

The Annual Professional Performance Review Plan (APPR)

Appendix I

I. Statement of Purpose

The overarching goal of the teacher evaluation system is to promote student learning and improve teaching and professional practice. The APPR encourages professional growth and development through a process that is based on current research on best practices and aligned with New York State’s Teaching Standards. It assures a common language and common expectations among all teachers and evaluators.

The following principles will govern the APPR process:

- It is every teacher's responsibility to continue to grow professionally.
- It is the district's responsibility to provide the resources and support for teachers to improve instruction and professional practice.
- The overarching goal of the evaluation process is that teachers and evaluators examine the evidence obtained by multiple measures of teaching practice and student achievement to plan for meaningful professional learning and improvement of instruction.
- Evaluations will be conducted openly and objectively with the full involvement of the teacher.

II. Plan Requirements

Under Education Law §3012-d, each teacher must receive an overall rating based on a two category matrix system that includes student performance and teacher observation. The overall rating will be determined as follows:

Matrix		Teacher Observation			
		Highly Effective (H) (3.5-4.0)	Effective (E) (2.5-3.49)	Developing (D) (1.5-2.49)	Ineffective (I) (0-1.49)
Student Performance	Highly Effective (H) (18-20)	H	H	E	D
	Effective (E) (15-17)	H	E	E	D
	Developing (D) (13-14)	E	E	D	I
	Ineffective (I) (0-12)	D*	D*	I	I

The regulations require districts to submit the APPR plan to SED for approval. The plan must describe:

- The district's process for submission of data;
- How the district will report individual teacher scores and ratings;
- The assessment development, security and scoring processes utilized by the district;
- The details of the district's evaluation system; and
- How the district will provide timely and constructive feedback to classroom teachers on their APPR.

The intent of the evaluation system is to foster a culture of continuous growth for professionals. The APPR is required to be a significant factor in employment decisions including, but not limited to: retention, tenure determination, termination, and professional development. Each decision is to be made in accordance with locally developed procedures collectively bargained. However, the district retains the right to terminate probationers for lawful reasons other than classroom performance.

The Board of Education will adopt an APPR plan by July 1 of each school year. The district shall submit the plan on a form prescribed by the commissioner, to the State Education Department for approval. Should the plan be rejected, any deficiencies that are subject to negotiations shall be resolved through collective bargaining, and the plan resubmitted. If all the terms of the plan have not been finalized by July 1 as a result of pending collective bargaining, then the Board of Education shall submit the APPR to the commissioner upon resolution of all its terms, consistent with article fourteen of the civil service law.

The district and Schalmont Teachers' Association will form a joint labor-management APPR Committee. The superintendent and STA President will each appoint an equal number of members not to exceed four. The total committee membership is no more than eight members, not including the superintendent and STA president who will be ex-facto members of this committee. This Committee will be responsible for reviewing the policies and procedures related to the APPR. The Committee will also be responsible for reviewing disputes concerning assignment of teacher of record. It is understood and agreed that the APPR will continue in effect until such time as there is mutual agreement on any change. Either party may request that the joint committee review specific aspects of the APPR. Any changes to the evaluation procedures of teachers recommended by the APPR Committee would only be effective upon mutual written agreement of the Association and the District.

III. Content of the APPR

Subject	Section
Training for evaluators and staff	A
Collection and reporting of teacher and student data	B
Internal assessment development and assessment security	C
Student performance category	D
Teacher Observation category	E
Professional development	F
Teacher Improvement Plan (TIP)	G
Termination and tenure determinations for probationary teachers	H
Appeals procedures	I
Forms	J

A. Training for evaluators and staff

Evaluators:

Any evaluator who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law §3012-c and the implementing Regulations of the Commissioner of Education prior to conducting a teacher evaluation. Any evaluation or APPR rating that is determined in whole or in part by an administrator

or supervisor who is not fully trained and/or certified to conduct such evaluations shall, upon appeal by the subject of the evaluation or APPR rating, be deemed to be invalid and shall be expunged from the teacher's record and will be inadmissible as evidence in any subsequent disciplinary proceeding. The invalidation of an evaluation or APPR rating for this reason shall also preclude its use in any and all other employment decisions.

In order to receive your initial training as an evaluator, you will need to complete a 20 hour online training course on the Danielson Rubric through MLPOASYS. This training will include analysis of teaching practices and evidence collection. Evaluators must also pass the six hour test through MLPOASYS in order to conduct evaluations. In addition, the superintendent of schools will verify evaluators have been trained in the locally negotiated content and procedures related to APPR.

Administrators are the individuals within the district who will be certified as lead evaluators. In addition to the initial training provided as an evaluator, the superintendent of schools will be responsible for assuring the lead evaluators completed a training course which include the following nine elements:

1. NYS Teaching Standards, and their related elements and performance indicators or ISLLC standards and their related functions;
2. Evidence-based observation techniques grounded in research;
3. Application and use of the student growth percentile model and any other growth model approved by SED;
4. Application and use of approved teacher or principal practice rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher's or principal's practice;
5. Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals;
6. Application and use of any State-approved locally-selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals;
7. Use of the Statewide Instructional Reporting System;
8. Scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principals' overall rating and their subcomponent ratings; and
9. Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

The training course may be provided by district personnel or through available resources outside of the school district. The Superintendent of Schools will recertify lead evaluators every three years. Recertification will involve using video analysis to ensure inter-rater reliability.

Staff:

All professional staff subject to the district's APPR will be provided with an orientation and/or training on the evaluation system that will include: a review of the content and use of the evaluation system,

the NYS Teaching Standards, the district's teacher practice rubric, forms and the procedures to be followed consistent with the approved APPR plan and associated contractual provisions. All training for current staff will be conducted prior to the implementation of the APPR process. Training for newly hired staff will be conducted before the end of October.

B. Collection and reporting of teacher and student data

The District and the Association have collaboratively developed a verification procedure to ensure that all teacher of record determinations have been made accurately and in a manner consistent with the standards established by the Commissioner's regulations prior to using student growth and/or achievement data in an APPR.

No later than the verification dates (listed below), each classroom teacher shall be given a list of all students for whom he/she is the teacher of record. The teacher will have 5 school days to verify the information is correct. Any classroom teacher who believes that the list is incorrect and/or inconsistent with the standards established by the Commissioner's regulations for making teacher-of-record determinations shall be entitled to seek review of this determination by the joint labor-management APPR Committee.

Data Verification Dates

Applies only to teachers of Regents courses, 8th grade science and anyone giving a pre-test

Full Year Courses:

Beginning of School Year

- October – BEDS Day - Student Roster "Closes." However, new entrants to a class will be added to SLO population until December 1.

Semester Long Courses (20 week)

- Second Semester – Verification of student roster due back to the building administrator within 5 school days of when teachers and students first report for the course.
- 10 class days – Student Roster "closes." However, new entrants to a class will be added to SLO population for five class days after roster closes.

Ten Week Courses

- 5 class days – Student Roster "closes." New entrants to the class after the first five class days will not be included as part of the SLO population.

Based on State Assessment Dates

- Attendance review prior to exam; including confirmation that changes were made
- Post-exam roster confirmation

The district will adhere strictly to the requirements for ratings to the New York State Department of Education established by regulations. A unique identifier will be used, and the names of individual teachers will not be provided.

In order to comply with the disclosure legislation, the overall rating (as determined by the matrix using the rating from the student performance and teacher observation category) will be made available when requested by parents/guardians. All requests must be made to the Superintendent of Schools in writing. The request form will be located on the website.

C. Internal assessment development and assessment security

Assessment development

The Schalmont District will encourage the development of assessments by individual or teams of teachers or through collaboration with grade level and/or department colleagues. Teacher created assessments for use with an SLO must be submitted for approval following the guidelines established by SED and Schalmont. Rubric tools will be used to verify comparability and rigor. Any pre-tests that are created must be submitted for approval by June 1 of the previous year.

Assessment Scheduling and Scoring Assignments – Assessment Calendar

Administrators, in collaboration with teachers, will develop a testing schedule for the following year before the end of June of the previous school year to ensure materials are prepared.

According to regulations, pre-test assessments can be scored by the teacher who has a vested interest in the score. However, summative assessments cannot be scored by teachers with a vested interest. Therefore, administrators, with input from grade levels or departments, will determine who will be scoring which summative assessments with the understanding that every teacher will be responsible for scoring a test he/she does not have a vested interest. This may involve scoring an assessment from a different building, grade level and/or department as long as the teacher scoring the assessment is certified within the discipline of the assessment. Administrators will distribute this scoring plan information in a timely manner.

Assessment Administration and Security

Pre-Test

Assessments used as a pretest for the growth measure are not secure. This means that teachers with a vested interest can administer and correct these assessments. Teachers can also administer make up tests if a child is absent. Pretests do not have to be scored in the building.

Post-tests

Assessments used as a post-test for the SLO are secure. Administration of these assessments should mirror the conditions of a State test. As such, these assessments will not be disseminated in advance to students or teachers.

Each building will develop a collaborative process which defines the logistics of copying, dissemination, administration, collecting and scoring protocols for the building. Teachers administering the tests will ensure students' first and last names are on the assessments. When the assessments have been administered, the teacher will return the assessments to the building administrator who will secure the tests in a locked location. The teacher will identify for the administrator student(s) who were absent so make up administrations can be determined.

Assessments cannot be taken out of the building to be scored. When the teacher has finished scoring the assessments, he/she will return them to the building administrator who will place them in a secure location. For security purposes, the assessments cannot be kept in the teacher's possession overnight.

D. Student performance category

The student performance category has one required and one optional subcomponent. We will not be using the optional subcomponent and are therefore not subject to the related ramifications of such use.

Grade 4-8 Common Branch, ELA and Math Classroom Teachers:

During the remainder of the Transition period (2016-2019) when consequences of the 3-8 ELA and Math Common Core Assessments cannot be used as part of APPR, teachers will receive two ratings – a Transitional Rating and an Original Rating. During the 2016-2017 school year, the Transitional Rating will be determined using the 4th grade and 8th grade science assessments as indicated in the table below.

All Other Classroom Teachers:

You will continue the Student Learning Objective (SLO) process with either a state assessment or state approved assessment. The SLO will include: Student population, learning content, interval of instructional time, evidence, baseline, targets, HEDI criteria and rationale. Since we are using a school wide measure, the district will have the copy of the SLO on file and these teachers will not have to do anything individually for the SLO.

HS teachers with a course specific Regents exam will use that assessment for the SLO and continue to set individual targets for students after administering a pre-test. Scores will be recorded on the target setting spreadsheet found on the STI website. Teachers should save a copy of this spreadsheet so that post-test scores can be entered at the end of the year. In addition, a copy should be given to your evaluator.

For all other teachers K-12, we will be using a school-wide group measure for the 2016-2017 school year. The following table indicates which assessments will be used and the acceptable targets.

Grade/Department	Assessment	Target
K-4	4 th grade science test	% of students scoring at least proficient
5-8	8 th grade science test	% of students scoring at least proficient
9-12	Living Environment, US History, English 11, and Algebra	% of students who meet or exceed the 4 year average passing rate
9-12 English, Social Studies, Math and Science without a Regents exam	Living Environment, US History, English 11, and Algebra – Choose the Regents exam representing that Department	% of students who meet or exceed the 4 year average passing rate of the Regents exam representing that Department

For students in grades K-8, the regulations stipulate that the SLO still needs to be based on growth in ELA and Math. While we will be using the science test results during the transition period, all K-8 teachers will receive an original rating (score based on performance on ELA and Math assessments) and a transition rating. Only the transition rating will count for the APPR process.

For teachers with a course specific Regents Exam:

Administrators will verify with teachers which courses will be used for the SLO based on the overall enrollment of students in the assigned courses at the beginning of the year. The teacher will have the opportunity to review this information and confirm with the administrator.

The pre-assessment will be used to determine the suggested target using a standard formula of: $(100 - \text{Pretest score}) / 2 + \text{Pretest score}$. A spreadsheet with this formula will be provided to teachers. Teachers have the ability to override the suggested target based on previous educational data. The teacher and administrator assigned to the teacher for APPR, will use data to determine targets. Once these are agreed upon, both the teacher and administrator will sign the target sheet. In the rare event that a target cannot be mutually agreed upon, the administrator will determine the target based on all available data. A notation that a given student target was set by the administrator will be made on the target setting form. The administrator will keep the original copy and a copy will be given to the teacher.

Students will be expected to make progress from the baseline assessment or to meet or exceed the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to a HEDI score (see chart).

Longstanding SED policy is that no score is to be recorded for students who for any reason do not earn a valid Regents exam score. This includes students who are ineligible due to insufficient labs and students who are absent from the exam for any reason.

If a teacher can provide documentation of a minimum of three attempts to notify parents (i.e. letter, phone call, meeting...) their child is in danger of not completing the minimum number of lab minutes to qualify for a science Regents exam, the student's lack of score on the science Regents will have no impact on the State growth score portion of the teacher's APPR score because the student will not count as part of the SLO population. The teacher will enter the score as a "no score" and it will not be used to calculate the percentage of students hitting their learning target. If the teacher cannot provide this documentation, a student who does not complete the minimum number of lab minutes to qualify for a science Regents exam will count and the teacher will enter the score as a zero as the post-test score for the SLO.

If there are substantiated medical reasons for a student not taking any Regents exam, the teacher will enter the score as a "no score" and the student will not count as part of the SLO population used to determine the growth score.

If the teacher has made every effort to have students take the State assessment or Regents exam and if a student does not take the test for any reason beyond a teachers' control, the teacher will enter the score as a "no score" and the student will not count as part of the SLO population used to determine the growth score.

Listed below is the SED determined HEDI Conversion chart:

HEDI Conversion Chart

Percentage of Students Meeting Target	HEDI Score	Rating
97 – 100%	20	Highly Effective
93 - 96%	19	Highly Effective
90 – 92%	18	Highly Effective
85 – 89%	17	Effective
80 – 84%	16	Effective
75 – 79%	15	Effective
67 – 74%	14	Developing
60 – 66%	13	Developing
55 – 59%	12	Ineffective
49 – 54%	11	Ineffective
44 – 48%	10	Ineffective
39 – 43%	9	Ineffective
34 - 38%	8	Ineffective
29 - 33%	7	Ineffective
25 - 28%	6	Ineffective
21 - 24%	5	Ineffective
17 -20%	4	Ineffective
13 - 16%	3	Ineffective
9 - 12%	2	Ineffective
5 -8%	1	Ineffective
0 - 4%	0	Ineffective

E. Teacher observation category

The selection of the teacher practice rubric shall be determined by the district APPR committee from a menu of state-approved rubrics.

The following guiding principles will inform the work of the committee:

- These measures will include at least 2 observations, one announced and one unannounced.
- The process of evaluation should foster continual growth and development.
- Evidence of teacher effectiveness will be based on the teacher- practice rubric aligned with the seven New York State Teaching Standards:
 - The teacher acquires knowledge of each student and demonstrates knowledge of student development and learning to promote achievement for all students.
 - The teacher knows the content he/she is responsible for teaching and plans effective instruction that ensures growth and achievement for all students.
 - The teacher implements instruction that engages and challenges all students to meet or exceed the learning standards.
 - The teacher works with all students to create a dynamic learning environment that supports achievement and growth.
 - The teacher uses multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

- The teacher demonstrates professional responsibility and engages relevant stakeholders to maximize student growth, development, and learning.
- The teacher sets informed goals and strives for continuous professional growth.

Critical to this component is the selection of the rubric to collect evidence of teacher effectiveness. Until otherwise negotiated, Danielson's Framework for Effective Teaching (2011 Revised Edition) will be the rubric utilized for APPR.

The Schalmont District and the Schalmont Teachers' Association recognize that effective assessment of teaching practice is a progression and have agreed to utilize a cyclical teacher evaluation and development process supported by the submission, collection and analysis of evidence. The forms for the evaluation process are included in Section K of this document.

Logistics

- At least once within a three-year cycle, a teacher's assigned evaluator for the announced observation will change to insure inter-rater reliability.
- Teachers must be made aware of observations as they are occurring and no mechanical or electronic recording devices shall be used for this purpose without the specific and clear consent of the teacher in advance of such use.
- Scheduled observations will not take place one day before or after a scheduled school break or staff development day as indicated on the school calendar unless mutually agreed upon.
- An evaluator cannot observe two teachers at the same time. For co-teaching classrooms, two different administrators can be conducting an observation at the same time if agreed to by all teachers who are part of are being observed.
- The announced observation will be completed by an administrator from your building or a district administrator (Director of Curriculum, Pupil Personnel Director, or Athletic Director)
- The announced observation may be videotaped for reflective purposes. If mutually agreed upon, the video can be used during the post-observation conversation for clarification.
- The unannounced observation will be completed by an impartial independent evaluator who is an administrator from another building as defined by BEDS codes or by a district administrator (Director of Curriculum, Pupil Personnel Director, or Athletic Director).
- The unannounced observation will be no longer than 10 minutes and will only be evaluating 2b of the Danielson Rubric (Establishing a Culture for Learning). In the event a teacher is giving a test or quiz, the evaluator will come back at a different time.
- Probationary teachers will be observed 4 times per year – 2 announced and 2 unannounced by an administrator. The 2 announced observations will be done by two different building or district administrators. One unannounced observation will be by an administrator from your building and the other will be by an impartial independent evaluator.
- Tenured teachers, part time teachers and long term substitutes who are a teacher of record will be observed 2 times per year – 1 announced observation by a building or district administrator and 1 unannounced observation by an impartial independent evaluator.
- Long term substitutes who are not a teacher of record may have an announced observation by a building or district administrator.
- The previous APPR plan with the 3-year cycle for Option 1 (observation) and Option 2 (Self-Reflection) will still be used for any teacher not under 3012-d APPR regulations (i.e. Guidance, Speech, Psychologists, Social Workers, OT/PT, Nurses, Teaching Assistants).

APPR Preference Selection Form First Two Weeks of School

Teachers will be notified which evaluator will be completing the announced AND unannounced observation for the year during the first week of school on the APPR Preference Form. Teachers will be asked to indicate their preferences for the timing of the announced observation, unannounced observation and summative meeting. Evaluators will then use the information teachers provide to collaboratively schedule the various parts of the APPR process whenever possible. Completion of this form is required by the second Friday of the school year. If a teacher does not return the preference form by the second Friday of the school year, the observations will be scheduled by the evaluator without teacher input. In the event a teacher does not receive the preference form the first week of school for any reason, the teacher will have one week from receiving the form to complete and return the preference form to his or her evaluator. If the form is not returned within one week, the observations will be scheduled by the evaluator without teacher input.

Initial Meeting September/October

(The initial meeting does not have to happen prior to an announced or unannounced observation if either of these observations takes place in September or October).

The initial meeting provides the opportunity for the teacher and evaluator to discuss composition of teacher's class(es). Student data such as, but not limited to, attendance, assessment scores and disciplinary concerns will be discussed. In addition, the evaluator may engage in a conversation regarding goals for the year, maintaining accurate records, communicating with families professionally, participating in a professional community, growing and developing professionally and showing professionalism. Nothing from the initial meeting will be used to determine a score on the rubric unless agreed to by the teacher.

During the initial meeting, the teacher and evaluator will also review class roster(s). If a Student Learning Objective (SLO) is required by law, the baseline scores will be reviewed and tentative targets and rationale will be discussed. The teacher and evaluator will document questions and concerns regarding student needs and what the teacher may need to help students reach course expectations. (See section D for target information).

Announced Observation October – April

Pre-Conference

- The teacher will submit the pre-observation form at least two days prior to the pre-conference to ensure the pre-conference is focused and timely.
- The teacher may bring other artifacts/evidence to the pre-conference to support a comprehensive context for the announced observation and/or Danielson Rubric. This may include, but is not limited to, updated testing data, unit plan, and student work.
- As a result of the pre-conference, the Pre-Observation Planning and Preparation Form can be modified and resubmitted at least one day before the observation. The final Pre-Observation Planning and Preparation Form will be used as the evidence.

Scheduled Observation – October - April

- The scheduled observation will take place no later than 3 school days after the pre-conference.
- During the scheduled observation, the evaluator will collect evidence relating to Domain 2 (Classroom Environment) and Domain 3 (Instruction).
- After the observation but prior to the post-conference, the evaluator will share all collected evidence and will communicate questions about the observation that will be addressed in the post-conference. The teacher will share any student work from the lesson.

Post Conference

- The post conference will take place no later than 10 school days after the observation, unless mutually agreed upon.
- The teacher will submit the post-observation form at least two days prior to the post-conference to ensure the post-conference is productive.
- The evaluator will conduct the post-conference using the post-observation agenda.
- The evaluator and teacher will discuss preliminary ratings as they relate to rubric and documented evidence. The teacher will be able to view all documented evidence.
- The teacher may continue to share student work or other artifacts up to ten school days after post conference. If the teacher does submit additional evidence, the evaluator will indicate any changes in rubric scores to the teacher within five school days. After such time, no additional evidence can be submitted for domain 1 and 3. Additional evidence can be supplied for domain 2 until the announced and unannounced observation has been completed.
- The final scores from the announced observation will be posted in MLP- OASYS within one month of the post-conference.

Unannounced Observation: October – April

- The evaluator will gather additional evidence only for Domain 2b: Establishing a culture for learning.
- Evaluator will document evidence in MLP- OAYS within two weeks.
- If either party would like to discuss any of the evidence posted during the unannounced observation, a meeting can be called but it is not required.

Evidence is collected during scheduled classroom observations and other planned activities. Outside of the observations, evidence from evaluator walk through or conversations can be submitted with teacher approval. Teachers can submit additional evidence connected to the rubric if mutually agreed upon. This additional evidence from evaluators and teachers can be recorded up until the time of the Summative Evaluation Meeting.

Summative Evaluation Meeting (April/May)

(Cannot take place before the announced or unannounced observation have been completed)

Domain 4b-4f is no longer being scored as part of the teacher observation category. It is however, being discussed between the evaluator and teacher. The summative evaluation meeting is a conversation between the teacher and the evaluator who conducts the announced observation regarding 4b-4f of the Danielson Rubric (maintaining accurate records, communicating with families professionally, participating in a professional community, growing and developing professionally and

showing professionalism) and goals. Nothing from the summative meeting will be used to determine a score on the rubric.

The summative evaluation meeting includes the teacher's annual rating of effectiveness and the rationale supporting the rating. Both areas of strength and areas in need of improvement should be identified and specific recommendations made to improve effectiveness. The summative evaluation will include all of the evidence of effective teaching practice and the measures of student achievement.

Calculation of rating for teacher observation category

Teachers will receive a score for 1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e, and 4a for the announced observation and a score for 2b for the unannounced observation.

All component scores of the announced observation in Domain 1 will be added together and divided by 6 to give an average score and multiplied by 30%. All component scores of the announced observation in Domain 2 will be added together and divided by 5 to give an average score which is then multiplied by 20%. All component scores of the announced observation in Domain 3 will be added together and divided by 5 to give an average score and multiplied by 30%. The score for 4a is the score and will be multiplied by 10%. The weighted averages will be added together to get a total for the announced observation.

The unannounced observation score from Domain 2b will be multiplied by 10% to get a total for the unannounced observation. These two scores will be added together and converted to the final HEDI rating.

HEDI Rating Conversion	
Highly Effective	3.5 – 4.0
Effective	2.5 – 3.49
Developing	1.5 – 2.49
Ineffective	0* - 1.49
*In the event a teacher earns a score of 1 on all related components of the practice rubric across all observations, a score of 0 will be assigned.	

Example of calculation:

Announced Observation				Unannounced Observation
Domain 1	Domain 2	Domain 3	Domain 4	Domain 2
1a 4	2a 3	3a 4	4a 3	2b 3
1b 3	2b 3	3b 2		
1c 2	2c 2	3c 3		
1d 1	2d 2	3d 1		
1e 2	2e 1	3e 3		
1f 3				
15/6	11/5	13/5	3	3
2.5	2.2	2.6	3	3
2.5*30% = .75	2.2*20% = .44	2.6*30% = .78	3*10% = .3	3*10% = .3

$$.75+.44+.78+.3+.3 = 2.57 = \text{Effective}$$

If the teacher is rated “Ineffective” in the Teacher Observation category, the evaluator will explain the Teacher Improvement Plan (TIP) process. Such a plan would be implemented if the final rating according to the Matrix is Developing or Ineffective.

Final Rating

The complete APPR shall be provided to the teacher as soon as practicable but no later than the conclusion of the first staff development day when teachers report for work following the year of the evaluation. All available data related to APPR will be posted in MLP-OASYS as soon as possible and no later than the second Friday of the following school year. The purpose of reporting scores as soon as possible is to give teachers sufficient time to assess their practice and plan accordingly, including seeking professional development and other supports during the summer.

F. Professional Development

The parties agree that the purpose of conducting an APPR is to improve professional practice and improve student performance. APPR must therefore be a significant factor in shaping the professional development opportunities provided to teachers. The District and the Association shall cooperate in designing professional development activities that are appropriate for and responsive to the individual needs of each individual teacher as identified in his/her APPR.

All costs associated with the provision of professional development will be borne by the district. Every effort will be made to provide professional development within the teachers' contractual day or during contractual after-school meeting time or on days within the contractual work year that are designated for professional development. In the event that professional development must occur outside of the teachers' contractual day or on days other than contractual work days, teachers will be compensated at the contractual hourly rate.

G. Teacher Improvement Plans (TIP)

Upon receiving a final rating (as determined using the matrix) of “ineffective” or “developing,” a teacher shall enter into a Teacher Improvement Plan (“TIP”). The TIP shall be developed as soon as practicable, but in no case later than ten days after the date on which teachers are required to report prior to the opening of classes for the school year.

The Parties understand and agree that the sole and exclusive purpose of a TIP is the improvement of teaching practice and that the issuance of a TIP is not a disciplinary action. The TIP will provide assistance, organization and support to the teacher while providing a clearly defined and structured plan. The Association president shall be informed whenever a teacher is in need of a TIP. The TIP shall be developed collaboratively with the teacher. When the TIP is developed, union representation (from the union president) shall be afforded at the teacher's request. If the teacher agrees, the union president will be provided with a copy of the TIP.

A TIP shall clearly specify:

1. The area(s) in need of improvement

2. The performance goals, expectations, benchmarks, standards and timelines the teacher must meet in order to achieve an effective rating.
3. How improvement will be measured and monitored, and provide for periodic reviews of progress.
4. The appropriate differentiated professional development opportunities, materials, resources and supports the District will make available to assist the teacher including, where appropriate, the assignment of a mentor teacher.

To ensure consistency and adherence to the law, these elements are included in the TIP Development Form. The TIP and all records of subsequent observations and meetings will become part of the teacher's record. The teacher should maintain copies of all documentation.

At the benchmarks determined in the timeline of the TIP, the teacher, administrator and Association President (if requested by the teacher) shall meet to assess the effectiveness and appropriateness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

A teacher who believes that the terms of a TIP are arbitrary, unreasonable, inappropriate or defective, or that the District has failed to meet its obligation to properly implement the terms of the TIP, may seek relief through the District APPR Appeal Panel.

All costs associated with the implementation of a TIP shall be borne by the District in their entirety. No disciplinary action predicated upon ineffective performance shall be taken by the District against a teacher until a TIP has been fully implemented and its effectiveness in improving the teacher's performance has been evaluated. No disciplinary action shall be taken by the District against a teacher who has met the performance expectations set by a TIP.

Teacher Improvement Plan - TIP Development Form

The purpose of a Teacher Improvement Plan (TIP) is to improve teacher practice. To work toward that goal, the following must be included in the written TIP:

- Area(s) the teacher needs to improve upon
- Performance goals and expectations the teacher must meet to achieve an effective rating
- Specific types of evidence needed to document growth in and achievement of performance goals and expectations
- Benchmark targets and a timeline for work toward performance goals and expectations
- Definition of how the improvement and growth will be measured and monitored
- Determination of differentiated professional development, materials and resources needed

The actual TIP will be written using the TIP template in section K of this document. The teacher and administrator may agree the teacher will modify or temporarily stop his or her involvement in other professional development areas. This will allow the teacher to focus his or her energy exclusively on the identified area(s) of concern. If release time is required for courses, workshops and observations to help the teacher in his/her growth, list how much time.

H. Termination and Tenure Determinations for Probationary Teachers

The APPR is to be a significant factor for termination and tenure determinations. In the event that an evaluator is concerned with the competence of a probationary teacher, it is agreed that the teacher will be invited to a conference with the evaluator, appropriate administrator (if different from the evaluator), and the Association President or his/her designee as early in the school year as reasonable. The conference will result in an intervention and TIP being developed.

A probationary teacher, who is disciplined, dismissed, not renewed, or denied tenure, based in whole or in part upon classroom performance or any other factor measured by the APPR, shall have the right to appeal such action through the APPR Appeals procedure. Nothing herein relieves the District of its obligations under New York State Education Law Sections 3012(2) and 3031.

The parties agree that in cases of teachers appointed to a probationary term at the start of a school year, notification dates shall be as follows:

- The notice of the superintendent's recommendation to grant or deny tenure shall be provided to the unit member by March 1 of the final probationary year.
- A probationary teacher shall be informed of the final action of the Board of Education on the granting or denial of his/her tenure by May 1 of the final probationary year.

In the case of teachers appointed after the opening of the school year and who are eligible for tenure, the notification dates shall be as follows:

- The notice of the superintendent's recommendation to grant or deny tenure shall be provided to the unit member by the first day of the month four months prior to the conclusion of their final probationary year (for example, a teacher who commences their probationary employment on January 1 shall receive the notice of intent by the preceding September 1).
- A probationary teacher shall be informed of the final action of the Board of Education on the granting or denial of his/her tenure a minimum of sixty (60) days prior to the conclusion of their final probationary year.

I. Appeals procedures

Probationary teachers may submit a written rebuttal that will be attached to the APPR in the teacher's personnel file. Probationary teachers may not appeal the APPR unless the APPR contents impact continued employment.

A tenured teacher who earns an overall rating of ineffective or developing may appeal the substance of the review and the corresponding teacher improvement plan. This will include but is not limited to the District's adherence to the standards and methodologies required for such review, as well as adherence to the Commissioner's regulations. Such procedures and conditions constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to the substance of teacher performance review and/or improvement plan. Procedural challenges will be determined through the grievance procedure.

A teacher may not file multiple appeals regarding a particular performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised in the initial appeal shall be deemed waived.

In order to be timely, the appeal must be submitted in writing within 10 school days of the issuance of the final APPR rating or implementation of a Teacher Improvement Plan (TIP) and shall set forth the basis of the appeal. Notification of the appeal shall be sent to the superintendent of schools.

Tenured teachers may submit written rebuttals of determinations of “Effective” and “Highly Effective” if desired, but may not appeal such ratings.

Burden of Proof

The burden of proof to establish a rational basis for the appeal rests with the appellant.

Appeals Panel

The Appeals Panel shall be a three member panel consisting of the Association President or his/her designee, a designee of the superintendent of schools and a third member jointly selected by the association and school district. If the association and school district are unable to mutually select the third panel member within 3 school days after the notification of appeal is received by the superintendent, the third panel member shall be selected by a random drawing from a pre-established list of 6 panelists. The association and school district shall appoint an equal number of members to serve on the list as panelists.

The Appeals Panel may modify the TIP, set aside the rating, uphold the rating and/or call for a new review conducted by an administrator (not the original evaluator) or, if available, a trained teacher leader (selected by the Association). A written determination will be rendered within 15 school days.

In the event there is no majority opinion of the Appeals Panel, the matter will be sent to the Superintendent for final determination. Final determination will occur within five (5) school days.

The determination of the appeal pursuant to the above process is final and binding. Failure of either the District or Association to abide by the above agreed upon process is subject to the grievance procedure.

Event	Timeline
Teacher receives final rating and/or Teacher Improvement Plan and is eligible to appeal the final rating	Teacher must submit appeal to the appeal panel within 10 school days of receipt of final rating and/or Teacher Improvement Plan
Appeal panel receives an appeal	The appeal panel has 15 days from receipt of the appeal to render a written decision. If a majority opinion cannot be reached by the appeal panel within the 15 day period, the information will be forwarded to the Superintendent no later than one day after the 15 day window.
Superintendent receives undecided appeal from the appeal panel	The superintendent will issue the final determination within 5 days of receipt of information from the appeal panel.

J. Forms

- Pre-Observation Planning and Preparation Form
- Post-Observation Form
- Post-Observation Agenda

- TIP (Teacher Improvement Plan) Form
- Preference Selection Form

Pre-Observation Planning and Preparation Form

(To be submitted at least two days prior to the pre-observation conference)

Teacher _____ Date _____

Grade Level/Course Title and/or Subject _____

Class Profile (1b): Describe the overall composition of your class. Identify any accommodations in instruction to meet student learning need(s).

Instructional Outcomes (1c): Identify the objective or important concepts and skills students will be expected to learn. Indicate how the outcomes are linked to state or common core standards. How has student achievement data been incorporated into these particular instructional outcomes?

Context (1a): This lesson is part of a learning sequence for students. What activities came before this lesson to insure students have the prerequisite concepts or skills to reach instructional outcomes? What activities will follow the lesson to extend the instructional outcomes? What instructional strategies will you be using during this lesson to maximize student learning and why have you chosen to use them?

Structure (1e): How will students be grouped for lesson components? What is the opening to the lesson? What is the sequence of learning activities? How will guided practice be incorporated into the lesson? What will be the closure to the lesson?

Assessments (1f): Identify the assessments (formative and/or summative) used before, during and after this lesson to evaluate student progress as it connects to the instructional outcomes of the lesson. How did the data from these formative assessments influence the instruction and learning outcomes?

Resources (1d): Identify instructional materials and resources used for the lesson. Purposefully planned interactions of co-teachers or any other adult present during the announced observation should be included here so the evaluator is clear on the roles within the lesson.

Student Behavior (2d): What are the classroom rules and expectations of student behavior that will be in operation?

Culture for Learning (2b): What have you done to promote a culture for learning in your classroom?

Post Observation Form

(To be submitted at least two days prior to post-observation conference)

Teacher _____ Date _____

Grade Level/Course Title and/or Subject _____

3c. As you reflect on the lesson, how did the instructional strategies you chose cognitively engage all students in the lesson?

4a. Did you alter your lesson plan or adjust your outcomes as you taught the lesson? If so, how, and for what reason?

4a. Based on the data outcomes (student results), what are your next steps to ensure all students reach the expected lesson objectives?

4a. What additional thoughts or evidence related to this lesson would you like to share?

Post Observation Conference

Agenda

1. Review and discuss the previously completed and submitted post-observation form. Lesson artifacts being used as evidence may also be shared at this time.
2. Review/discuss the evidence collected in the lesson and collaboratively review levels of performance for the observed lesson based on this evidence.
3. Review/discuss areas for growth and any applicable recommendations.
 - What areas of the lesson present opportunities for additional growth?
 - What resources or supports would help improve student achievement or the teacher's instruction?

Schalmont Central School District
Annual Professional Performance Review

Teacher Improvement Plan Form

Teacher: _____

Date: _____

Administrator: _____

Building: _____

1. According to our APPR plan, what area(s) does the teacher need to improve upon?

2. List performance goals and expectations the teacher must meet to achieve an effective rating.

3. List specific types of evidence needed to document growth in and achievement of performance goals and expectations.

4. Develop benchmark targets and a timeline for work toward goals. Include at least one benchmark to check progress within the timeline. At each benchmark, parties will meet to evaluate and document progress. At this time, the teacher will present documentation and evidence of improvement in the designated area. Additional observations/meetings will take place as needed and defined in the timeline.

- Target date for accomplishing change: _____
- Date of intermediate benchmark meeting: _____
- Dates of agreed to additional meetings/observations: _____

5. Define how the improvement will be measured and monitored.

6. What differentiated professional development opportunities, materials, resources and supports are needed to assist the teacher to be successful in reaching goals?

7. Is release time required for courses, workshops and observations to help the teacher in his/her growth? YesNo If so, how much time? _____

Teacher Signature

Date

Administrator Signature

Date

Teacher Name _____

Tenured teachers – 1 announced and 1 unannounced observation

Evaluator Name _____

Non-tenured teachers – 2 announced and 2 unannounced observations

Independent Evaluator _____

PT teachers – 1 announced and 1 unannounced observation

APPR Preference Selection Form

Scheduling and planning for the various parts of the APPR process should incorporate the needs of teachers and evaluators. To better meet these needs, please indicate your preferences for the following parts of the APPR process. Your evaluator will then work with you to schedule the specific dates and times within the time frame indicated if possible.

Please submit completed form to your evaluator by the second Friday of the school year. If you do not submit this form on time, your observations will just be scheduled.

Initial Meeting (September and October) (This initial meeting is not a prerequisite for announced or unannounced observations)

_____ September

_____ October

Announced Observation (October – April)

First Choice – Month of _____

Second Choice – Month of _____

Non-tenured Teacher Only:

Third Choice – Month of _____

Unannounced Observation (October – April)

Tenured Teachers: Indicate 1 for first choice, 2 for second choice. Non-tenured teachers: Indicate 1 for first choice, 2 for second choice and 3 for third choice.

September - October _____

November - December _____

January - February _____

March - April _____

No Preference _____

Summative Meeting (April and May)

_____ April

_____ May

Teacher Name _____

Evaluator Name _____

Non-tenured Teachers: Announced Observation (September – May 15)

First Choice – Month of _____

Second Choice – Month of _____

Third Choice – Month of _____

Year 1 – 4 announced observations
Year 2 – 3 announced observations
Year 3 – 2 announced observations

Tenured Teachers: Announced Observation (September – May 15) (Must have at least one observation in a 3 year cycle)

First Choice – Month of _____

Second Choice – Month of _____

Tenured teachers – 1 announced observation (no unannounced)

Part time teachers – 1 annual announced observation

Tenured Teachers Only (May choose an Option 2 activity two times in a 3 year cycle)

_____ Action Research

_____ Domain Focus

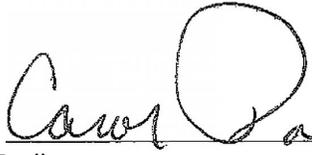
_____ Peer Coaching

_____ Peer Partnering

_____ Videotape

_____ Other: _____

Schalmont Central School District at Rotterdam



Carol Pallas
Superintendent of Schools

9-2016



Mic Pasquarella
President of School Board

9-2016

Date

Schalmont Teachers' Association



Mary Beth Flatley
President, STA

9-2016

Date