# PPSTA STRONG.

APPR Observation
Member Support Guide
2021-2022

# APPR OBSERVATION MEMBER SUPPORT GUIDE
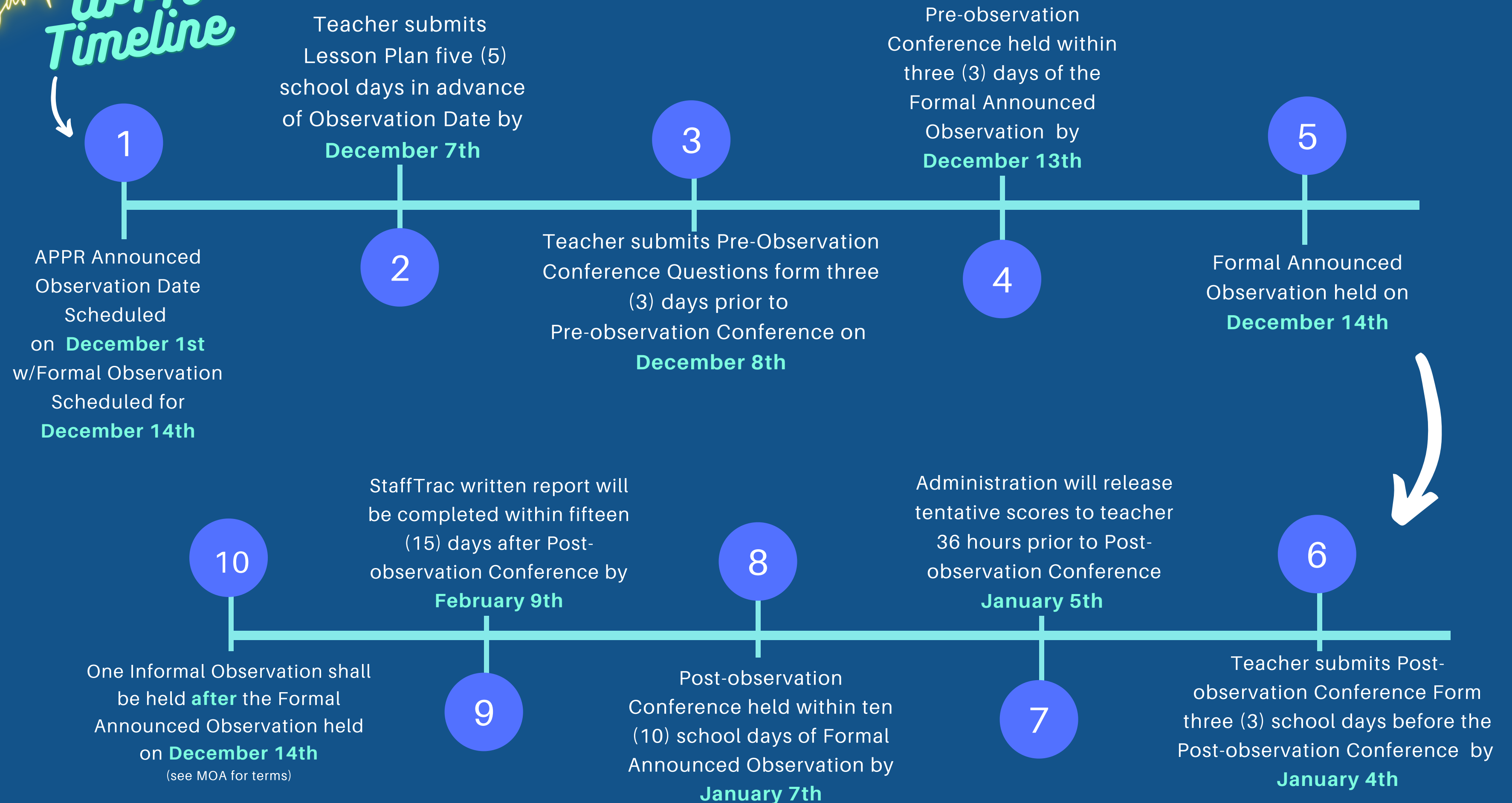
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# APPR TIMELINE FOR 2021–22

**1** APPR Announced Observation
Date Scheduled by Administrator with ten (10) school days notice

**2** Teacher submits **Lesson Plan** five (5) school days in advance of Observation Date

**3** Teacher submits **Observation Conference Questions/Form** three (3) school days prior to Pre-observation Conference

**4** **Pre-observation Conference** held within three (3) school days of the Formal Announced Observation

**5** Formal Announced Observation

**6** Teacher submits **Post-observation Conference Form** three (3) school days before Post-observation Conference

**7** **Tentative Scores** will be released to the teacher thirty-six (36) hours before the Post-observation Conference

**8** **Post-observation Conference** held within ten (10) school days of Formal Announced Observation

**9** Written report in **Staff-Trac** will be completed by administrator fifteen (15) days after Post-observation Conference

**10** **Informal Observation** w/option for a second before June 5th Please see document for **Appeals** timeline

**Sample APPR Timeline**

**1**

APPR Announced Observation Date Scheduled on **December 1st** w/Formal Observation Scheduled for **December 14th**

**2**

Teacher submits Lesson Plan five (5) school days in advance of Observation Date by **December 7th**

**3**

Teacher submits Pre-Observation Conference Questions form three (3) days prior to Pre-observation Conference on **December 8th**

**4**

Pre-observation Conference held within three (3) days of the Formal Announced Observation by **December 13th**

**5**

Formal Announced Observation held on **December 14th**

**6**

Teacher submits Post-observation Conference Form three (3) school days before the Post-observation Conference by **January 4th**

**7**

Administration will release tentative scores to teacher 36 hours prior to Post-observation Conference **January 5th**

**8**

Post-observation Conference held within ten (10) school days of Formal Announced Observation by **January 7th**

**9**

StaffTrac written report will be completed within fifteen (15) days after Post-observation Conference by **February 9th**

**10**

One Informal Observation shall be held **after** the Formal Announced Observation held on **December 14th** (see MOA for terms)

*NYSUT's Teacher Practice Rubric* **\* 2014 Edition \***
*Aligned with the New York State Teaching Standards*

## Standard 1: Knowledge of Students and Student Learning

**Teachers acquire knowledge of each student and demonstrate knowledge of student development and learning to promote achievement for all students.**

*It is not enough for teachers to know and understand childhood or adolescent developmental norms. Teachers must also know their students: their strengths and weaknesses, their interests, their readiness levels and skill sets, and the outside influences that affect their learning: family dynamics, cultural customs, and socio-economic status. Furthermore, teachers must demonstrate this knowledge and understanding and also incorporate appropriate 21st Century Skills \* include such skills as critical thinking, problem solving, creativity, collaboration, communication, information literacy, global and cultural awareness) in the planning and preparation of their lessons.*

**Element I.2:** **Teachers demonstrate research-based knowledge of learning and language acquisition theories and processes.**

**NYSED Indicators:** *Design lesson plans and adjust instruction to include a variety of strategies that support the learning needs of each student. Design lesson plans to include a variety of strategies that support the language acquisition needs of each student. Teachers explain their instructional decisions identifying research.*

|   | Indicators | Ineffective | Developing | Effective | Highly Effective |
|---|---|---|---|---|---|
| A. | *Uses strategies to support learning and language acquisition.* | Teacher designs lessons with few strategies that support student learning and language acquisition needs. | Teacher designs lessons to include some instructional strategies that support the learning and language acquisition needs of some students. | Teacher designs lessons to include several instructional strategies that support the learning and language acquisition needs of most students. | Teacher designs lessons to include several instructional strategies that support the learning and language acquisition needs of each student. |

**1.2a** Identify and explain how you will use a variety of strategies to support learning and language acquisition needs of each student. Incorporate the responses to these questions into your lesson plan.

**Element I.2** (Current research-based knowledge of learning and language acquisition theories and processes)

- Word walls become interactive and easily accessible
- Create content specific glossaries
- Improve professional practices by applying research from articles

**Evidence Samples**

## Sample Artifacts

*Teacher Created* – Sample of lessons that demonstrate how a concept was taught. Possible Examples:

- Reflect on lesson plan (in pencil after lesson) that demonstrates that the lesson was modified either during the lesson or for later teaching to respond to diverse student needs/interests/experiences.
- KLQ (Know/Learned/Questions) Graphic Organizer demonstrates questions students have on the content to drive instruction the next day
- MYP Daily unit planner that includes teacher reflection
- Lesson plans designed to incorporate multiple intelligences, and/or with guidelines/instructions/specifications as to how multiple intelligences were used
- Lesson plans designed to incorporate cooperative learning structures, and/or with guidelines/instructions/specification as to how cooperative learning was used
- Music or lyrics reflecting different eras in American History to demonstrate being responsive to diverse interests of all students
- Lesson plans that include Senteo clickers or differentiated equipment
- Lesson plans that show differentiation – pair high, low
- Study guides, essay outlines, graphic organizers, differentiate worksheet
- Logs of individual consultations with students
- List of research based theories, programs etc. teacher utilizes

*Student Created* – Student work samples that demonstrate growth of understanding a concept.

- Assignment that offers student choice (ex. projects or writing assignments)
- Pre- and post- tests for various units
- Student work samples of major assignments and/or projects

*Parent Generated* – Parent communication that demonstrates how the teacher support their child's learning.

- Summaries of contact with parents etc.

*Community Generated* - Flyer from a community event that highlight the work of students.

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**Element I.3:** Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students.

**NYSED Indicators:** *Vary and modify instruction to meet the diverse learning needs of each student. Create, deliver, and adapt instruction to address each student's strengths, interests, and experiences.*

| | Indicators | Ineffective | Developing | Effective | Highly Effective |
|---|---|---|---|---|---|
| A. | *Plans for student strengths, interests, experiences to meet diverse learning needs of each student.* | 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. |

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**1.3a  How do you develop plans that build upon a variety of student learning styles, abilities, interests, and experience to meet their diverse needs?  How do you incorporate student voice and choice into your planning?**

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**Evidence Samples** ⟷

**Element I.3** (Knowledge of and responsive to diverse learning needs, strengths, interests, and experiences of all students)

- Plan and incorporate time for cooperative group work and purposeful learning
- Adapt materials to convey information in multiple ways (visual, eBoard, Smartboard, Ipad, etc.)
- Offer student opportunities to articulate connection of learning to life experiences
- Utilize (in a demonstrable way) a student information survey or "learning style" inventory in the beginning of the year to drive instruction
- Allow students to choose activities and homework that reflects a personal learning style "strength"



**Note:** The chart below illustrates *possible* examples under each artifact category. Refer to the performance indicators on the NYSUT Rubric for a description of what qualifies as a score of 4,3,2 or 1.

**Element I.4:** Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.

**NYSED Indicators:** *Communicate directly with each student's parents, guardians, and/or caregivers. Use a variety of techniques to accommodate the communication needs of each student's parents, guardians, and/or caregivers.*

| | Indicators | Ineffective | Developing | Effective | Highly Effective |
|---|---|---|---|---|---|
| A. | *Communicates with parents, guardians, and/or caregivers.* | Teacher does not communicate directly with student's parents, guardians, and/or caregivers to enhance student learning and/or does not accommodate the communication needs of the family. | Teacher occasionally communicates directly with student's parents, guardians, and/or caregivers to enhance student learning. Communication is occasionally modified to meet the needs of the family. | Teacher regularly communicates directly with student's parents, guardians, and/or caregivers to enhance student learning. Communication is frequent and uses multiple modes of contact to accommodate the needs of the family. | Teacher communicates directly with student's parents, guardians, and/or caregivers to enhance student learning. Multiple modes of contact are used to accommodate the needs of the family. Students and parents/guardians initiate communication. |

1.4a How do you communicate directly with students' parents, guardians, and/or caregivers to enhance student learning? Provide the multiple modes of communication you use and how you accommodate for the needs of each family. What methods of communication do students and parents/guardians have as a means of contacting you/team?

**Element I.4** (Acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning)

- Acquire and utilize information about students from caregivers and meetings using different modalities (phone calls, letters home, email) and plan instruction based on information gleaned

**Evidence Samples**

**Evidence Samples**

## Standard II: Knowledge of Content and Instructional Planning

**Teachers know the content they are responsible for teaching and plan instruction that ensures growth and achievement for all students.**

*A teacher translates instructional outcomes into learning experiences for students through the design of instruction. Even in classrooms where students assume considerable responsibility for their learning, teachers must design instruction that is coherent and balanced between careful planning and flexibility in execution. Teachers design instruction that reflects the needs of 21st Century learners and include opportunities to collaborate, innovate, create and solve problems using high-level cognitive processes and communication tools and media.*

**Element II.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.

**NYSED Indicators:** *Facilitate students' ability to develop diverse social and cultural perspectives. Incorporate perspectives from varied disciplines and use and model interdisciplinary skills in their instruction. Provide opportunities for students to engage in individual and collaborative critical thinking and problem solving. Teachers model and encourage effective use of interpersonal communication skills to build student capacity for collaboration. Create opportunities for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.*

| B. | *Incorporates individual and collaborative critical thinking and problem solving.* | Teacher does not plan opportunities for students to engage in individual and collaborative critical thinking and problem solving. | Teacher plans occasional opportunities for students to engage in individual and collaborative critical thinking and problem solving. | Teacher plans frequent opportunities for students to engage in individual and collaborative critical thinking and problem solving that align with 21st Century Skills*. The teacher models effective interpersonal skills. | Teacher plans on-going opportunities for students to engage in individual and collaborative critical thinking and problem solving that align with 21st Century Skills*. The teacher models and encourages effective use of interpersonal skills to build student capacity for collaboration. |
|---|---|---|---|---|---|

**2.2 b Teacher plans on-going opportunities for students to engage in individual and collaborative critical thinking and problem solving that align with 21st century skills. How have you planned opportunities for students to engage in critical thinking and problem solving? Explain how students have and will use these skills moving forward. How will you build on your students' capacity for collaboration in the future?**

**Element II.2** (Understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem-solving related real world contexts)

- Use Blooms Taxonomy (higher level), 21st Century Skills and Cognitive Engagement information (see slide 2) when creating "Do Nows", questions, projects and activities
- Incorporate opportunities for collaborative opportunities that allow students to make connections to learning while applying skills, techniques, formulas, etc. previously introduced
- Create lessons that connect to real world issues and other disciplines
- Models and encourages use of interpersonal skills

group work

*Teacher Created* – Sample lesson plan and data that demonstrates how instruction has been modified; Teacher responses on pre/post-observation form; sample of how learning objective is communicated to students.

- Completed MYP unit planner
- Sample lesson plans that include alignment to standards
- Course Expectations/Outline
- Use of technology in a lesson (Word, Excel, PowerPoint, Smart Notebook, and internet)
- Lesson plans incorporating concepts across disciplines and related to real world contexts
- Lesson plans utilizing different modes of instruction
- Differentiated assignments of projects
- Lesson plans aligned with NYS core curriculum learning standards with individualized goals for students
- Lesson plans incorporating strategies that access students' prior knowledge and experiences
- List of curricular materials & resources used to design lessons

*Student Created* – Student work samples that demonstrate how students have demonstrated their understanding in different ways.

- Physical picture or drawing from the internet showing the student achieving goal of lesson by modifying assignment for themselves.
- Samples of course work/student work
- Videos as an artifact of dance/music/visual arts, theatre classes.

*Parent Generated* – Communication to parents regarding learning objectives in the class.

*Community Generated* - Flyer from a community event that highlights the work aligned to learning standards.

**Note:** The chart below illustrates *possible* examples under each artifact category. Refer to the performance indicators on the NYSUT Rubric for a description of what qualifies as a score of 4,3,2 or 1.

**Element II.4:** Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.

**NYSED Indicators:** *Design learning experiences that are aligned with learning standards. Articulate clear learning objectives that align with learning standards. Include opportunities for students to achieve learning goals in a variety of ways.*

| | Indicators | Ineffective | Developing | Effective | Highly Effective |
|---|---|---|---|---|---|
| A. | *Articulates learning objectives/goals with learning standards.* | Teacher does not design learning experiences or articulate how objectives are aligned with standards and/or how students will achieve the learning goals. | Teacher designs learning experiences and articulate how some objectives are aligned with standards and has designed some opportunities for students to achieve the learning goals. | 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. | 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. |

## 2.4 a Articulate and explain the standards addressed in this lesson. How do these standards connect to other standards and content within or outside of the discipline? How did you design multiple learning experiences for students to achieve the learning standards?

**Evidence Samples** ⟷

**Element II.4** (Establish goals and expectations for all students that align with learning standards and allow for multiple pathways to achievement)

- Articulate expectations of learning outcomes while presenting information (use of rubric, self assessment sheet, checklist)
- Create, plan and implement lessons that provide opportunities to achieve learning goals and include 21st Century Skills
- Create problem-based learning activities to introduce new units and allow students to work together to find a solution (discovery learning)

21ST CENTURY SKILLS

**Element II.5:** Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.

**NYSED Indicators:** *Determine current levels of student understanding and knowledge of content through questioning techniques, discussion, and other methods. Address common misconceptions in the content area through instructional methods. Design learning experiences that connect students' prior knowledge and instruction.*

| B. | *Designs learning experiences using prior knowledge.* | Teacher does not design learning experiences that connect students' prior content knowledge and student life experiences to new learning. | Teacher designs some learning experiences that connect prior content and student life experiences knowledge to new learning. | Teacher designs learning experiences that connect prior content knowledge and student life experiences to new learning within and across disciplines. | Teacher designs learning experiences that connect prior content knowledge and student life experiences to new learning. Teacher plans opportunities for students themselves to make connections to prior learning within and across disciplines. |
|----|----|----|----|----|----|

**2.5b** Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge. How do you design learning experiences that connect prior content knowledge to new learning. How do you plan opportunities for students to make connections to prior learning within and across content areas?

**Evidence Samples**

**Element II.5** (Design relevant instruction that connects students' prior understanding and experiences to new knowledge)

- Identify and anticipate student misconceptions and construct learning experiences to address them via lesson design and implementation
- Include formal and informal assessment of learning and understanding
- Craft introduction activities that demonstrate students' prior knowledge or connections to other disciplines or personal experiences
- Design closure activities that provide data to help drive subsequent instruction

# OBSERVATION

**APPR Classroom
Unannounced**

## Standard III: Instructional Practice

**Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.**

*Effective instruction is the critical interactive work that teachers undertake when they bring complex content to life for students. Teachers design instruction to integrate content areas and weave together knowledge of students, content, assessment, and reflection in the instructional process. Teachers use available technologies to scaffold student learning. There is an emphasis on teacher facilitation and fostering student ownership, problem solving, inquiry, real-life connections and relevance. Teachers prepare students for the future by fostering creativity, critical thinking, communication, and collaboration.*

<u>**Element III.1**</u>: 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.

| B. | *Engages students.* | 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. |
|---|---|---|---|---|---|

**Evidence Samples**

**Element III.1** (Use research based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages student learning)

- Application and explanation of research on instructional practices
  (http://www.stanford.edu/group/cubberley/research_guides , http://ncrtl.msu.edu/ , http://www.teacherresearch.net/ , http://www.teach-nology.com/directory/ )
- Incorporate student synthesis of content activities – ie. create fishbowl, seminar questions, modeling, Socratic method, Turn n Talk, persuasion and debate

**OBSERVATION**

APPR Classroom Announced

**OBSERVATION**

APPR Classroom Unannounced

**OBSERVATION**

APPR Classroom Announced

**Evidence Samples**

**Element III.2**: Teachers communicate clearly and accurately with students to maximize their understanding and learning.

**NYSED Indicators:** *Students understand directions and procedures. Teachers use a variety of questioning techniques to advance student learning and reflection. Students' comments and questions are acknowledged and utilized to advance learning. Students understand lesson content through teachers' use of oral, written and graphic methods. Adjust communication in response to student needs.*

|  | Indicators | Ineffective | Developing | Effective | Highly Effective |
|---|---|---|---|---|---|
| A. | *Provides directions and procedures.* | 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. |
| B. | *Uses questioning techniques to engage students.* | 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. |
| C. | *Responds to students.* | Teacher ignores students' questions/comments and/or provides a response that shuts down student learning. | Teacher responds to some students' questions/comments. Response gives students the answer rather than challenge student thinking. | Teacher responds to students' questions/comments. Responses challenge student thinking. | Teacher and students respond to students' questions/comments. Responses challenge all students' thinking. |

**Element III.2** (Communicate clearly and accurately with students to maximize their understanding and learning)

- Directions on labs, worksheets meet students individual needs and posted in room when applicable
- Utilization of whole class introductory and summary activities (Do Now or warm up) for students to think and demonstrate reasoning
- Write open-ended (stem) questions to ask in the lesson or use the Socratic style of questioning using multiple modalities
- Directions are clearly articulated and anticipate possible student misunderstanding
- Teacher encourages a risk taking environment and facilitates academic conversation amongst students

**Element III.4**: Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement.

**NYSED Indicators:** *Use an understanding of students' diverse backgrounds to individualize interactions and differentiate instruction. Incorporate instructional approaches and technologies to provide students with opportunities to demonstrate mastery of learning outcomes. Incorporate into instruction motivating and meaningful opportunities in learning experiences.*

| | Indicators | Ineffective | Developing | Effective | Highly Effective |
|---|---|---|---|---|---|
| A. | *Differentiates instruction.* | Teacher uses strategies that do not motivate and/or cognitively engage students and are not appropriate to students' instructional levels. Few students achieve the instructional outcomes. | Teacher uses only some differentiated strategies that motivate and cognitively engage students at their instructional levels, allowing some students to achieve the instructional outcomes | Teacher uses differentiated strategies that motivate and cognitively engage groups of students at their instructional levels, allowing students to achieve the instructional outcomes. | Teacher uses differentiated strategies that motivate and cognitively engage each student at their instructional level, allowing all students to achieve the instructional outcomes. Teacher supports students' suggestions of strategies that will help them demonstrate their own learning. |

**Evidence Samples**

**Element III.4** (Explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement)

- Incorporate higher level cognitive activities in lessons (21$^{st}$ Century skills, problem solving, collaboration- see slide 2)
- Differentiate learning activities that encourage and motivate students to be actively engaged in the lesson
- Include use of multiple learning aids when appropriate (visual, auditory, tactile, etc.)
- Questioning and discussion techniques/strategies are varied and evident
- Create lessons that meet the needs of a diverse learning population

# OBSERVATION

## APPR Classroom Announced

**Element III.5:** Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology.

**NYSED Indicators:** *Students synthesize and express ideas both in written and oral formats. Students work effectively with others, including those from diverse groups and with opposing points of view. Students make decisions, solve problems, and take actions as appropriate.*

| | Indicators | Ineffective | Developing | Effective | Highly Effective |
|---|---|---|---|---|---|
| A. | *Provides synthesis, critical thinking, problem-solving and opportunities for collaboration.* | Teacher provides few opportunities in written or oral format for students to synthesize, think critically, problem solve or engage students in multi-disciplinary and other 21st Century Skills*. | Teacher provides occasional opportunities in written or oral format for students to synthesize, think critically, problem solve or engage students in multi-disciplinary and other 21st Century Skills*. | Teacher provides frequent opportunities in written and oral format for students to synthesize, think critically, problem solve or engage students in multi-disciplinary and other 21st Century Skills*. | Teacher provides regular opportunities in written and oral format for students to synthesize, think critically, problem solve or engage students in multi-disciplinary and other 21st Century Skills*. Students initiate collaborative, problem-solving opportunities and ensure that all voices and ideas are heard. |

## Evidence Samples

**Element III.5** (Engage students in the development on multi-disciplinary skills, such as communication, collaboration, critical thinking and use of technology)

- Include cooperative learning activities such as jigsaw projects, carousels
- Design instruction to promote shared responsibility for information acquisition and dissemination
- Create opportunities for students to empathize alternate points of view (debates)

**Element III.6**: Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.

**NYSED Indicators:** *Utilize various types of formative assessment during instruction to monitor and check for student understanding and assess progress. Seek and provide feedback during and after instruction. Adjust the pace of instruction, focus of instruction, and method of delivery based on student progress.*

| | Indicators | Ineffective | Developing | Effective | Highly Effective |
|---|---|---|---|---|---|
| A. | *Uses formative assessment to monitor and adjust pacing.* | 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. | *Provides feedback during and after instruction.* | 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. |

**Element III.6** (Monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs)

- Provide opportunities both written and oral to students to synthesize information, think critically and problem solve (stop 'n jot, journaling)
- Utilize exit passes, "Do Nows", learning/response logs, journals to inform/drive instruction
- Feedback should be constructive, timely and frequent to advance student learning
- Use informal notes, checklists, conferring notes to adapt instruction to meet students needs

## Standard IV: Learning Environment

**Teachers work with all students to create a dynamic learning environment that supports achievement and growth.**

*The classroom environment is a critical aspect of a teacher's skill in promoting learning. Students can't concentrate on academic content if they don't feel comfortable in the classroom. If the atmosphere is negative, if students fear ridicule, if the environment is chaotic, no one – neither students nor teacher – can focus on learning. Teachers who excel in Standard 4 create an atmosphere of excitement about the importance of learning and the significance of the content. Skills in Standard 4 are demonstrated through classroom interactions and observations.*

**Element IV.1**: Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.

**NYSED Indicators:** *Caring and respectful in interactions with students. Embrace student diversity as an asset in the classroom. Recognize and reinforce positive interactions among students. Create a climate of acceptance and respect. Create an environment where students feel a sense of responsibility to one another.*

| | Indicators | Ineffective | Developing | Effective | Highly Effective |
|---|---|---|---|---|---|
| A. | *Interactions with students.* | Teacher–student interactions are inappropriate to the age or culture of the students. The classroom climate is not conducive to feeling accepted or free to take learning risks. | Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Only some students feel accepted and free to take learning risks. | Teacher-student interactions demonstrate general caring and respect. Interactions are appropriate to the ages and cultures of the students. Teacher creates a supportive environment where students feel accepted and free to take learning risks. | Teacher-student interactions reflect genuine respect, caring, and cultural understanding for individual students, as well as groups of students. Teacher creates a supportive learning environment where all students feel accepted and free to take learning risks. |
| C. | *Reinforces positive interactions among students.* | Teacher does not address student interactions that are inappropriate and disrespectful. | Teacher inconsistently addresses student interactions that are inappropriate and disrespectful. | Teacher ensures that student interactions are generally polite and respectful. Such interactions are appropriate to the students. | Teacher ensures that students demonstrate respect for one another and monitor one another's treatment of peers. Students correct classmates respectfully when needed, and demonstrate personal responsibility. |

**Element IV.1** (Create a mutually respectful, safe, and supportive learning environment inclusive of every student)

- Create a safe learning environment where students feel accepted and free to take learning risks    http://www.edutopia.org/blog/20-tips-create-safe-learning-environment-rebecca-alber
- Design a learning environment that fosters mutual respect/caring for peers and adults
- Post, discuss, model, implement classroom rules including politeness and respect (include on eBoard/teacher website)
- Create cooperative activities to promote respectful diverse and supportive learning environments

**Element IV.2**: Teachers create an intellectually challenging and stimulating learning environment.

**NYSED Indicators:** *Encourage students to set high standards and expectations for their own performance. Motivate students to initiate their own learning and strive to achieve challenging learning goals. Promote students' curiosity and enthusiasm for learning. Students are actively engaged in learning. Students openly express their ideas. Students show pride in their work and accomplishments.*

| | Indicators | Ineffective | Developing | Effective | Highly Effective |
|---|---|---|---|---|---|
| A. | *Promotes student pride in work and accomplishments.* | Teacher does not promote a sense of pride in student work or accomplishment Teacher discourages students from expressing their ideas, and/or initiating their own learning and achievement. Students are not motivated to complete work or are unwilling to persevere. | Teacher inconsistently promotes a sense of pride in student work or accomplishment. Teachers consistently creates an environment where students express their ideas, take initiative and have high expectations for their own learning and achievement. Students minimally accept the responsibility to complete quality work or to persevere. | Teacher consistently promotes a sense of pride in student work or accomplishment, creates an environment where students are encouraged to express their ideas, take initiative and have high expectations for their own learning and achievement. Students accept the teacher's insistence on work of high quality and demonstrate perseverance. | Teacher consistently promotes a sense of pride in student work or accomplishment, creates an environment where all students are expected to express their ideas, take initiative and have high expectations and pride for their own learning and achievement. Students monitor their own progress as they strive to meet challenging learning goals. |
| B. | *Promotes student curiosity and enthusiasm.* | Teacher conveys a negative attitude, suggesting that learning is not important or has been mandated. Students are not cognitively engaged or enthusiastic about learning. | Teacher conveys importance of learning, but with little conviction. Some students are cognitively engaged and enthusiastic. | Teacher conveys enthusiasm for learning and demonstrates consistent commitment to its value. Students are cognitively engaged and enthusiastic about appropriately challenging learning. | Teacher and students convey enthusiasm for learning and are committed to its value. Students are cognitively engaged and strive to meet challenging leaning goals. |

**Element IV.2** (Create an intellectually challenging and stimulating learning environment)

- Teacher conveys enthusiasm and high expectation for learning (hook, tone and intonation)
- Teacher promotes a sense of independence in the students (Ask 3 before me)
- Build and encourage problem solving independence
- Utilize self assessment tools to promotes students pride in student work and accomplishments

OBSERVATION

APPR Classroom
Unannounced

OBSERVATION

APPR Classroom Announced

Evidence Samples

**Element IV.3:** Teachers manage the learning environment for the effective operation of the classroom.

**NYSED Indicators:** *Establish, communicate, and maintain clear standards and expectations for student behavior. Develop, implement, and adapt routines and procedures to manage activities and transitions. Facilitate instructional groupings to maximize student participation, cooperation, and learning. Students exhibit respectful classroom interactions.*

| | Indicators | Ineffective | Developing | Effective | Highly Effective |
|---|---|---|---|---|---|
| A. | *Establishes routines/ procedures/transitions and expectations for student behavior.* | 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 operation. |
| B. | *Manages instructional groups.* | Teacher's grouping/managing results in students who are not working with the teacher, are not productively engaged in learning. | Teacher's grouping/managing results in some students being productively engaged in learning while independent of the teacher. | Teacher's grouping /managing results in work being well organized and most students are productively engaged in learning while independent of the teacher. | Teacher's grouping/managing results in group work being well organized and all students are productively engaged, with students assuming responsibility for productivity while independent of the teacher. |

**Element IV.3** (Manage the learning environment for the effective operation of the classroom)

- Establish classroom management strategies to promote an environment that allows students to seamlessly work independently/collaboratively
- Purposefully group students to promote independent and collaborative outcomes
- Incorporate procedures to maximize student time on task ensuring efficient use of resources, transitions, and physical space
- Ensure that classroom rules are followed and implemented
- Actively monitor student engagement and participation levels

# OBSERVATION

## APPR Classroom Announced

**Element IV.4:** Teachers organize and utilize available resources (e.g. physical space, time, people, technology) to create a safe and productive learning environment.

**NYSED Indicators:** *Arrange and adapt the physical environment to accommodate individual and group learning needs. Ensure that all students have equitable access to available resources and technologies. Effectively use the services and skills of available volunteers and paraprofessionals. Know and implement policies and procedures to ensure classroom safety.*

| | Indicators | Ineffective | Developing | Effective | Highly Effective |
|---|---|---|---|---|---|
| A. | *Organizes learning environment.* | Teacher has inadequately organized the learning environment to meet student learning needs, or the teacher makes poor or inequitable use of resources. | Teacher has adequately organized the learning environment to accommodate student learning needs. Available resources are accessible to some students. The resources may be adjusted for a lesson, but with limited effectiveness. | Teacher has organized the learning environment to accommodate all student learning needs. Available resources are accessible to most students. The resources are adjusted to support the learning activities. | Teacher has modified and organized the learning environment to accommodate all student learning needs. Available resources are accessible to all students. Teacher supports students in adjusting the resources to advance their learning. |

## Evidence Samples

**Element IV.4** (Organize and utilize available resources to create a safe and productive learning environments)

- Prearrange physical space and instructional resources to the extent possible
- Model expectations of behaviors and have visual reminders (posters, bulletin boards, pictures etc.)
- Utilize IEPs, 504s, meeting with parents to determine preferential seating and student accommodations
- Available resources , time and technologies are accessible to students that allow students to assume responsibility

# OBSERVATION

## APPR Classroom Announced

*Teacher Created* – Sample assessment data and how it is used to inform instruction; sample assessments designed to measure a learning objective.

- Proof of use of Smart Response Senteo clickers (print out of results, etc)
- Sample ticket out the door
- Lesson plan that includes plan to use whiteboard.
- Signing of song (ASL)
- Rubrics for short answers, quizzes, labs-write ups, tests, ticket in/out
- Daily Participation/Effort assessment log
- Use of School tool grades
- Posting grades by for students to see, evaluate, and reflect
- Student pre-post tests for various units
- Bar/pie graph of student knowledge/performance on assessment
- Samples of assessments given
- Electronic or hard copies of diversified tools, procedures, and processes used to measure student learning & growth
- Examples of differentiated lessons & assignments for students as indicated by assessment results
- Written teacher's reflection & evaluation of assessment system and consequent instruction plan
- Teacher's electronic or hard copy of procedures used to explain and/or prepare students for assessments

*Student Created* – Completed student assessments that demonstrate learning.

- Minutes from individual conversations/meetings
- Five Week grade report sheets with student self-evaluation

*Parent Generated* – Communication to parents regarding learning progress as demonstrated on assessments given.

- Log/agenda of information sessions with students and/or parents explaining assessment

*Community Generated* - Flyer from a community event that highlights the work aligned to learning standards.

## Standard V: Assessment for Student Learning

**Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.**

*Assessment is an integral part of the instructional process. The design of instruction must account for a range of assessment strategies: formative and summative, formal and informal. High quality assessment practice makes students fully aware of criteria and performance standards, informs teacher's instructional decisions, and leverages both teacher and student feedback. Further, these practices also incorporate student self-assessment and teacher analysis and reflection to inform instruction.*

**Element V.1:** Teachers design, select, and use a range of assessment tools and processes to measure and document student learning and growth.

| | Indicators | Ineffective | Developing | Effective | Highly Effective |
|---|---|---|---|---|---|
| A. | *Designs an assessment system and selects assessments and a grading system to establish learning goals and inform instruction.* | Teacher does not design or select appropriate, accessible diagnostic or ongoing formative assessment and grading procedures to establish learning goals or to inform instruction. | Teacher designs or selects appropriate, accessible diagnostic and ongoing formative assessment and grading procedures to establish learning goals and inform instruction. | Teacher designs, or selects appropriate, accessible diagnostic and ongoing formative assessments and grading procedures to align learning goals and inform instruction. | Teacher always designs and selects appropriate, accessible diagnostic and ongoing formative assessment and grading procedures to align learning goals and inform instruction. |
| B. | *Measures and records student achievement.* | Teacher does not use multiple measures to determine a summative assessment of student achievement. Teacher rarely and/or ineffectively uses multiple formats, to document student performance. | Teacher uses limited measures to determine a summative assessment of student achievement. Teacher inconsistently uses multiple formats, to document student performance. | Teacher uses multiple measures to determine a summative assessment of student achievement. Teacher consistently uses multiple formats, to document student performance. | Teacher uses multiple measures to determine a summative assessment of student achievement. Teacher consistently uses multiple formats, to document student performance. Students participate in documenting their own performance. |

## Evidence Samples

**Element V.1** (Design, select, and use a range of assessment tools and processes to measure and document student learning and growth)

- Use both formative and informal assessments (http://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html)
- Plan for summative assessments (State mandated assessments, tests/quizzes/labs)
- Utilize informal anecdotal notes to assess learning and plan future lessons
- Use a variety of assessment types that are aligned to curriculum and instructional objectives

# OBSERVATION

## APPR Classroom Announced

**Element V.2**: Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.

**NYSED Indicators:** *Analyze data accurately. Provide timely feedback to students to engage them in self-reflection and self-improvement. Use assessment data to set goals and design and differentiate instruction. Engage students in self-assessment of their learning goals, strategies, and outcomes.*

| | Indicators | Ineffective | Developing | Effective | Highly Effective |
|---|---|---|---|---|---|
| A. | *Uses assessment data as feedback to set goals with students.* | Teacher does not use assessment data as formative feedback to set goals with students or to design differentiated instruction. | Teacher occasionally uses assessment data as formative feedback to set goals with students and to design differentiated instruction. | Teacher frequently uses assessment data as formative feedback to set goals with students and to design differentiated instruction. | Teacher regularly uses assessment data as formative feedback to set goals with students and to design differentiated instruction; students monitor their progress towards their goals. |
| B. | *Engages students in self-assessment.* | Teacher does not engage students in self-assessment of their learning goals, strategies, or outcomes. | Teacher occasionally engages students in self-assessment of their learning goals, strategies, and outcomes. | Teacher frequently engages students in self-assessment of their learning goals, strategies, and outcomes. | Teacher regularly engages students in self-assessment of their learning goals, strategies, and outcomes and suggests next steps for achieving the learning goals. |

## Evidence Samples

**Element V.2** (Understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction)

- Identify strengths and gaps in understanding based on data analysis
- Provide opportunities for students to monitor and assess their own learning
- Utilize informal anecdotal notes to plan differentiated instruction
- Revise lessons and activities to reflect results of assessments

# OBSERVATION
## APPR Classroom Announced

**Element V. 3:** Teachers communicate information about various components of the assessment system

**NYSED Indicators:** *Provide access to information on assessments. Provide appropriate information and interpretation of various assessment data.*

| | Indicators | Ineffective | Developing | Effective | Highly Effective |
|---|---|---|---|---|---|
| A. | *Accesses, analyzes and interprets assessments.* | 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. |

## Evidence Samples

**Element V.3** (Communicate information about various components of the assessment system)

- Discuss data analysis at department meetings and keep notes
- Allow time for student reflection and input of assessment used (tough questions, areas of concern)

# Resources and Appendix A Forms

💡 **ppsta.org**

💡 **NYSUT  Teacher Practice Rubric 2014 edition**

💡 **TED NYSUT APPR Workbook**

💡 **Stafftrac PCSD**

💡 **NYSED APPR Educator Evaluation Statute, Regulations & Guidelines**