

The Fabius-Pompey Central School District's

Annual Professional Performance Review

(APPR)

2016-2017

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I. Introduction

The goal of The Fabius-Pompey Central School District APPR (Annual Professional Performance Review) teacher evaluation method is to provide a process in which professional growth is encouraged, teaching and professional practice is enhanced and student learning is promoted and developed through and aligned with New York State's Teaching Standards. The APPR also assures that there is a common language and common expectations among all teachers and evaluators. The Districts Professional Development Plan (PDP) will be linked to the APPR to ensure teacher-driven professional development and support.

II. Requirements for Evaluation

a.) In accordance with Education Law §3012-d, each teacher is required to receive an APPR. Each APPR reflects a composite score rating effectiveness on a scale from "Highly Effective", "Effective", "Developing", or "Ineffective". The composite score will be determined based on the following:

- 50 percent of the composite score is based on a multitude of measures evaluating effective teacher practices aligned with New York State Teaching Standards; these measures are to be established locally through collective bargaining.
- 50 percent of the score is based on student growth on state assessments; locally developed Student Learning Objectives (SLOs) comparable method of assessment of student growth and teacher self-reflection and goal setting; or building wide state provided growth measures as required by the New York State Education Department.

The objective of the method of evaluation is to create an opportunity for professional enhancement through professional development, self-reflection and collaboration between staff and administration.

b.) Teacher Evaluation

New York State Teaching Standards

The Annual Professional Performance Review is in alignment with the New York State Teaching Standards and is the basis for teacher evaluation.

Standard I. 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.

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.

Standard III. Instructional Practice:

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

Standard IV. Learning Environment:

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

Standard V. Assessment for Student Learning:

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

Standard VI. Professional Responsibilities and Collaboration:

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

Standard VII. Professional Growth:

Teachers set informed goals and strive for continuous professional growth.

III. Teacher Evaluation Process

a) Professional Growth Program Components:

- Annual Professional Growth Plan Meeting
- Pre and Post-Planning Discussion and Reflection

b) Teacher Evaluations for staff under 3012-d

- Develop an annual professional growth plan in alignment with the NYS standards.
- Participate in multiple observations:
- The purpose of the observations is to assess the performance of the teacher based upon the rubric identified in Appendix A.

○ **Tenured Teachers:**

90%
10%

1. A minimum of one announced observation (full) by the building principal.
2. A minimum of one unannounced walk-through by the independent evaluator.

A maximum of three announced or unannounced observations, they may be at the request of the teacher or the discretion of the building principal. Teacher Improvement Plans (TIP) takes precedent over above.

○ **Non-Tenured Teachers:**

90%
10%

1. A minimum of one announced observation (full) by the building principal.
2. A minimum of one unannounced observation (full) by the building principal.
3. A minimum of one unannounced walk-through by the independent evaluator.

c) Teacher Evaluations for staff NOT covered under 3012-d

- Develop an annual professional growth plan in alignment with the NYS Standards.
- Participate in a yearly evaluation.

IV. Professional Development

The APPR has been created to serve as a means to improve professional practice and increase student performance and therefore is a tool that must be utilized to build the professional development opportunities provided to teachers. The district professional development team (as required by Part 100.2) shall be responsible for developing all aspects of the professional development plan and in accordance with the committee(s) established through the collective bargaining agreement.

V. Evaluator and Staff Training

All individuals involved in the evaluation of teachers for the purpose of determining an APPR rating shall be duly trained and/or certified as required by Education Law §3012-d and the implementing Regulation of the Commissioner of Education prior to conducting a teacher evaluation through the OCM BOCES LEAD Evaluator Training Program. Any evaluation or APPR rating that is determined wholly or partially 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 any locally negotiated alternative discipline procedure or 3020-a procedure.

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 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 will be conducted within 30 calendar days of the beginning of each subsequent school year for newly hired staff.

VI. Inter-Rater Reliability

Lead evaluators will maintain inter-rater reliability over time. Evaluators and lead evaluators will be trained through the OCM BOCES LEAD Evaluator training program in maintaining inter-rater reliability over time.

VII. Data Submission to NYS Department of Education

The district will ensure that the NYS Department of Education (NYSED) receives accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course and teacher/student linkage data necessary to comply with Commissioner's Regulations in a format and on a timeline prescribed by the Commissioner.

VIII. Teacher Verification of Subjects Taught and Roster

Classroom teachers to whom this plan applies shall be provided an opportunity to verify the subjects and students assigned to them. The teacher will be afforded the opportunity

to review and make corrections to their roster in October, February and prior to the District reporting data to NYSED. The attendance records kept by the teacher for each class will constitute verification of subjects taught and students assigned.

IX. Reporting Teachers' Subcomponent and Composite Scores

The District will report to NYSED the individual subcomponent scores and the composite effectiveness score for each teacher to whom this plan applies in a format and on a timeline prescribed by the Commissioner. The District plans to use student data and personnel management software systems to establish and track the teacher/student course linkage as required by law and said data will be uploaded when the NYSED system is ready to receive the data.

X. Student Growth Measures (50%)

- A. Teachers associated with Regents - Fifty percent (50%) is based on student growth on State assessments. Student growth means the change in student achievement for an individual student between two or more points in time. (See Appendix C)

- B. Teachers not associated with a Regents exam - Fifty percent (50%) will be based on Fabius-Pompey Mastery Percentage for Regents (district wide measure computed locally) that will be used for this purpose. Points will be awarded based upon the aggregate building-wide percentage of Fabius-Pompey students scoring at the mastery level (85 or better), on the June administration of New York State Regents exams. All grades K-12 school teachers and building principals will receive the same point total. This point total will be based upon the aggregate average mastery level on all exams administered, as it relates to the District's five year aggregate average mastery level for similar exams. (See Appendix C)

XI. Multiple Measures of Effectiveness

The other fifty percent (50%) of the composite effectiveness score is based on other measures of teacher effectiveness consistent with standards prescribed by the Commissioner in regulation. Based on its inclusion of the SED-approved list of rubrics, Danielson's Framework for Teaching rubric will be used to evaluate classroom teachers.

In order to support continuous professional growth, a score of 1-4 for each domain shall be based on observations of teachers. (Appendix A) These observations will provide the

evaluator with the data to complete the rubric. (Appendix B) For the announced observation, a pre-observation and post-observation conference will occur. For the unannounced observations, a post-observation may be requested by either the teacher or evaluator.

Tenured teachers will be observed annually focusing mostly on Domains 2 and 3 in the informal observations. Domains 1 and 4 will be identified and discussed through a goal setting meeting with the lead evaluator. The remaining rubric elements that are not observable in the classroom will be observed during any pre-observation or post-observation review or other natural conversations between the teacher and lead evaluator and incorporated into the observation score.

Non-tenured teachers will follow the same plan as the tenured teacher, but will also have a formal announced observation. The clinical supervision model of Pre-Conference, Observation, Post-Conference will be the structure used in conducting the formal announced classroom observations.

The following formula will be used to calculate the number of points for the teacher effectiveness composite score (the rubric is a 4 point rubric) for each indicator. There are four domains. Each domain is comprised of a set of components. Each Domain will be scored as follows:

<u>Domain Score</u>	<u>Performance Level</u>
1	Ineffective
2	Developing
3	Effective
4	Highly Effective

XII. Subcomponent and Composite Scoring Ranges

The State Education Department has set the following scoring ranges for the overall rating categories and the rating categories for the State assessment (advisory purposes only) and other comparable measures subcomponent.

SLO Score Setting (advisory purposes only for grades 4-8)

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

HEDI Scoring Bands

	SLO score
Highly Effective	18-20
Effective	15-17
Developing	13-14
Ineffective	0-12

Overall Observation Category Score and Rating

	Range (determined locally)	
	Minimum	Maximum
Highly Effective (H)	3.5	4.0
Effective (E)	2.5	3.49
Developing (D)	1.5	2.49
Ineffective (I)	0	1.49

Evaluation Matrix

		Observation			
			Highly Effective (H)	Effective (E)	Developing (D)
Student Performance	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D*	D*	I	I

*If a teacher is rated ineffective on the Student Performance category, and a state-designed supplemental assessment was included as an optional subcomponent of the Student Performance category, the teacher must be rated Ineffective overall.

XIII. Timely Feedback

Teachers will be observed by the building principal and an impartial independent trained evaluator. The requirement is a minimum of one unannounced and one announced observations (walk-throughs) each school year. Evaluations will be done by building principals and other trained administrator.

The first announced observation of a teacher will be completed by January 31st. All unannounced observations must be completed by the last scheduled school date.

The summative evaluation, including composite effectiveness score, will be presented by the principal (lead evaluator) and discussed with the teacher during a summative evaluation meeting by the last day of attendance for the teacher unless the SED fails to provide the teacher growth score in a timely manner. Teachers will not be required to attend a summative evaluation meeting after the last school day in June. However, in the event that a teacher receives a rating of “ineffective” or “developing”, the administrator will notify the member in writing to their home address. A meeting will be scheduled within two (2) school days after the beginning of the school year to discuss the summative evaluation and develop a timeline to create and implement a TIP Plan in accordance with Section XII.

XIV. Teacher Improvement Plans (TIP)

If a teacher's performance is evaluated as "ineffective" or "developing", the supervisor shall be required to develop a Teacher Improvement Plan (TIP) in consultation with the staff member. Such Plan will be provided to the staff member and implemented by October first of the start of the school year within which the Plan will be applied. The Plan shall include, but not be limited to, an identification of the areas in need of improvement, a timeline for achieving improvement, suggestions for improvement, support to be provided, and measurable outcomes to be evaluated. (See Appendix E)

The plan will describe the professional learning activities that the teacher must complete. These activities will be connected to the areas needing improvement. The artifacts that the teacher must produce that could serve as benchmarks for improvement and as evidence for the successful completion of their improvement plan will be described and could include such items as lessons, student work, or unit plans for a teacher and for a principal. The plan will include the additional support and assistance that will be provided to the teacher. Upon completion of the improvement plan, the supervisor will meet with the teacher to review the plan, including artifacts and evidence in order to provide a final, summative rating for the staff member.

XVI. Appeals

Definitions: Following are several terms used in this document.

1. APPR is the acronym for Annual Professional Performance Review.
2. TIP is the acronym for Teacher Improvement Plan.
3. "Performance Review" shall mean a teacher's annual performance review required by Education Law and the regulations of the Commissioner of Education.
4. "Highly effective," "effective," "developing," and "ineffective" shall have the same meaning given to those terms in Commissioner of Education regulations.
5. "Teacher" shall mean a member of the FPEA who is evaluated by an APPR.
"Petitioner" shall mean a teacher evaluated by an APPR who is requesting an appeal.
6. "Day" shall mean school day.
7. "Evaluator of Record" shall mean the administrator responsible for the final APPR or TIP.

Acknowledgments:

1. It is clearly understood that Commissioner of Education regulations grant “the unfettered right to terminate a probationary teacher for any reason unless the employee establishes that he or she was terminated for a constitutionally impermissible reason or in violation of a statutory proscription.”
2. A teacher may not file multiple appeals regarding the same APPR. All grounds for appeal must be raised with specificity within one appeal, and any grounds not raised at the time of the appeal shall be deemed null and void.
3. In an appeal, the teacher has the burden of demonstrating a clear and legal right to the relief requested and the burden of establishing the facts upon which the petitioner seeks relief.
4. An appeal relates directly to the APPR only. A teacher may not resort to any other contractual grievance procedure for resolution of the challenges and appeals related to an APPR.
5. Teachers may file an appeal only if it will result in a score that changes the overall evaluation level, or if there is a blatant clerical or mathematical error.
6. At the completion of the appeal process, the original appeal form will be placed in the teacher’s personnel file, and all of the appeal documentation will be returned to the petitioner.

Timeline:

1. A completed form and supporting documentation must be submitted to the Evaluator of Record no later than 10 days from the date the teacher receives his/her APPR.
 - a. Any documentation submitted later will not be considered.
 - b. The Evaluator of Record may request a conference with the petitioner to clarify the submitted documents.
2. The Evaluator of Record must render a decision within 5 days of receipt of the form and supporting documentation.
 - a. If the Evaluator of Record rules in favor of the petitioner, then corrections on the APPR will be made. A copy of the revised APPR will be added to the personnel file, and a revised copy of the evaluation will be given to the petitioner within 3 days, and the original APPR will be returned to the teacher.
 - b. If the Evaluator of Record rules against the petitioner, the form and supporting documentation shall be submitted to the Superintendent of Schools within 3 days of said decision, and the petitioner shall be notified.

3. An appeal of a TIP must also be submitted to the Evaluator of Record within 10 of the teacher receiving the plan. Any information submitted later will not be considered.

a. If the Evaluator of Record rules in favor of the petitioner, then changes and/or corrections to the TIP will be made. A revised copy of the TIP will be added to the personnel file, and a copy will be given to the petitioner within 3 days, and the original TIP will be returned to the teacher.

b. If the Evaluator of Record rules against the petitioner, the form and supporting documentation shall be submitted to the Superintendent of Schools within 3 days of said decision, and the petitioner shall be notified.

4. The Superintendent will convene the Appeals Committee within 5 days of the receipt of the appeal form and documentation.

5. A decision will be delivered to the teacher within 5 days of the convening of the Appeals Committee. The decision of the Committee will be final and binding and the appeal shall be deemed completed upon the issuance of that decision.

6. The decision shall be binding on all parties and shall not be subject to any further appeal through any other process including contractual grievance procedures, adjudication before an administrative body or individual, or court action.

Committee Findings: The Appeals Committee (defined below) is empowered to:

1. Overturn a section of the evaluation, and the committee may recommend the redistribution of points. Said ability to overturn a section of the evaluation does not negate the fact that the evaluation was timely completed;

2. Overturn the entire evaluation if the evaluation is procedurally flawed, and recommend a solution;

3. To overturn a section or the entire evaluation, and require a course of action so as to enhance the professional growth of the teacher;

4. To affirm the evaluation, and require a course of action so as to enhance the professional growth of the teacher;

5. To affirm the evaluation.

What May Be Challenged In An Appeal:

1. In the instance of a teacher rated Ineffective on the student performance category but rated Highly Effective on the observation category based on an anomaly, as determined locally;

2. The school district's adherence to the standards and methodologies (the rubric) required for APPR;
3. The adherence to the Commissioner's regulations, and compliance with locally negotiated procedures; and
3. The school district's issuance or implementation of the terms of the TIP.

Appeals Committee:

The Appeals Committee shall consist of the Superintendent of Schools, one administrator (other than the Superintendent) who did not perform observations or was not otherwise involved in the APPR for the petitioning teacher, and three members of the FPEA other than its presiding officers. The process for selecting the FPEA members to serve is as follows:

1. One FPEA member of the Appeals Committee shall be the association's building representative of the building not of the petitioning teacher, and two members shall be a teachers of the building not of the petitioning teacher. In effect, there shall be two teacher groups available to serve, one from the elementary building and one from the MS/HS building.
2. To facilitate fairness, the members will have staggered terms as committee members. The building representative from each building may serve unlimited terms for as long as he/she continues to be elected to the position. The two teachers will serve two years as committee members, with one teacher first serving a one-year term in 2015-16 to begin the staggered process. A teacher for will then be elected in 2016-17 to serve two years creating a rotation of only one new member (possibly two with a new bldg. rep.) each year.
3. Teachers may run as incumbents and serve unlimited consecutive terms; however, the FPEA will maintain records of the time served so as to preserve the staggered rotation of committee members.

APPENDICES

Appendix A

Teacher _____

Grade Level/Subject Area: _____

Date _____

Domain I: Planning and Preparation

5%

Component	Inefficient	Developing	Effective	Highly Effective
1a: Demonstrating Knowledge of content and Pedagogy (3)	☐The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practice specific to that discipline.	☐The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.	☐The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	☐The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b: Demonstrating Knowledge of Students (1)	☐The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	☐The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	☐The teacher actively seeks knowledge of student's backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	☐The teacher actively seeks knowledge of student's backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
1c: Setting Instructional Outcomes (1)	☐Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	☐Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.	☐Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.	☐Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
1d: Demonstrating Knowledge of Resources (1)	☐The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.	☐The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	☐The teacher is full aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	☐The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
1e: Designing Coherent Instruction (2)	☐The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	☐The series of learning experiences demonstrates partial alignment with instructional outcome, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and	☐The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage	☐The teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or

		resources.	students in significant learning.	unit structure is clear and allows for different pathways according to student needs.
1f: Designing Student Assessments (2)	☐The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	☐The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	☐The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.	☐The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

Domain 2: The Classroom Environment 20%

Component	Inefficient	Developing	Effective	Highly Effective
2a: Creating an Environment of Respect and Rapport (3)	☐Classroom interactions, both between the teacher and students and among students, are negative to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	☐Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	☐Classroom interactions, both between the teacher and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	☐Classroom interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
2b: Establishing a Culture for Learning (6)	☐The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	☐The teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both the teacher and students appear to be "going through the motions."	☐The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	☐High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance – for example, by initiating improvements to their work.
2c: Managing Classroom Procedures	☐Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.	☐Some instructional time is lost because of routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are only partially effective.	☐Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	☐Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.

<p>3c: Engaging Students in Learning</p> <p>(5)</p>	<p>☐Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.</p>	<p>☐Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.</p>	<p>☐Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.</p>	<p>☐Activities and assignments, materials, and groupings of students are highly intellectually engaged in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.</p>
<p>3d: Using Assessment in Instruction</p> <p>(4)</p>	<p>☐Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.</p>	<p>☐Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.</p>	<p>☐Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.</p>	<p>☐Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teacher, and high-quality feedback to students from a variety of sources.</p>
<p>3e: Demonstrating Flexibility and Responsiveness</p> <p>(4)</p>	<p>☐The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>☐The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.</p>	<p>☐The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p>	<p>☐The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.</p>

Domain 4: Professional Responsibilities 5%

Component	Ineffective	Developing	Effective	Highly Effective
<p>4a: Reflecting on Teaching</p> <p>(3)</p>	<p>☐The teacher does not accurately assess the effectiveness of the lesson and has no idea about how the lesson could be improved.</p>	<p>☐The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved.</p>	<p>☐The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved.</p>	<p>☐The teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.</p>
<p>4b: Maintaining Accurate</p>	<p>☐The teacher's systems for</p>	<p>☐The teacher's systems for</p>	<p>☐The teacher's systems for</p>	<p>☐The teacher's systems for</p>

Appendix B

Danielson’s Framework for Teaching Rubric Conversion Formula

Weighted scoring

Each Domain receives a Heidi rating given by evaluator 1-4 (1- ineffective, 2- developing, 3- effective, 4- highly effective) multiplied by weight given to each component equals the total points for that component.

Highly effective = 3.5-4

Effective = 2.5-3.49

Developing = 1.5-2.49

Ineffective = 0-1.49

		Determine Relative Value of Each Domain	Determine Relative Value of Each SubDomain as part of the Domain	Evaluator Gives Every Teacher a Rating of 1-4 in Each Subdomain	Weight Subdomain Scores	Total Domain Score	Negotiate HEDI Bands
Domain1: Planning and Preparation		5%					
	A. Knowledge of Content and Pedagogy	3	30%				
	B. Knowledge of Students	1	10%				
	C. Setting Instructional Outcomes	1	10%				
	D. Knowledge of Resources	1	10%				
	E. Designing Coherent Instruction	2	20%				
	F. Designing Student Assessments	2	20%				
			100%			0	
Domain 2: Classroom Environment		20%					
	A. Respect and Rapport	3	10%				
	B. Culture for Learning	6	30%				
	C. Managing Classroom Procedures	6	30%				
	D. Managing Student Behavior	4	25%				
	E. Organizing Physical Spaces	1	5%				
			100%			0	
Domain 3: Instruction		20%					
	A. Communicating with Students	4	20%				
	B. Questioning/Prompts and Discussion	3	15%				
	C. Engaging Students in Learning	5	25%				
	D. Using Assessment in Instruction	4	20%				
	E. Using Flexibility and Responsiveness	4	20%				
			100%			0	

Domain 4: Teaching		5%				
	A. Reflecting on Teaching	3	30%			
	B. Maintaining Accurate Records	2	20%			
	C. Communicating with Families	2	20%			
	D. Participating in a Professional Community	1	10%			H=3.5-4
	E. Growing and Developing Professionally	1	10%			E=2.5-3.49
	F. Showing Professionalism	1	10%			D=1.5-2.49
			100%			0 I=0-1.49
	Total	100%		Evaluation Score		0

Scoring Ranges for the Student Performance and Teacher Effectiveness (Observations) follow:

	Student Performance	Observations
Highly Effective	18-20	3.5-4
Effective	15-17	2.5-3.49
Developing	13-14	1.5-2.49
Ineffective	0-12	0-1.49

Appendix C

Student Growth Measures

SLO Score Setting (advisory purposes only for grades 4-8)

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

Comparable Growth Measures – 20 Points
SLO's for Courses Ending in a New York State Regents Exam
HEDI bands based on teacher's growth goal - student passing rate (percentage)

85% Goal

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	<u>15</u>	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-97	96-93	92-89	88	87	86-85	84-80	79-75	74-70	69-65	64-60	59-55	54-50	49-45	44-40	39-35	34-30	29-25	24-20	19-15	14-0

80% Goal

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	<u>15</u>	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-97	96-93	92-89	88-86	85-83	82-80	79-75	74-70	69-65	64-60	59-55	54-50	49-45	44-40	39-35	34-30	29-25	24-20	19-15	14-10	9-0

75% Goal

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	<u>15</u>	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-97	96-93	92-89	88-84	83-80	79-75	74-71	70-66	65-61	60-56	55-51	50-46	45-41	40-36	35-31	30-26	25-21	20-16	15-11	10-6	5-0

70% Goal

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	<u>15</u>	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-97	96-93	92-89	88-83	82-74	73-70	69-65	64-60	59-55	54-50	49-45	44-40	39-36	35-31	31-28	27-24	23-20	19-16	15-12	11-8	7-0

65% Goal

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	<u>15</u>	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100	96-93	92-89	88-83	82-74	73-65	64-61	60-57	56-53	52-49	48-45	44-41	40-37	36-33	32-29	28-25	24-21	20-17	16-13	12-9	8-0

60% Goal

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	<u>15</u>	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100	96-93	92-89	88-80	79-70	69-60	59-56	55-52	51-48	47-44	43-40	39-36	35-32	31-28	27-24	23-20	19-16	15-12	11-8	7-4	3-0

55% Goal

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	<u>15</u>	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100	96-93	92-89	88-77	76-66	65-55	54-51	50-47	46-43	42-39	38-35	34-31	30-27	26-23	22-19	18-15	14-11	10-7	6-5	4-2	1-0

50% Goal

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	<u>15</u>	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100	96-93	92-89	88-76	75-63	62-50	49-47	46-44	43-41	40-38	37-35	34-32	31-29	28-26	25-23	22-20	19-17	16-14	13-11	10-8	7-0

Measure of Student Achievement – 20 points
Grades K-12 Teachers not associated with a Regents exam
Mastery on Regents Exams

Percentage of Student Achieving Mastery Relative to the Five Year Average	Points out of 20	
+ 4.76% or greater	20	Exceeds
+3.26% - 4.75%	19	District
+2.01% - 3.25%	18	Expectation
+0.99% - 2.00%	17	
+0.01% - 1.00%	16	
-2.50% - 0.00%	15	Meets District's
-2.51% - 3.50%	14	Expectations
-3.51% - 4.50%	13	
-4.51% - 5.50%	12	
-5.51% - 6.50%	11	
-6.51% - 7.50%	10	
-7.51% - 8.50%	9	
-8.51% - 9.50%	8	
-9.51% - 10.50%	7	
-10.51% - 11.50%	6	Below District's
-11.51% - 12.50%	5	Expectations
-12.51% - 13.50%	4	
-13.51% - 14.50%	3	
-14.51% - 15.75%	2	Well-Below
-15.76% - 17.25%	1	District's
-17.26 or below	0	Expectations

APPENDIX D
TEACHER IMPROVEMENT PLAN
FORM

Teacher Name _____ Date _____
School Building _____ Department _____

1. Areas Identified as in Need of Improvement based upon Annual Professional Performance Review during the _____ School Year

2. Specific Activities/ Strategies Teacher Should Complete to Support Improvement in Each Identified Area

3. Support and/or Assistance to be provided to the Teacher

4. Specific Evidence to be submitted as Evidence of Improvement

5. Timeline for Submission of Evidence

6. Meeting Date with Supervisor to Review Plan Once All Evidence is Submitted _____

7. Analysis of Evidence by Supervisor and Final Summative Rating

8. Signature of Supervisor

Signature of Teacher

_____ Date _____

APPENDIX E

Evaluation Appeal Form

Name of Petitioner _____

Each handler of this document and its attachments should date and initial each step below as necessary.

Date	Initial	Process Step
_____	_____	Received by Evaluator of Record
_____	_____	Evaluator of Record decision
_____	_____	Notification of petitioner
_____	_____	Received by Superintendent
_____	_____	Appeals Committee Convened
_____	_____	Committee decision
_____	_____	Notification of petitioner
_____	_____	Revised APPR/TIP filed

Evaluation Appeal Form

*Submit the signed and completed form to the Evaluator of Record within 10 days from receipt of the APPR or TIP that is being appealed.

*Attach the APPR/TIP and any and all supporting documentation. **Any documentation submitted at a later date will not be considered.**

*Fill out this form completely. Sign, date, and submit.

*Review the APPR Appeal Process document for complete understanding of this process.

Date of Submission of this Evaluation Appeal Form: _____

Teacher name: _____ Building: ES ____ MS/HS ____

____ APPR Appeal ____ TIP Appeal

Date of the APPR or TIP: _____

Date the APPR or TIP was received by petitioner: _____

Evaluator of Record: _____

Rating being appealed: ____ Developing ____ Ineffective

Domain(s): ____ #1: Planning/Preparation ____ #2: Classroom Environment
____ #3: Instruction ____ #4: Prof. Responsibilities

Explain why you believe this APPR or TIP should be reviewed:
