

Malone Central School District
&
Malone Federation of Teachers

APPR Workbook



Workbook Contents

The Annual Evaluation	pgs.	1-2
Walkthrough Rubric	pg.	3
Lesson Plan Template	pg.	4
Pre-Conference Worksheet	pgs.	5-6
Observation/Submission of Evidence Rubric	pgs.	7-11
Summative Evaluation Conference	pg.	12
Professional Learning Plan	pg.	13
Calculating the Score of Professional Practice	pgs.	14-15
Composite Score	pg.	16

The Annual Evaluation

Analysis of Teaching:

I. Observations:

- Walkthrough Observation

- a. *Observation*- Evaluators are to conduct observations of teacher practice as laid out in their evaluator calibration training. Evaluators should pay special attention to the standards and indicators listed on the walkthrough observation document (page 3 of this booklet) but should not limit themselves to those standards and indicators only.
- b. *Post Observation Conference*- Every teacher will have the opportunity to meet with their evaluator following their walkthrough observation. At this meeting it will be the responsibility of the evaluator to present the teacher with the findings of their observation and the individual indicator ratings they awarded based on this observation. (Following this meeting, no new indicator ratings should be marked for the walkthrough observation discussed during the post-conference unless based on evidence/artifacts provided by the teacher.) At this time, the teacher will have the opportunity to discuss reasons why they feel they may deserve a different rating for a particular indicator and potentially provide evidence to support their argument. It is at the discretion of the evaluator to maintain or change individual indicator ratings at this time.

- Formal Observation

- a. *Submission of Lesson Plan*- Prior to the pre-conference, every teacher is to provide their evaluator with a lesson plan for the lesson to be observed. (a sample template is available on page 4 of this booklet.)
- b. *Pre-Observation Conference*- Every teacher will have the opportunity to meet with their evaluator before their formal observation. At this meeting it will be the responsibility of the teacher to explain to the evaluator the teaching standards and indicators the evaluator should expect to observe in the lesson. The teacher may also choose to explain the reasons they feel the indicators evidenced in their lesson meet the criteria of being effective/highly effective. It is the responsibility of the evaluator at this meeting to take note of the standards and indicators the teacher has stated they should expect to observe, as well as any specific evidence they should look for to determine the ratings the teacher should receive.
- c. *Observation*- Evaluators are to conduct observations of teacher practice as laid out in their evaluator calibration training. Evaluators should pay special attention to the standards and indicators the teacher has described they will observe but should not limit themselves to those standards and indicators only.

- d. *Post Observation Conference*- Every teacher will have the opportunity to meet with their evaluator following their formal observation. At this meeting it will be the responsibility of the evaluator to present the teacher with the findings of their observation and the individual indicator ratings they awarded based on this observation. (Following this meeting, no new indicator ratings should be marked for the formal observation discussed during the post-conference, unless based on evidence/artifacts provided by the teacher.) At this time, the teacher will have the opportunity to discuss reasons why they feel they may deserve a different rating for a particular indicator and potentially provide evidence to support their argument. It is at the discretion of the evaluator to maintain or change individual indicator ratings at this time.

II. Evidence, Artifacts, and Student Work

- At any point during the year, a teacher may provide evidence, artifacts, and/or student work that meet individual teaching standards and indicators. However, this only becomes necessary when during the post observation conferences, the evaluator is unable to demonstrate they observed and made record of evidence for a particular teaching standard. When this occurs, the teacher should provide evidence of having met the criteria of at least one indicator of that teaching standard. A teacher may also wish to provide evidence within a particular teaching standard if they are unhappy with the ratings received and would like to find evidence to justify a higher rating for other indicators for the same teaching standard.

Summative Evaluation & Goal Setting:

I. Summative Evaluation:

- The purpose of the Summative Evaluation Conference will be for the evaluator and teacher to discuss the teacher's professional practice over the course of the school year. The evaluator will present the teacher with the ratings he/she was given for each standard and indicator scored, the final composite effectiveness score (0-60 pts.), and the local (20 pts) and state (20 pts) assessment scores should they be available. The evaluator will also provide the teacher with feedback as to the strengths and weaknesses observed in their professional practice.

II. Professional Learning Plan

- Every teacher will work with their evaluator to construct a Professional Learning Plan of goals, growth, and/or professional development as outlined by law and the MFT/MCSD Memorandum of Agreement on the APPR. (a sample framework for such a plan is found on page 13 of this document)

Malone Central Walkthrough Document

Teacher: _____ Subject: _____ Grade: _____
 Date: _____ Reviewer: _____ Period /Time: _____
 General Ed. Special Ed. Teacher Resource Room AIS Other: _____

Evidence	1	2	3	4	n/a	Comments
Teacher uses research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning. (3.1)						
Teacher communicates clearly and accurately with students to maximize their understanding and learning.(directions, questioning, responds, communicates content) (3.2)						
Teacher sets high expectations and creates challenging learning experiences for students. (3.3)						
Teacher explores and uses a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engages students and promotes achievement. (3.4)						
Teacher engages students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology (3.5)						
Teacher monitors and assesses student progress, seeks and provides feedback, and adapts instruction to student needs. (3.6)						
Teacher creates a mutually respectful, safe, and supportive learning environment that is inclusive of every student. (4.1)						
Teacher creates an intellectually challenging and stimulating learning environment. (4.2)						
Teacher manages the learning environment for the effective operation of the classroom. (4.3)						
Teacher organizes and utilizes available resources (e.g. physical space, time, people, technology) to create a safe and productive learning environment. (4.4)						
Other Areas Observed:						

Sample Lesson Plan Template
(submitted by the teacher prior to pre-conference)

Unit:

Lesson:

Date:

<p>Curriculum Standard (s) Identify the curriculum standards to be taught; connect to other standards within or outside of the discipline.</p>	
<p>Student/Class Profile Identify any accommodations in instruction to meet student learning needs.</p>	
<p>Learning Outcomes Identify the important concepts and skills that students will be expected to learn.</p>	
<p>Assessments Identify the formative and/or summative assessments used to determine student progress towards achieving the learning outcomes of the lesson.</p>	
<p>Cognitive Engagement Include: Warm-up or opening to lesson, activities to engage students in the intended learning outcomes, closure activity.</p>	
<p>Adjustments/Modifications Identify ways in which you may adjust the lesson if formative assessments warrant modification.</p>	
<p>Groups How will students be grouped for each activity of the lesson?</p>	
<p>Resources Identify resources and material needed for lessons.</p>	

Pre-Conference Worksheet

(For optional use by the teacher to prepare for the Pre-Observation Conference)

(For evaluator to use during the Pre-Observation Conference)

Teacher _____

Date _____

Grade Level/Course Title and/or Subject _____

(Place a check next to any indicator identified in the lesson plan or to be witnessed during the observation.)

1	Knowledge of Students and Student Learning	Check
1.1a	<i>Describes and plans using knowledge of developmental characteristics of students</i>	
1.2a	<i>Uses strategies to support learning and language acquisition</i>	
1.2b	<i>Uses current research</i>	
1.3a	<i>Plans for student strengths, interests and experiences to meet diverse learning needs of each student</i>	
1.4a	<i>Communicates with parents, guardians, and/or caregivers.</i>	
1.5a	<i>Incorporates the knowledge of school community and environmental factors</i>	
1.5b	<i>Incorporates multiple perspectives</i>	
1.6a	<i>Understands technological literacy and its impact on student learning</i>	

3	Instructional Practice	Check
3.1a	<i>Aligns instruction to standards</i>	
3.1b	<i>Uses research-based instruction</i>	
3.1c	<i>Engages students</i>	
3.2a	<i>Provides directions and procedures</i>	
3.2b	<i>Uses questioning techniques</i>	
3.2c	<i>Responds to students</i>	
3.2d	<i>Communicates content</i>	
3.3a	<i>Articulates measures of success</i>	
3.3b	<i>Implements challenging learning experiences</i>	
3.4a	<i>Differentiates instruction</i>	
3.4b	<i>Implements strategies for mastery of learning outcomes</i>	
3.5a	<i>Provides opportunities for collaboration</i>	
3.5b	<i>Provides synthesis, critical thinking, and problem-solving</i>	
3.6a	<i>Uses formative assessment to monitor and adjust pacing</i>	
3.6b	<i>Provides feedback during and after instruction</i>	

2	Knowledge of Content and Instructional Planning	Check
2.1a	<i>Understands key concepts and themes, learning standards and key disciplinary language</i>	
2.1b	<i>Uses current developments in pedagogy and content</i>	
2.2a	<i>Incorporates diverse social and cultural perspectives</i>	
2.2b	<i>Incorporates individual and collaborative critical thinking and problem solving</i>	
2.2c	<i>Incorporates disciplinary and cross-disciplinary learning experiences</i>	
2.3a	<i>Designs learning experiences that connect to students' life experiences</i>	
2.3b	<i>Designs self-directed learning experiences</i>	
2.4a	<i>Articulates learning objectives/goals with learning standards</i>	
2.5a	<i>Designs instruction using current levels of student understanding</i>	
2.5b	<i>Designs learning experiences using prior knowledge</i>	
2.6a	<i>Organizes time</i>	
2.6b	<i>Selects materials and resources</i>	

4	Learning Environment	Check
4.1a	<i>Interacts with students</i>	
4.1b	<i>Supports student diversity</i>	
4.1c	<i>Reinforces positive interactions among students</i>	
4.2a	<i>Promotes student pride in work and accomplishments</i>	
4.2b	<i>Promotes student curiosity and enthusiasm</i>	
4.3a	<i>Establishes routines, procedures and transitions and expectations for student behavior.</i>	
4.3b	<i>Establishes instructional groups</i>	
4.4a	<i>Organizes learning environment</i>	
4.4b	<i>Manages volunteers and/or paraprofessionals</i>	
4.4c	<i>Establishes classroom safety</i>	

Observation & Submission of Evidence/Artifacts

Teacher:

Evaluator:

Date:

Elements	Performance Indicators	Evidence/Notes
1.1- Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.	<ul style="list-style-type: none"> a. Describes developmental characteristics of students b. Creates developmentally appropriate lessons 	
1.2- Teachers demonstrate current, research-based knowledge of learning and language acquisition theories and processes.	<ul style="list-style-type: none"> a. Uses strategies to support learning and language acquisition b. Uses current research 	
1.3- Teachers demonstrate knowledge of and are responsive to diverse learning needs, interests, and experiences of all students.	<ul style="list-style-type: none"> a. Meets diverse learning needs of all students b. Plans for student strengths, interests, and experiences 	
1.4- Teachers acquire knowledge of individual students, families, guardians, and/or caregivers to enhance student learning.	<ul style="list-style-type: none"> a. Communicates with parents, guardians, and/or caregivers 	
1.5- Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.	<ul style="list-style-type: none"> a. Incorporates the knowledge of school community and environmental factors b. Incorporates multiple perspectives 	
1.6- Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.	<ul style="list-style-type: none"> a. Understands technological literacy 	
2.1- Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).	<ul style="list-style-type: none"> a. Understands key concepts and themes in the discipline b. Understands key disciplinary language c. Uses current developments in pedagogy and content d. Understands learning standards 	
2.2- Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem solving related to real world contexts.	<ul style="list-style-type: none"> a. Incorporates diverse social and cultural perspectives b. Incorporates individual and collaborative critical thinking and problem solving c. Incorporates disciplinary and cross-disciplinary learning experiences 	

Observation & Submission of Evidence/Artifacts

Teacher:

Evaluator:

Date:

Elements	Performance Indicators	Evidence/Notes
2.3- Teachers use a broad range of instructional strategies to make subject matter accessible.	<ul style="list-style-type: none"> a. Designs instruction to meet diverse learning needs of students b. Designs learning experiences that connect to students' life experiences c. Designs self-directed learning experiences 	
2.4- Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.	<ul style="list-style-type: none"> a. Aligns learning standards b. Articulates learning objectives/ goals with learning standards 	
2.5- Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.	<ul style="list-style-type: none"> a. Designs instruction using current levels of student understanding b. Designs learning experiences using prior knowledge 	
2.6- Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.	<ul style="list-style-type: none"> a. Organizes physical space b. Incorporates technology c. Organizes time d. Selects materials and resources 	
3.1- Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.	<ul style="list-style-type: none"> a. Aligns instruction to standards b. Uses research-based instruction c. Engages students 	
3.2- Teachers communicate clearly and accurately with students to maximize their understanding and learning.	<ul style="list-style-type: none"> a. Provides directions and procedures b. Uses questioning techniques c. Responds to students d. Communicates content 	
3.3- Teachers set high expectations and create challenging learning experiences for students.	<ul style="list-style-type: none"> a. Establishes high expectations b. Articulates measures of success c. Implements challenging learning experiences 	

Observation & Submission of Evidence/Artifacts

Teacher:

Evaluator:

Date:

Elements	Performance Indicators	Evidence/Notes
3.4- Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement.	<ul style="list-style-type: none"> a. Differentiates instruction b. Implements strategies for mastery of learning outcomes 	
3.5- Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking and use of technology.	<ul style="list-style-type: none"> a. Provides opportunities for collaboration b. Provides synthesis, critical thinking, and problem-solving 	
3.6- Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.	<ul style="list-style-type: none"> a. Uses formative assessment b. Provides feedback during and after instruction c. Adjusts pacing 	
4.1- Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.	<ul style="list-style-type: none"> a. Interacts with students b. Supports student diversity c. Reinforces positive interactions among students 	
4.2- Teachers create an intellectually challenging and stimulating learning environment.	<ul style="list-style-type: none"> a. Establishes high expectations for achievement. b. Promotes student curiosity and enthusiasm c. Promotes student pride in work and accomplishments 	
4.3- Teachers manage the learning environment for the effective operation of the classroom.	<ul style="list-style-type: none"> a. Establishes expectations for student behavior b. Establishes routines, procedures and transitions c. Establishes instructional groups 	
4.4- Teachers organize and utilize available resources (e.g. physical space, time, people, technology) to create a safe and productive learning environment.	<ul style="list-style-type: none"> a. Organizes the physical environment b. Manages volunteers and paraprofessionals c. Establishes classroom safety 	

Observation & Submission of Evidence/Artifacts

Teacher:

Evaluator:

Date:

<p>5.1- Teachers design, adapt, select and use a range of assessment tools and processes to measure and document student learning and growth.</p>	<p>a. Use assessments to establish learning goals and inform instruction</p> <p>b. Measures and records student achievement</p> <p>c. Aligns assessments to learning goals</p> <p>d. Implements accommodations and modifications</p>	
<p>5.2- Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.</p>	<p>a. Analyzes assessment data</p> <p>b. Uses assessment data to set goals and provide feedback to students</p> <p>c. Engages students in self-assessment</p>	
<p>5.3- Teachers communicate information about various components of the assessment system.</p>	<p>a. Accesses and interprets assessments</p>	
<p>5.4- Teachers reflect upon and evaluate the effectiveness of their integrated assessment system to adjust assessment and plan instruction accordingly.</p>	<p>a. Understands assessment measures and grading procedures</p> <p>b. Establishes an assessment system</p>	
<p>5.5- Teachers prepare students to understand the format and directions of assessments used and the criteria by which the student will be evaluated.</p>	<p>a. Communicates purposes and criteria</p> <p>b. Provides preparation and practice</p> <p>c. Provides assessment skills and strategies</p>	
<p>6.1- Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities.</p>	<p>a. Demonstrates ethical, professional behavior</p> <p>b. Advocates for students</p> <p>c. Demonstrates ethical use of information and information technology</p> <p>d. Completes training to comply with state and local requirements and jurisdictions</p>	

Observation & Submission of Evidence/Artifacts

Teacher:

Evaluator:

Date:

Elements	Performance Indicators	Evidence/Notes
6.2- Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.	<ul style="list-style-type: none"> a. Supports the school as an organization with a vision and mission b. Participates on an instructional team c. Collaborates with the larger community 	
6.3- Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.	<ul style="list-style-type: none"> a. Engages families b. Communicates student performance 	
6.4- Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.	<ul style="list-style-type: none"> a. Maintains records b. Manages time and attendance c. Maintains classroom and school resources and materials d. Participates in school and district events 	
6.5- Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities.	<ul style="list-style-type: none"> a. Communicates policies b. Maintains confidentiality c. Reports concerns d. Adheres to policies and contractual obligations e. Accesses resources 	
7.1- Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.	<ul style="list-style-type: none"> a. Reflects on evidence of student learning b. Reflects on biases c. Plans professional growth 	
7.2- Teachers set goals for and engage in ongoing professional development needed to continuously improve teaching competencies.	<ul style="list-style-type: none"> a. Sets goals b. Engages in professional growth 	
7.3- Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.	<ul style="list-style-type: none"> a. Gives and receives constructive feedback b. Collaborates 	
7.4- Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.	<ul style="list-style-type: none"> a. Accesses professional memberships and resources b. Expands knowledge base 	

Summative Evaluation Conference

(completed by the evaluator)

Educator: _____ **Grade Level/Subject Taught:** _____

Evaluator: _____ **Date:** _____

Dates: Pre-conference _____ **Observation** _____

Post-conference _____

Areas of Strength:

Areas for Growth:

Educator signature _____ **Date** _____

Evaluator signature _____ **Date** _____

Professional Learning Plan (PLP)

Teacher:

Evaluator:

Date:

Goal(s):

(1-3 areas of focused professional growth agreed upon by the teacher and evaluator)

1.

2.

3.

Objective(s):

1.

2.

3.

Plan for Professional Learning:

(Professional development opportunities and/or actions to be taken by teacher.)

1.

2.

3.

Calculating the Score of Professional Practice

1	Knowledge of Students and Student Learning	Score
1.1a	<i>Describes and plans using knowledge of developmental characteristics of students</i>	
1.2a	<i>Uses strategies to support learning and language acquisition</i>	
1.2b	<i>Uses current research</i>	
1.3a	<i>Plans for student strengths, interests and experiences to meet diverse learning needs of each student</i>	
1.4a	<i>Communicates with parents, guardians, and/or caregivers.</i>	
1.5a	<i>Incorporates the knowledge of school community and environmental factors</i>	
1.5b	<i>Incorporates multiple perspectives</i>	
1.6a	<i>Understands technological literacy and its impact on student learning</i>	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total Standard 1 score	

2	Knowledge of Content and Instructional Planning	Score
2.1a	<i>Understands key concepts and themes, learning standards and key disciplinary language</i>	
2.1b	<i>Uses current developments in pedagogy and content</i>	
2.2a	<i>Incorporates diverse social and cultural perspectives</i>	
2.2b	<i>Incorporates individual and collaborative critical thinking and problem solving</i>	
2.2c	<i>Incorporates disciplinary and cross-disciplinary learning experiences</i>	
2.3a	<i>Designs learning experiences that connect to students' life experiences</i>	
2.3b	<i>Designs self-directed learning experiences</i>	
2.4a	<i>Articulates learning objectives/goals with learning standards</i>	
2.5a	<i>Designs instruction using current levels of student understanding</i>	
2.5b	<i>Designs learning experiences using prior knowledge</i>	
2.6a	<i>Organizes time</i>	
2.6b	<i>Selects materials and resources</i>	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total Standard 2 score	

3	Instructional Practice	Score
3.1a	<i>Aligns instruction to standards</i>	
3.1b	<i>Uses research-based instruction</i>	
3.1c	<i>Engages students</i>	
3.2a	<i>Provides directions and procedures</i>	
3.2b	<i>Uses questioning techniques</i>	
3.2c	<i>Responds to students</i>	
3.2d	<i>Communicates content</i>	
3.3a	<i>Articulates measures of success</i>	
3.3b	<i>Implements challenging learning experiences</i>	
3.4a	<i>Differentiates instruction</i>	
3.4b	<i>Implements strategies for mastery of learning outcomes</i>	
3.5a	<i>Provides opportunities for collaboration</i>	
3.5b	<i>Provides synthesis, critical thinking, and problem-solving</i>	
3.6a	<i>Uses formative assessment to monitor and adjust pacing</i>	
3.6b	<i>Provides feedback during and after instruction</i>	
A	Total of all Indicators	
B	Divide A by number of indicators assessed	
C	Total Standard 3 score	

4	Learning Environment	Score
4.1a	<i>Interacts with students</i>	
4.1b	<i>Supports student diversity</i>	
4.1c	<i>Reinforces positive interactions among students</i>	
4.2a	<i>Promotes student pride in work and accomplishments</i>	
4.2b	<i>Promotes student curiosity and enthusiasm</i>	
4.3a	<i>Establishes routines, procedures and transitions and expectations for student behavior</i>	
4.3b	<i>Establishes instructional groups</i>	
4.4a	<i>Organizes learning environment</i>	
4.4b	<i>Manages volunteers and/or paraprofessionals</i>	
4.4c	<i>Establishes classroom safety</i>	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total Standard 4 score	

Calculating the Score of Professional Practice

5	Assessment for Student Learning	Score
5.1a	<i>Designs and/or selects assessments to establish learning goals and inform instruction</i>	
5.1b	<i>Measures and records student achievement</i>	
5.1c	<i>Aligns assessments to learning goals</i>	
5.2a	<i>Uses assessment data as feedback to set goals with students</i>	
5.2b	<i>Engages students in self-assessment</i>	
5.3a	<i>Accesses, analyzes and interprets assessments</i>	
5.4a	<i>Understands assessment measures and grading procedures</i>	
5.4b	<i>Establishes an assessment system</i>	
5.5a	<i>Communicates purposes and criteria</i>	
5.5b	<i>Provides preparation and practice</i>	
5.5c	<i>Provides assessment skills and strategies</i>	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total Standard 5 score	

6	Professional Responsibilities and Collaboration	Score
6.1a	<i>Demonstrates ethical, professional behavior</i>	
6.1b	<i>Advocates for students</i>	
6.1c	<i>Demonstrates ethical use of information and information technology</i>	
6.1d	<i>Completes training to comply with state and local requirements and jurisdictions</i>	
6.2a	<i>Supports the school as an organization with a vision and mission</i>	
6.2b	<i>Participates on an instructional team</i>	
6.2c	<i>Collaborates with the larger community</i>	
6.3a	<i>Communicates student performance to families</i>	
6.4a	<i>Maintains records</i>	
6.4b	<i>Manages time and attendance</i>	
6.4c	<i>Maintains classroom and school resources and materials</i>	
6.4d	<i>Participates in school and district events</i>	
6.5a	<i>Communicates policies</i>	
6.5b	<i>Maintains confidentiality</i>	
6.5c	<i>Reports concerns</i>	
6.5d	<i>Adheres to policies and contractual obligations and accesses resources</i>	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total Standard 6 score	

7	Professional Growth	Score
7.1a	<i>Reflects on evidence of student learning</i>	
7.1b	<i>Plans professional growth</i>	
7.2a	<i>Sets goals</i>	
7.2b	<i>Engages in professional growth to expand knowledge base</i>	
7.3a	<i>Gives and receives constructive feedback</i>	
7.3b	<i>Collaborates</i>	
7.4a	<i>Accesses professional memberships and resources</i>	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total Standard 7 score	

Assessment of Practice Transfer standard scores to the boxes below	Scores
Standard 1 Knowledge of Students and Student Learning	
Standard 2 Knowledge of Content and Instructional Planning	
Standard 3 Instructional Practice	
Standard 4 Learning Environment	
Standard 5 Assessment for Student Learning	
Standard 6 Professional Responsibilities and Collaboration	
Standard 7 Professional Growth	
Subtotal	
Divide by 7	
Total score of professional practice	

Composite Score

Worksheet: Calculating the Composite Score of Teacher Effectiveness

1 Subcomponent A First, acquire the State assessments score, expressed as a number from 0-20 (TSGPS)	/20
2 Subcomponent B Next, using your local methodology, acquire a value expressed as a number between 0-20, representing a score derived from multiple locally selected measures of student achievement	/20
3 Subcomponent C The scoring methodology has resulted in a rating of 1-4. Use a locally negotiated conversion table to express this score as a value between 0-60	/60
4 Add A + B + C	Total /100
Identify in which scoring range the composite score falls to determine a final effectiveness rating.	

- Highly Effective (91-100)
- Effective (75-90)
- Developing (65-74)
- Ineffective (0-64)

Final effectiveness rating: _____

Teacher _____ **Date** _____

Evaluator _____ **Date** _____

The parties agree that the preceding document, the MCSD/MFT APPR Workbook, will be the official teacher evaluation workbook used throughout the District to evaluate teacher professional performance in accordance with the NYSUT Teacher Practice Rubric.

FOR THE DISTRICT:

FOR THE ASSOCIATION:

Name

Name

Title Date

Title Date