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## Highlights

- ◆ Student Centered
- ◆ Leadership Role
- ◆ Wide variety of resources including the school, district, community, professional organizations, universities and on the internet
- ◆ Communication with families
- ◆ 21st Century Skills



**SUPER LECNY Conference**  
“Quick Takes” 4  
February 4, 2012  
Goldstein Student Center  
Syracuse University

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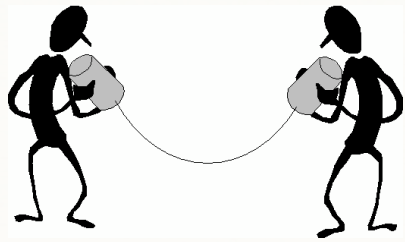
## HOW TO BE A HIGHLY EFFECTIVE WORLD LANGUAGE TEACHER



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### What does APPR Consist Of?

- ◆ 20% Student Growth on State Assessment Subjects for which there is no state assessment will base their student growth assessment on Student Learning Objectives (SLO).
- ◆ 20% Student Achievement on locally selected measures of assessment. (For example: Mid term exams, unit tests).
- ◆ 60% Other measures . Other measures will be measured using approved state rubrics.

### What is a SLO?

- ◆ Student Population: which students are being addressed?
- ◆ Learning Content: what is being taught?
- ◆ Interval of Instructional Time: what is the instructional period covered?
- ◆ Evidence: what assessment(s) or student work product(s) will be used to measure this goal?
- ◆ Baseline: what is the starting level of learning for students in the class?
- ◆ Target and HEDI Criteria: what is the expected outcome (target) by the end of the instructional period?
- ◆ HEDI Criteria: how will evaluators determine what range of student performance “meets” the goal?
- ◆ Rationale: why choose this learning content, evidence and target?

# RUBRICS

Chittenango Schools have chosen the Danielson Framework For Teaching Rubric via OASYS

West Genesee Schools have chosen the NYSUT Teacher Practice Rubric

<p><b>FRAMEWORK FOR TEACHING</b></p> <ul style="list-style-type: none"> <li>◆ Planning and Preparation</li> <li>◆ Instruction</li> <li>◆ The Classroom Environment</li> <li>◆ Professional Responsibilities</li> </ul>	<p>Teacher regularly seeks out and engages in opportunities for professional growth and development. Teacher provides professional development and/or support for others.</p> <p>Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for their own productivity.</p> <p><b>There is evidence of student choice in selecting the different patterns of instructional groups.</b></p>
<p><b>NYSUT TEACHER PRACTICE</b></p> <ul style="list-style-type: none"> <li>◆ Knowledge of students and student learning</li> <li>◆ Knowledge of content and Instructional Planning</li> <li>◆ Instructional Practice</li> <li>◆ Learning Environment</li> <li>◆ Assessment</li> <li>◆ Professional Responsibilities and Collaboration</li> <li>◆ Professional Growth</li> </ul>	<p>Teachers demonstrate knowledge and understanding of technological and information literacy and how they effect student learning.</p> <p>Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.</p> <p><b>Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.</b></p>