

Menands Union Free School District

Menands, New York

Annual Professional Performance Review

All members in the MAT (Menands Association of Teachers) collective bargaining unit who fall under the Commissioner's Regulation 80-1.1 definition of a classroom teacher will be evaluated using the APPR system designated in Education Law.

All others that do not fall under definition of a "classroom teacher" will follow APPR guidelines. Section 80-1.1 of the Commissioner's regulations specifically excludes pupil personnel services from the definition of classroom teaching services. Therefore, school psychologists and school counselors who are pupil personnel service providers are not covered by the new law. Supplemental school personnel (e.g., teacher aides and teaching assistants), embedded staff developers, speech and language specialist, school nurse and teachers who are employed less than .4 FTE are also excluded from the definition.



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INTRODUCTION

The Board of Education of the Menands Union Free School District (the “District”), in public session at its meeting of October 11, 2016, adopts this amended Annual Professional Performance Plan (the “APPR Plan”) pursuant to the requirements of Education Law §3012-d and accompanying regulations of the Board of Regents and the Commissioner of Education.

The Menands Union Free School District is committed to providing a continuum of effective strategies, opportunities, programs and services that support all students meeting or exceeding challenging learning standards, and maximizing their individual academic potential. Subsequently, the Menands Union Free School District community intends to promote the professional growth and development of its educational staff through its evaluation procedure that entails engagement in a regular process of review, development, enhancement, updating, and refinement of their knowledge and teaching skills.

The annual professional performance review process serves as an integral vehicle to ensure the development, implementation, and preservation of high-quality educational programs aligned with the *New York State Common Core Learning Standards*, the *District’s Mission Statement* and the *Superintendent’s Goals for the District* that are annually adopted by the Board of Education.

Annual Professional Performance Review (APPR) supports the professional growth of our educators. A successful review system should provide timely feedback, an opportunity to acknowledge educators’ strengths as well as their areas for growth as an educator. The evaluation plan will cultivate and advance cooperative efforts to improve student learning.

This APPR system will be a significant factor in all employment decisions including but not limited to:

- Retention
- Tenure Determination
- Termination
- Professional Development
- Coaching

PART I: FUNCTIONS OF THE PROFESSIONAL PERFORMANCE REVIEW COMMITTEE

The District and the MAT have elected to allow all MAT members and administrators to participate in the oversight and annual negotiation of the goals and objectives of the evaluation program. The structure of the PPRC also serves to help the District fulfill Section §3012-d of New York State Education Law. The Menands School APPR will be reviewed by the committee and submitted on an annual basis. The Appeals Panel and TIP panel will be determined by the procedure below.

Appeals Panel

The MAT will elect two members to serve as appeals representatives. Once elected, the MAT will notify the District of the appeals representatives. The representatives will serve for a period of two years. One of the two members, chosen by the staff member who filed the appeal, will consider and review the appeal along with the administrator who was not responsible for the majority of the teacher's observations for that given year.

TIP Panel

A teacher improvement plan will be developed by the teacher, at least one administrator and at least one tenured member of the MAT of the teacher's choosing. Or, the MAT will provide a MAT officer to represent the teacher. The teacher can decline representation by the MAT.

PART II: TRAINING OF EVALUATORS

The Principal of Menands School is the Lead Evaluator. The Superintendent of Menands School is the Independent Evaluator. Both of these administrators have participated in extensive training as lead evaluators.

Both administrators will participate in training consistent with SED regulations, and continue to keep a log of participation in training as required for lead evaluators in 3012d. This log will be used by the district to certify and re-certify each evaluator on an annual basis.

PART III: DATA MANAGEMENT

Ensuring Accurate Teacher and Student Data

The District shall ensure that SED 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 the Regulations of the Board of Regents and Commissioner of Education by providing such data in a format and timeline prescribed by the Commissioner.

APPR Data Integrity

Menands Union Free School employs the use of tools found within its student information system for data verification.

The District will continue to monitor data and develop additional processes, as needed and consistent with NYSED reporting requirements, to verify that the data submitted to the State are complete and accurate.

PART IV: ANNUAL PROFESSIONAL PERFORMANCE REVIEW

Positions Evaluated

All members in the Menands Association of Teachers (MAT) collective bargaining unit who fall under the Commissioner's Regulation 80-1.1 definition of a classroom teacher will be evaluated using this APPR plan. Section 80-1.1 of the Commissioner's regulations specifically excludes certain pupil personnel services from the definition of classroom teaching services. Therefore, school psychologists, school counselors and school social workers who are pupil personnel service providers are not covered by the new law. Supplemental school personnel (e.g., teacher aides and teaching assistants), embedded staff developers, speech and language specialist, school nurse and teachers who are employed less than .4 FTE are also excluded from the definition. In all cases, the most recent APPR guidance from the NYSED will be followed to ensure compliance with the law.

Classroom Observation Procedures for APPR

The purpose of the observation process is to collect ample evidence to address components in the four domains of *The Danielson Framework for Teaching 2011 Rubric*.

All teachers must have at least two observations a year. One observation will be announced and the other must be unannounced with a two-week window. An observation will be the duration of one standard class period.

The building principal will act as Lead Evaluator with the evaluation score as 80% of the overall rubric evaluation score.

The superintendent will conduct observations as Independent Evaluator with the evaluation score as 20% of the overall rubric evaluation score.

Tenured teachers and part time teachers will have a minimum one announced and one unannounced observation. Probationary teachers will have a minimum of one announced and two unannounced observations.

If additional observations are deemed necessary by the administration, the teacher will be made aware that future observations are eminent and the rationale for additional observations. The teacher may also request an additional observation.

Teachers will be evaluated on Domains I-III and Domain IV components 4a and 4b during each classroom observation.

Teachers will be evaluated on the remaining components of Domain IV, 4c through 4f, in the observation post-conference discussions. At the discretion of the teacher, teachers are able to provide tangible and physical evidence of practices that warrant the evaluation score of a 4 for Domain IV, 4c through 4f. At the discretion of the evaluators, evaluators are able to provide tangible and physical evidence of practices that warrant the evaluation score of a 1, 2 or 4 for Domain IV, 4c through 4f. Without tangible and physical evidence to warrant a 1, 2, or 4 the teacher will receive a default score of 3 for Domain IV, 4c through 4f.

Announced Classroom Observation

- The observation is scheduled in advance. The evaluator will notify the teacher that he/she will be conducting the announced observation. The evaluator and teacher will work together to determine the date and time for the observation.
- Teachers will provide a unit plan, lesson materials, copies of assessments and complete the pre-observation form in preparation for a pre-observation conference (Appendix A).
- The evaluator will collect evidence during the classroom observation.
- At the conclusion of the observation the evaluator will provide the teacher with a copy of his/her notes (prior to the post observation conference).
- The post observation conference will be scheduled within six school days of the observation.
- Teachers will provide record keeping materials and complete the post-observation form for an announced observation in preparation for the post-observation conference (Appendix C).
- The evaluator has fifteen school days from the date of the observation to complete the observation feedback and scoring form and give a copy to the teacher.
- The teacher has fifteen school days to sign the evaluation and return it to the evaluator or return the evaluation with a rebuttal attached. If a second post conference is needed before the teacher signs the evaluation, the teacher must request it so that it can be scheduled within the fifteen day period for signing and returning the evaluation.

Unannounced Classroom Observation

- The observation is not scheduled in advance but the teacher reserves the right to ask the administrator to return at another time.
- Evaluators will provide communication of a two-week window in which the observation will occur.
- The evaluator will collect evidence during the classroom observation.
- At the conclusion of the observation the evaluator will provide the teacher with a copy of his/her notes (prior to the post observation conference).
- The post observation conference will be scheduled within six school days of the observation.
- Teachers will provide record keeping materials, a unit plan, lesson materials, copies of assessments and complete the post-observation form for unannounced observations in preparation for the post-observation conference (Appendix D).
- The evaluator has fifteen school days from the date of the observation to complete the observation feedback and scoring form and give a copy to the teacher.

- The teacher has fifteen school days to sign the evaluation and return it to the evaluator or return the evaluation with a rebuttal attached. If a second post conference is needed before the teacher signs the evaluation, the teacher must request it so that it can be scheduled within the fifteen day period for signing and returning the evaluation.

Promoting Professional Discussion

The Framework for Teaching (2011) rubric should be used as a guide during all phases of the observation. Pre- and post-observation forms are provided as a tool to promote discussion between the teacher and observer.

As more than one administrator may be observing a teacher in a given year, it is important that documents are shared and professional discussions take place among the observing administrators.

1. Pre-observation Conference

The meeting before a classroom observation is of mutual benefit to the classroom teacher and the observing administrator. This meeting should take place prior to the observation date. At the pre-observation conference, the teacher provides the observer with the pre-observation form and unit plan. During that meeting, the teacher and observer will discuss the pre-observation form, as well as additional evidence that may be observed during the scheduled observation. Additional evidence may be noted on the pre-observation form.

2. The Observation

During the lesson, the evaluator is engaged in the collection of evidence.

3. Post-observation Conference

The post-observation conference between the teacher and observer should take place within six school days of the observation date. The post-observation form, completed by the teacher, will be used as an agenda for the post-observation conference. Evidence collected for applicable domains will be reviewed. During the post-observation conference, discussions should occur regarding the evidence collected (and/or lack of evidence) for each of the required domains to allow teachers the opportunity to present additional evidence. At the discretion of the teacher and/or evaluator, conversation about tangible and physical sources of evidence of a score of 1, 2 or 4 for Domain 4 may take place during the post-observation conferences. A conversation without tangible and physical evidence will result in a default score of a 3 for Domain IV, 4c through 4f.

Sources of Additional Evidence for the Annual Evaluation of Teachers

New York's Education Law §3012-d requires sixty-percent (or 60 points) of teacher evaluation to be based on the review of multiple measures, aligned with the New York State Teaching Standards. The majority of evidence will be gathered through classroom observations. Evidence of teacher's proficiency in Planning and Preparation (*The Framework for Teaching* rubric Domain 1), the Classroom Environment (Domain 2), Instruction (Domain 3), and Professional Responsibilities (Domain 4), specifically Reflecting on Teaching 4a, and Maintaining Accurate

Records, 4b will be gathered through the pre-observation conference, the classroom observations and the post-observation conferences.

In addition to the classroom observations, it is expected that teachers will demonstrate their Professional Responsibilities (Domain IV) as a result of the teacher’s routine classroom practice and by the post-observation conference discussions.

Conversations between the teacher and the evaluator may occur at different times in the school year to coincide with the observation schedule, but no later than the Summative Evaluation. Additional evidence which supports the teacher’s work in the components listed below may also be collected at the discretion of the teacher or as a result of conversations between the observer and teacher to receive a score of 1, 2, or 4 in Domain IV, 4c through 4f. Conversations between the teacher and the evaluator without evidence will result in a default score of a 3 for Domain IV, 4 c through 4f.

Components required to be evaluated through conversations no later than the completion of the Summative Evaluation:

Components from <i>The Framework for Teaching</i> (2011 Revised Edition)
4c. Communicating with Families
4d. Participating in a Professional Community
4e. Growing and Developing Professionally
4f. Showing Professionalism

Additional evidence which supports the teacher’s work in the other components on the Danielson rubric listed below may also be collected at the discretion of the teacher or as a result of conversations between the observer and teacher.

A description of each of these Components Indicators, including Critical Attributes and Possible Examples, can be found in *The Framework for Teaching* (2011) rubric.

Summative Assessment Procedures for Tenure and Probationary Teachers

A Summative Assessment Form will be completed for all teachers that fall under the Commissioner’s Regulation 80-1.1 definition of a classroom teacher.

Each teacher will be given a summative evaluation form at the end of the school year detailing as many of the teacher’s ratings as have been completed by that point in time. For many teachers, some of the ratings (including the overall composite score and transitional rating) will not be completed until State assessment and/or NWEA scores are received. These teachers will receive a partially completed summative evaluation form at the end of the school year.

An updated summative evaluation form detailing remaining scores will be sent to teachers as soon as possible once state assessment and/or NWEA scores are received. Summative evaluation forms sent to teachers during the summer will be sent via U.S. mail and/or placed in teacher mailboxes. .

A teacher has ten (10) business days from delivery of the summative evaluation form to return a signed copy of the summative evaluation form.

A teacher who chooses to appeal must do so in writing within the (10) ten business days from delivery of the summative evaluation form.

A teacher may request an informal conference with the administrator responsible for the majority of the teacher's observations in the given year to review aspects of the scoring. However, this conference must be scheduled so that, should the teacher choose to proceed with an appeal, the written appeal is filed within the original ten (10) business days from delivery of the summative evaluation form.

A teacher may choose to sign and return the summative evaluation form and attach a written rebuttal. The rebuttal will be maintained in the personnel file along with the teacher's APPR documentation for the year.

PART V: ANNUAL PROFESSIONAL PERFORMANCE REVIEW SCORING CRITERIA

Required Student Performance Category (20%)

Twenty points of a teacher's composite effectiveness score shall be based on District or BOCES-wide results of students' growth on state assessments compared to similarly achieving students. The state will calculate a "Student Growth Percentile" score (SGP) for each student in grades 4-8 who takes the ELA and/or mathematics State assessment, and produce the resulting scores for each educator along with detailed reports that will provide clear and useful information to interpret the results.

- o The SGP score is a measure of a student's progress compared to other students with similar past academic performance on the assessment.
- o The students' SGP scores will be adjusted before assigning the teacher a score for this subcomponent so that a teacher's SGP result takes into account one or more of the following characteristics: student poverty, students with disabilities, and/or English language learners.
- o This result will be the Teacher Student Growth Percentile Score (TSGPS). The state will assign a score of 0-20 points for this subcomponent, which will contribute to the educator's composite effectiveness score using the standards and scoring ranges for this subcomponent as prescribed in the regulation.

New York State has placed a moratorium on State Test Scores in Common Core ELA and Math until 2019. Teachers using State-provided growth scores will receive a Transitional Rating until 2019. If New York State ends the moratorium before 2019, MAT and administrators must return to the bargaining table to renegotiate APPR.

Optional Student Performance Measures (20%)

Lists of courses, subjects, and grade levels are subject to change based on updates from NYSED. The District will refer to the most recent NYSED APPR guidance documents for clarification, as needed. New York’s Education Law §3012-d requires all teachers in the district to use the same Optional Student Performance measure.

All teachers:

- NWEA math and reading assessments
- Administered two to three times per year (fall, winter, spring)
- NWEA will provide a VARC score for these teachers
- Teachers will receive the reported overall VARC score

Required and Optional Student Performance Category Chart

Teachers Not Affected by 3012-d	APPR
<i>Guidance counselor, school psychologist, embedded staff developers, speech therapist, teaching assistant</i>	Narrative observation reports
<i>MAT members who are less than .4</i>	Narrative observation reports

Teachers	60 Points	20 points- Growth Score on State Assessments	20 Points – on a locally selected assessment of growth or achievement
Grades K-5 Classroom, Grade 6 Reading, Grade 6-8 ELA, Grade 6-8 Social Studies, Art, PE, Library/Media, Music, Foreign Language, Special Ed/AIS, K-8 Reading Teacher	Danielson 2011 Rubric	School-wide State-provided growth score on ELA and math assessments- SED will provide points based upon growth	School-wide growth score based on a state-designed supplemental assessment, calculated using a state-provided or approved growth model: Measures of Academic Progress (MAP) for grades K-2 and 2-10
Grades 6-8 Math	Danielson 2011 Rubric	District or BOCES-wide State-provided growth score on ELA and math assessments and Common Core Algebra Regents- SED will provide points based upon growth	School-wide growth score based on a state-designed supplemental assessment, calculated using a state-provided or approved growth model: Measures of Academic Progress (MAP) for grades K-2 and 2-10
Grade 6-8 Science	Danielson 2011 Rubric	NYS 8 th Grade Science Assessment and Earth Science Regents Exam. District developed grade 6 or 7 SLO’s, depending on class size, to require the remainder of the 20 points. Student growth on assessments.	School-wide growth score based on a state-designed supplemental assessment, calculated using a state-provided or approved growth model: Measures of Academic Progress (MAP) for grades K-2 and 2-10
Grade K-8 ENL	Danielson 2011 Rubric	One SLO based upon setting differentiated growth targets for ENL students for Spring NYSESLAT.	School-wide growth score based on a state-designed supplemental assessment, calculated using a state-provided or approved growth model: Measures of Academic Progress (MAP) for grades K-2 and 2-10

Security

Teachers and administrators are required to adhere to the Commissioners Regulations, ensuring assessments, for the purpose of APPR, are administered free of undue influence from teachers/principals, including bias.

HEDI Scale for State and Local SLOs

20 point chart

(Percentages in chart identify the % of students demonstrating proficiency on the locally-selected assessment)

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

HEDI Scoring Ranges

	Overall Student Performance Category Score and Rating	
	Minimum	Maximum
H	18	20
E	15	17
D	13	14
I	0	12

	Overall Student Observation Category Score and Rating	
	Minimum	Maximum
H	3.5	4.0
E	2.5	3.49
D	1.5	2.49
I	0	1.49

Scoring Matrix for the Overall Rating

		Teacher Observation			
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
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 can be rated no higher than Ineffective overall (see Education Law §3012-d (5) (a) and (7)).

Rubric Score Conversion to 60 points

1-4 Rubric Score Conversion to 60 Points

Total Average Rubric Score	Category	Conversion Score for Composite
Ineffective 0-49		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37

1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.382		47
1.392		48
1.400		49
Developing 50-56		
1.5		50
1.6		50.7 (round to 51)
1.7		51.4 (round to 51)
1.8		52.1 (round to 52)
1.9		52.8 (round to 53)
2		53.5 (round to 54)
2.1		54.2 (round to 54)
2.2		54.9 (round to 55)
2.3		55.6 (round to 56)
2.4		56.3 (round to 56)
Effective 57-58		
2.5		57
2.6		57.2 (round to 57)
2.7		57.4 (round to 57)
2.8		57.6 (round to 58)
2.9		57.8 (round to 58)
3		58
3.1		58.2 (round to 58)
3.2		58.4 (round to 58)
3.3		58.6 (round to 58)
3.4		58.8 (round to 58)
Highly Effective 59-60		
3.5		59
3.6		59.3 (round to 59)
3.7		59.5 (round to 60)
3.8		59.8 (round to 60)
3.9		60
4		60.25 (round to 60)

Scoring Example

Domain Scores	Average
Domain 1 Planning and Preparation	3.3
Domain 2 The Classroom Environment	3.1
Domain 3 Instruction	2.9
Domain 4 Professional Responsibilities	3.0
Subtotal	12.3
Subtotal Divided by the Number of Domains	$12.3/4=3.075$
Final Score	3.075 which rounds to 3.1
HEDI Rating	Effective
Sub-component Score (using the conversion chart)	58.2

PART VI: SUPPORT AND IMPROVEMENT

Process of Identification for Teacher Support

Throughout the annual professional performance review process, recommendations for improvement shall be shared with all professionals. However, if areas of ineffectiveness or areas for growth are observed throughout the year, these areas will be brought to the attention of the professional staff member with specific suggestions for improvement.

Teacher Improvement Plan

Pursuant to Education Law §3012-d, upon rating a professional staff member as “developing” or “ineffective” through the APPR process (composite score), the District must implement a teacher improvement plan (TIP) for that teacher.

For teachers deemed ineffective or developing through the APPR process, implementation of a TIP must begin no later than 10 school days from the opening of classes in the school year following the year in which the teacher’s performance was deemed ineffective or developing. The 10 day period may need to be waived in circumstances in which the teacher’s appeal of his or her rating is still being decided, possibly due to receiving late state test scores from SED.

A TIP can be instituted for other reasons and at other times as warranted. A tip can be instituted at any time as warranted for a probationary or part-time teacher. A TIP can be instituted for a tenured teacher for a deficit in the NYS Teaching Standards, a deficit in the negotiated Danielson Rubric, or a deficit on student outcomes provided that the deficit has been significant enough to be documented as a problem on at least two occasions in observations or in counseling memos.

To the extent possible, summer meetings to formulate required TIPs will be on a date set before the last day of classes in June.

A TIP will be developed by the teacher, at least one administrator, and at least one tenured member of the MAT of the teacher's choosing. Or, the MAT will provide a MAT officer to represent the teacher. The teacher can decline representation by the MAT.

A teacher who chooses to appeal the issuance or the implementation of a TIP must follow the negotiated appeals procedures as outlines in the Appeals Section of this document.

The form in Appendix F will be used for a TIP.

PART VII: APPEALS

Purpose

The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly-qualified and effective work force. The appeal procedures shall provide for the timely and expeditious resolution of the appeal. A professional staff member may not file multiple appeals regarding the same performance review or Teacher Improvement Plan (TIP). All grounds for appeal must be raised within one appeal. All requests and/or documentation shall be submitted to the superintendent in hard copy.

Right to Appeal

Tenured professional staff members who receive an APPR rating of "ineffective" or "developing" may appeal their APPR through the procedure herein. In accordance with Section §3012-d (5), an APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Education Law Section 3020-a proceeding, until the appeal process is concluded. Probationary and part-time teachers may write a rebuttal and attach it to the summative evaluation form.

Filing of Appeal

A professional staff member who has received a rating of Ineffective or Developing may file a written appeal of the APPR within ten (10) school days of the receipt of the final summative Evaluation Form which includes an overall composite score. Any appeal shall be filed with the Superintendent of Schools. The Superintendent shall then immediately notify the MAT president.

An appeal of an APPR must be based upon one or more of the following grounds:

- The substance of the APPR;
- The District's failure to adhere to the standards and methodologies required for the APPR that are set forth in *Education Law* §3012-d and applicable rules and regulations;
- The District's failure to comply with locally negotiated procedures; and
- The District's failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under *Education Law* §3012-d.

No appeals may challenge the selection of locally-developed local assessments.

Professional Staff Member's Obligation

The appeal must include a detailed written description of the specific areas of disagreement over his or her performance review or Teacher Improvement Plan. The professional staff member shall explain, in detail, why s/he believes the APPR should be modified. All supporting evidence must be attached.

Appeals Process

The District Appeals Panel will consist of one representative selected by the MAT and one administrator. For an appeal of an APPR, the administrator for a given teacher's appeal will be the administrator who was not responsible for the majority of the teacher's observations for that given year. For the appeal of a TIP, the administrator will be the administrator not directly responsible for writing and overseeing the TIP for the given teacher.

The Appeals Panel may uphold or modify the APPR rating or the TIP. The Appeals Panel will issue a written decision on the appeal within ten (10) business days of the Superintendent's receipt of the written appeal. The Appeals Panel will provide a copy of the decision to the teacher and the administrator who was responsible for the APPR or the TIP.

The decision of the Appeals Panel shall be final and binding and not subject to the grievance procedure or to review in other forums, except as otherwise authorized by law.

Exclusivity of Appeals Process

The APPR appeals process set forth herein shall be the sole method of appealing either an APPR or claimed violations of the substantive requirements of the APPR process. The MAT may pursue any procedural violations of the Collective Bargaining Agreement that are not covered by the APPR appeals process.

PART VIII: MISCELLANEOUS

Filing and Publication of APPR Plan

This APPR Plan shall be adopted by the Board of Education, filed in the office of the District, and shall be made available to the public on the District's website within ten days after its adoption.

Monitoring

The District agrees to collaborate with SED regarding any concerns and/or monitoring of the district regarding evaluation implementation.

5. How will you engage students in the learning in this lesson? What will you do? What will the students do?

6. How will you differentiate instruction based on achievement levels, student interests, learning styles, backgrounds, other?

7. How and when will you know whether students have learned the outcomes of the lesson?

8. What other resources and materials have you used or will you be using in this unit?

9. Anything else you would like me to be aware of?

Appendix B

Classroom Observation Record

Teacher **Grade/Subject** **Observer** **Date/Time**

Time	Teacher	Students	Notes/Questions

Appendix C
Post-conference Form for an Announced Observation

Teacher Name

Observation Date & Period

Grade/Subject

Bring the following materials to the post conference:

- This completed protocol
- “Gradebook” and other systems for recording student information, student progress, completion of assignments, etc

1. What is your assessment of how the lesson went? Comment on different aspects of your instruction.

2. Did the students learn what you intended them to learn? How do you know?

3. Did you depart from your plan? If so, how and why?

4. If you had a chance to teach the lesson again, what would you do differently?

5. Where will you go next with the class and why?

Appendix D

Post Conference Form for an Unannounced Observation

Teacher Name

Observation Date & Period

Grade/Subject

Bring the following materials to the post conference:

- This completed protocol
- Unit plan from Curriculum Connector or from Danielson or some other very clear unit plan
- Copy of assessment of this content or skill
- “Gradebook” and other systems for recording student information, student progress, completion of assignments, etc

1. What were the learning outcomes for this lesson? What did you intend for the students to learn as a result of this lesson?

2. How did you select these learning outcomes?

3. How did the learning in this lesson “fit” in the sequence of learning in the curriculum for this class?

4. Where will you go next with this class and why?

5. How did you differentiate instruction based on achievement levels, student interests, learning styles, backgrounds, other?

6. Did the students learn what you intended them to learn? How do you know?

7. What other resources and materials have you used or will you be using in this unit?

8. What is your assessment of how the lesson went? Comment on different aspects of your instruction.

9. If you had a chance to teach the lesson again, what would you do differently?

10. Anything else you would like me to be aware of?

Appendix E

Summative Evaluation Form

Teacher Name:

Administrator:

Year:

Column 1: 60 Points Danielson Rubric on Teaching Practice

	Obs #1	Obs #2	Obs #3	Obs #4
Domain 1 Average – Planning and Preparation				
Domain 2 Average – Classroom Environment				
Domain 3 Average - Instruction				
4a) Reflecting on Teaching				
4b) Maintaining Accurate Records				
4c) Communicating with Families				
4d) Participating in a Professional Community				
4e) Growing Professionally				
4f) Showing Professionalism				
Domain 4 Average – Professional Responsibilities				
Average of 4 Domains Each Observation				

Average of 4 Domains from 2 – 4 Observations

Column 1: 60 Points from NYSUT Conversion

H=3.5-4.0 (59-60) E=2.5-3.4 (57-58) D=1.5-2.4 (50-56) I=1.0-1.4 (0-49)

Column 2: 20 Points Growth Score on State Assessments or SLO's on Comparable Measures

H=18-20 E=9-17 D= 3-8 I=0-2

Column 3: 20 Points Locally Selected Measures of Growth or Achievement

H=18-20 E=9-17 D=3-8 I= 0-2

Overall Composite Rating: H, E, D, or I

Appendix F

Menands School District Teacher Improvement Plan

Teacher Name			Year
Areas in Need of Improvement	Tasks/Activities/Expectations to Support or Demonstrate Improvement	Person(s) Responsible (including the teacher)	Manner and Time Frame for Assessing Improvement

Presented to teacher on (date) _____ Teacher's Signature _____
 MAT Representative _____ Administrator's Signature _____

Determination _____

Final Assessment on (date) _____ Teacher's Signature _____
 MAT Representative _____ Administrator's Signature _____

Appendix G

SLO Calculation Worksheet

State 20 Point SLO's -Total # of students with pre and post tests for State SLO's	Local 20 Point SLO's -Total # of students with pre and post tests for Local SLO's
Grade level Number of students with pre and post Number of students that met target Percent that met target Points this SLO /20 This SLO percent of State SLO students Proportional points this SLO	Grade level Number of students with pre and post Number of students that met target Percent that met target Points this SLO /20 This SLO percent of Local SLO students Proportional points this SLO
Grade level Number of students with pre and post Number of students that met target Percent that met target Points this SLO /20 This SLO percent of State SLO students Proportional points this SLO	Grade level Number of students with pre and post Number of students that met target Percent that met target Points this SLO /20 This SLO percent of Local SLO students Proportional points this SLO
Grade level Number of students with pre and post Number of students that met target Percent that met target Points this SLO /20 This SLO percent of State SLO students Proportional points this SLO	Grade level Number of students with pre and post Number of students that met target Percent that met target Points this SLO /20 This SLO percent of Local SLO students Proportional points this SLO
Grade level Number of students with pre and post Number of students that met target Percent that met target Points this SLO /20 This SLO percent of State SLO students Proportional points this SLO	Grade level Number of students with pre and post Number of students that met target Percent that met target Points this SLO /20 This SLO percent of Local SLO students Proportional points this SLO
Total points State SLO's	Total points Local SLO's
/20	/20

Administrator _____ Teacher _____ Date _____