

Tenure Decision-making Framework – 2011-2012

	Impact on Student Learning	Instructional Practice	Professional Contributions
Highly Effective: Exceeds standards and expectations of effective teaching for student learning, instructional practice, <u>and</u> professional contributions for at least two consecutive years.	Multiple sources of evidence showing that virtually all students (including special populations*) achieve substantial gains on NYS standards.	Multiple sources of evidence indicating practice at the highest level based on a framework** or set of expectations for: <ul style="list-style-type: none"> • Instructional Planning • Classroom Delivery & Student Assessment • Commitment to Improving Instructional Practice 	Multiple sources of evidence of professional contributions at the highest level: <ul style="list-style-type: none"> • Contributions to the school and community • Professionalism
Effective: Meets standards and expectations of effective teaching for student learning, instructional practice, <u>and</u> professional contributions for at least two consecutive years.	Multiple sources of evidence showing a majority of students achieve substantial gains on NYS standards. <ul style="list-style-type: none"> • Extra credit given to gains achieved by special populations*. 	Multiple sources of evidence indicating effective practice based on a framework** or set of expectations for: <ul style="list-style-type: none"> • Instructional Planning • Classroom Delivery & Student Assessment • Commitment to Improving Instructional Practice 	Multiple sources of evidence of effective professional contributions: <ul style="list-style-type: none"> • Contributions to the school and community • Professionalism
Developing: Does not yet fully meet, or has fewer than two years evidence that meets standards and expectations of effective teaching. Teacher may have potential to meet the standards and expectations over time.	Evidence showing a majority of students achieve gains on NYS standards. <ul style="list-style-type: none"> • Extra credit given to gains achieved by special populations*. 	Evidence indicating developing practice based on a framework** or set of expectations for: <ul style="list-style-type: none"> • Instructional Planning • Classroom Delivery & Student Assessment • Commitment to Improving Instructional Practice 	Limited evidence of effective professional contributions or evidence of inconsistent or inadequate professional contributions: <ul style="list-style-type: none"> • Contributions to the school and community • Professionalism
Ineffective: Inability to meet standards and expectations of effective teaching for student achievement, classroom practice, or professional contributions. Lack of demonstrated potential to meet said standards and provide said evidence.	Evidence that the majority of students do not achieve gains on NYS standards.	Evidence indicating ineffective practice based on a framework** or set of expectations for: <ul style="list-style-type: none"> • Instructional Planning • Classroom Delivery & Student Assessment • Commitment to Improving Instructional Practice 	Negative evidence of professional contributions: <ul style="list-style-type: none"> • Contributions to the school and community • Professionalism

Evidence of a teacher's overall service history may include:	<ul style="list-style-type: none"> ○ Student work products and/or portfolios ○ Achievement Reports (e.g. Regents Exams, Passing Rates, assessments aligned to NYS standards) and an associated baseline measure ○ Teacher Data Reports (where available) 	<ul style="list-style-type: none"> ○ Classroom observations (formal or informal) ○ Teacher work products ○ Annual reviews 	<ul style="list-style-type: none"> ○ Student and Parent Feedback ○ Attendance and punctuality ○ Colleague Feedback ○ Work products related to CEP goals or broader school program ○ Work products related to inquiry or other teacher teams
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* Special populations include Special Education students, English Language Learners, and students who are over-age and under-credited.

** Research-based frameworks include: Charlotte Danielson Framework for Teaching, National Board Certification, Santa Cruz Professional Teaching Standards