. | Teacher has limited success implementing classroom-wide or individual behavior management plans. | Teacher has successfully implemented classroom-wide or individual behavior management plans. | Students take an active role in monitoring the standards of behavior. |
| Respect and acceptance of differences | The teacher constantly states commands to behave properly. There is little or no evidence of emotional safety for learning through: respectful questions and answers, respectful and supportive tone of voice, and an atmosphere of community and belonging. | Expectations for appropriate behavior are inconsistent. There is some evidence of emotional safety for learning through: respectful questions and answers, respectful and supportive tone of voice, and an atmosphere of community and belonging. | High expectations for appropriate behavior are generally understood, and students respond accordingly. There is some evidence of emotional safety for learning through: respectful questions and answers, respectful and supportive tone of voice, and an atmosphere of community and belonging. | Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students. |

DOMAIN III: INSTRUCTION

INSTRUCTIONAL DELIVERY

Instructional delivery resulting in active student involvement: EL teachers use inquiry-based approaches, project-based learning, and authentic audiences to motivate students to develop high-quality work. EL teachers ask students to reflect on their learning and maintain portfolios as a means of demonstrating learning and growth. EL teachers use active pedagogical techniques to engage students as learners. Students work individually and in learning teams to read authentic resources and related literature, research, write, examine and analyze data, solve real world problems, and appropriately develop products for authentic audiences. EL teachers use formative assessment to determine that will engage students and to coach students toward high-quality work.

| COMPONENT | INEFFECTIVE | DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
|---|---|--|---|---|
| Instructional delivery | The lesson was not clearly delivered. Activities and materials do not match instructional strategies and objectives. | Some attempts were made to deliver the lesson in a clear manner. Activities and materials sometimes match instructional strategies and objectives and/or show little variety. | The lesson was delivered in a clear articulate manner. Activities and materials match instructional strategies and objectives and are varied appropriately. | The lesson was exemplary. Activities and materials were strategically selected to enhance object lessons. |
| Engaging students in learning | Activities, assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced. | Activities, assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained. | Activities, assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, 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 reflections and closure. |
| Using questions and higher level thinking | Teacher's questions are low-level or inappropriate. | Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. | Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. | Questions reflect high expectations and are developmentally appropriate. Students formulate many of the high-level questions. |
| Encourages student participation | Teacher elicits limited student participation. | Teacher attempts to engage all students. All students are only partially successful. | Some students participate with the teacher stepping aside when appropriate. | All students are intellectually engaged and fully participatory. |

STUDENT DEVELOPMENT

Teacher displays knowledge of student development, an understanding and appreciation of diversity and the regular application of developmentally appropriate strategies for the benefit of all students: EL teachers use their knowledge of students' interests, passions, and stances to bring relevance to curriculum through contextualized Learning Expeditions and other learning experiences.

| COMPONENT | INEFFECTIVE | DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
|-------------------------------------|---|---|--|---|
| Demonstrating knowledge of students | Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs (IEP or 504), and does not seek such understanding. | Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs (IEP or 504), 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 (IEP or 504), and attains this knowledge for groups of students. | Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs (IEP or 504) from a variety of sources, and attains this knowledge for individual students. |
| Student responsive instruction | Teacher adheres to the instructional plan, even when a change would improve the lesson or students'. 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 instructional 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 IV: PROFESSIONAL RESPONSIBILITIES

REFLECTIVE AND RESPONSIVE PRACTICE

Teacher will demonstrate that practices are reviewed, effectively assessed and that appropriate adjustments have been made: EL teachers actively participate in on and off-site professional development. They participate as members of the EL network by collaborating with others in the network formally and informally, presenting at institutes and the National Conference, and representing EL and their school in other networks. EL teachers continuously learn about the art and science of teaching and learning through action research, inquiry, and other means. They strive throughout their careers to improve their practice and student outcomes. EL teachers contribute to the profession by sharing their knowledge with others. EL teachers are members of Professional Learning Communities. They inquire about their own teaching both independently and with peer partners.

| COMPONENT | INEFFECTIVE | DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
|---|--|---|---|--|
| Growing and developing professionally | Participation in staff development is limited to mandatory requirements. | Participation in staff development activities is limited. | Information and current practices are sought out. Active participation in targeted professional development is evident. | Engages in seeking out opportunities for pd and makes a systematic effort to conduct action research, seek out feedback and initiate important activities to contribute to the profession. |
| Reflection on teaching practices and student data | There is no use of formal or informal data to design appropriate and meaningful lessons. | There is a willingness to use data but not often aware of the implications inherent to the information. | Academic data are used as a basis for instructional decisions. Data are included when known. | Use of academic data is regularly evident in instructional designs and decisions. |

APPENDIX C.

Pre-Observation Form
(See the following page)

DISCOVERY CHARTER SCHOOL: Pre-Observation Form

To be completed by the teacher in advance of the announced observation and sent to school director two days prior to observation visit.

| | |
|-----------------------|-----------|
| Teacher: | Date: |
| Observer: Joseph Saia | Position: |
| Lesson Focus: | |

DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY

- What is the content to be taught? What prerequisite learning is required?

DEMONSTRATING KNOWLEDGE OF STUDENTS

- What challenges may your students experience and how will you address those challenges?

SETTING INSTRUCTIONAL OUTCOMES

- What do you want students to learn during this lesson?

DEMONSTRATING KNOWLEDGE OF RESOURCES

- What resources will be used for this lesson? Why?

DESIGNING COHERENT INSTRUCTION

- Briefly list the steps of the lesson.

DESIGNING STUDENT ASSESSMENTS

- How will you measure the goals articulated in setting instructional outcomes? What does success look like?

DISCOVERY CHARTER SCHOOL

Self-Assessment / Post Observation Form: Appendix D

To be completed by the teacher following formal observations and submitted at the post-observation conference.

| | |
|-----------------------|-----------|
| Teacher: | Date: |
| Observer: Joseph Saia | Position: |
| Summary of Lesson: | |

| COMPONENT | SELF_ASSESSMENT / COMMENTS |
|--|----------------------------|
| <i>DOMAIN I</i> | |
| CONTENT/DISCIPLINE KNOWLEDGE | |
| Demonstrates current knowledge of content and curriculum | |
| PREPARATION | |
| Uses a variety of instructional strategies | |
| Selects appropriate instructional goals and objectives | |
| Utilizes appropriate resources and instructional materials | |
| APPLICATION OF ASSESSMENTS | |
| Maintaining accurate records | |
| Designing student assessment | |
| Using assessments in instruction | |
| COLLABORATION SKILLS | |
| Communicating with students | |
| Communicating with families | |
| Communicating with colleagues, appropriate personnel, and agencies | |
| <i>DOMAIN II</i> | |
| CLASSROOM MANAGEMENT SKILLS | |
| Organization of students, time, space, materials and resources | |
| Positive behaviors and interactions | |
| Classroom-wide and/or individual behavior management plans | |
| Respect and acceptance of differences | |
| <i>DOMAIN III</i> | |
| INSTRUCTIONAL DELIVERY | |
| Instructional delivery | |
| Engaging students in learning | |
| Using questioning and higher level thinking | |
| Encourages student participation | |
| KNOWLEDGE OF STUDENT DEVELOPMENT AND DIVERSITY | |
| Demonstrating knowledge of students | |
| Student responsive instruction | |
| <i>DOMAIN IV</i> | |
| REFLECTIVE AND RESPONSIVE PRACTICE | |
| Growing and developing professionally | |
| Reflections on teaching practices and student data | |

DISCOVERY CHARTER SCHOOL
End-Of-Year Summary Form: Appendix E

| | |
|---|-----------|
| Teacher: | Date: |
| Observer: Joseph Saia | Position: |
| Assessment Option Selected: Formal Observation or Project Option (Circle one) | |

| |
|---|
| <p>REFLECTIVE SUMMARY: Please describe your progress and outcomes and refer specifically to the targeted criteria / domain, including their descriptive elements. Attach additional pages if necessary. Indicate items that reflect your area of strength. (To be completed by teacher)</p> |
| |

| |
|---|
| <p>SCHOOL DIRECTOR'S COMMENTS: Provide feedback for instructional improvement and identify targets for the following year e.g. professional development. (To be completed by school director)</p> |
| |

Director and teacher conducted a post-evaluation and/or end-of-year conference on the above items.

 Staff Member's Signature

 School Director's Signature

 Date

 Date

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DISCOVERY CHARTER SCHOOL

Alternate Assessment Project Proposal: Appendix F1

Must be submitted to the school director by October 15th

NAME:

DATE:

1. What alternative to formal observation have you chosen?

2. Which of the eight performance criteria (content knowledge, preparation, instructional delivery, classroom management, student development, student assessment, collaboration, reflective and responsive practice) will your proposal demonstrate?

3. State the goal(s) of your proposal.

4. State the actions and procedures you will use, and the timeline you will need, to accomplish these goals.

5. In addition to a written self-evaluation, what evidence will you provide to demonstrate attainment of these goals?

6. Will there be other teacher participants involved in this proposal? If so, name them and give their role(s) and responsibilities.

7. What support (material, time, staff development meetings) do you need from your administrator to complete your project?

Teacher Initial Signature: _____ Date: _____

Administrator's Final Signature: _____ Date: _____

APPENDIX F2.

ALTERNATE ASSESSMENT OPTIONS FOR STAFF MEMBERS

The following options may be selected by staff.

A. **INDIVIDUAL PROJECT** – This option allows the individual teacher to choose to work to accomplish goals that are related to his/her program’s instructional goals and philosophy. These goals will be aligned with the eight New York State Evaluative Criteria and Danielson’s four Domains of Professional Practice. Activities may include, but are not limited to: presenting at an EI conference, action research, curriculum writing, self-reflection through journaling, technology integration, turn-key training, demonstration of competency, self-evaluation or any combination thereof.

B. **GROUP PROJECT** – This option allows a teacher to work with one or more of his/her peers on a project to accomplish mutually agreed upon goals that are related to their program(s) instructional goals and philosophy. These goals will be aligned with the eight New York State Evaluative Criteria and Danielson’s four Domains of Professional Practice. Activities may include, but are not limited to: professional learning communities (PLCs), working with the school designer toward a common goal, committee work, piloting a new program, learning clubs, action research, curriculum writing, technology integration or any combination thereof.

C. **PEER COACHING/REFLECTIVE TEACHING PARTNERS** – Using these collaborative techniques two teachers work together to either practice developing competency on a specific teaching strategy or to assess each other’s teaching methods and their effects on student learning.

D. **PORTFOLIO** – A professional portfolio should be the product of a planned growth experience that focuses on teaching and learning. It should serve as a vehicle for capturing some of the complexities of the teaching and learning processes. This option is only for individuals that have already completed their original DCSpportfolio.

G. **OTHER** – This option allows a teacher to be innovative in developing a personal plan for professional/instructional growth.

APPENDIX G.

PROFESSIONAL PERFORMANCE IMPROVEMENT PLAN

(See the following page)

Discovery Charter School

PROFESSIONAL PERFORMANCE IMPROVEMENT PLAN

| | |
|------------------------|--------------|
| STAFF MEMBER | POSITION: |
| EVALUATOR: JOSEPH SAIA | SCHOOL YEAR: |

| | |
|------------------------------|------|
| AREAS IN NEED OF IMPROVEMENT | DATE |
| | |
| IMPROVEMENT PLAN | DATE |
| | |
| EVALUATION OF PLAN | DATE |
| | |

Staff Member's Signature

School Director's Signature

Date

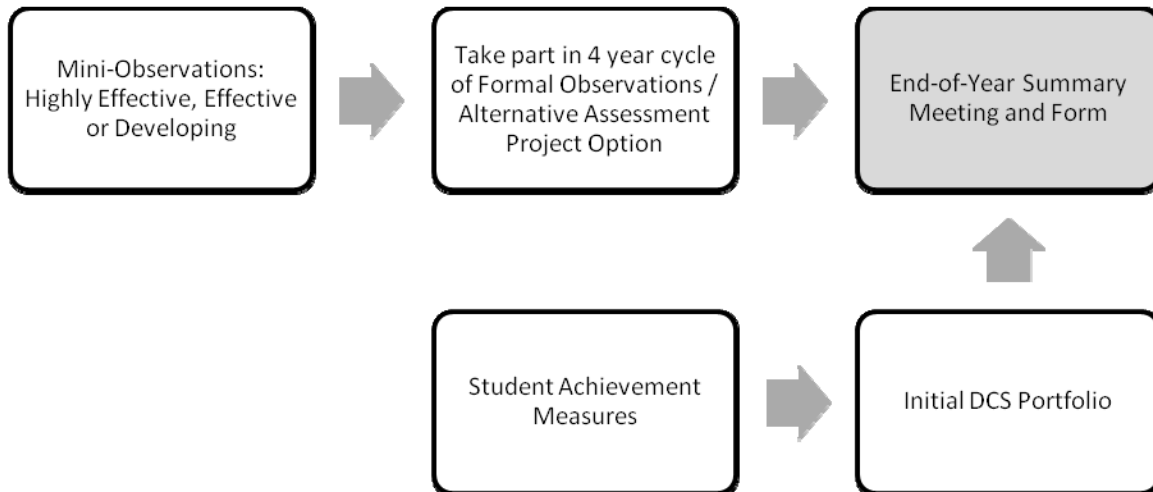
Date

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APPENDIX H.

APPR PLAN OUTLINE

Possibility 1: For individuals likely to score “Highly Effective”, “Effective” or “Developing” at the end of the year



Possibility 2: For individuals in danger of scoring “Ineffective” at the end of the year

