

HOLLEY CENTRAL SCHOOL DISTRICT



Annual Professional Performance Review

HTA Unit Member Guide

2019-2020

BOE approved August 2019

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Annual Professional Performance Review Plan (APPR)

Section 1: 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. It is intentionally linked with the district's Professional Learning Plan to ensure teacher-driven professional development and support.

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 purpose 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.

Rationale:

- Motivate continuous professional growth of educators
- Facilitate student learning by creating optimal learning experiences for all students
- Improve the educational program for our students
- Stimulate self-reflection and evaluation
- Fulfill the District's mission
- Comply with legal and contractual requirements
- Provide an accurate written record
- Fulfill the minimum New York State Teaching Standards which includes but is not limited to:
 1. *Knowledge of Students & Student Learning*
 2. *Knowledge of Content & Instructional Planning*
 3. *Instructional Practice*
 4. *Learning Environment*
 5. *Assessment for Student Learning*
 6. *Professional Responsibilities & Collaboration*
 7. *Professional Growth*

Section 2: Plan Requirements

Under Education Law §3012-d, each teacher must receive an APPR resulting in a single composite effectiveness score and a rating of “highly effective,” “effective,” “developing,” or “ineffective.” The composite score will be determined as follows:

- 50 percent student growth on state assessments or a comparable measure of student growth;
- 50 percent based on multiple measures of effective teaching practice aligned with the state’s teaching standards. The measures are to be established locally through collective bargaining.

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.

The Holley Central School District 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 Holley Central School District shall submit the APPR to the commissioner upon resolution of all its terms, consistent with Article Fourteen of the civil service law. It is understood by both parties that the district cannot unilaterally impose APPR under any conditions and any changes to the APPR must be collectively bargained.

The Holley Central School District and the Holley Teachers Association (HTA) will maintain an APPR Negotiating Committee and a joint Annual Assessment Review Committee. The make-up of the Committees will be determined in agreement between the Association and the District with equal representation by both teams. The APPR Negotiating 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. Either party may request that the joint committee review specific aspects of the APPR. It is understood and agreed that the APPR will be reviewed by the committee annually. 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.

Section 3: Collection and Reporting of Teacher and Student Data

The Holley Central School District and the HTA shall use the following verification procedure to ensure that all teachers 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. The District shall designate a Data Coordinator who shall **not** be a unit member and who shall be in charge of this process. The Data Coordinator shall be in charge of collecting required data, overseeing changes in and maintenance of the local data management systems, and ensuring the accuracy of the data.

Teacher of Record Determination Procedure

Notification – After the District identifies the teacher of record for each student for each subject, the teacher shall be notified in writing the names of the students so designated on or before September 15 of the school year. The Teacher of Record shall be notified of any subsequent addition(s) or deletion(s) from this list no more than five (5) school days after said determination(s) are made.

Modification – The District identified teacher of record shall have the right to challenge in writing the name of any student for which he/she is designated the teacher of record within five (5) school days of receiving the aforementioned written notice. Said challenge shall contain an explanation of why the determination is being contested (e.g.: the list is incorrect and/or inconsistent with the standards established by the Commissioner's regulations for making teacher-of-record determinations). Submission of written challenge shall be submitted to the Data Coordinator. The Data Coordinator's response to this challenge and any modification shall be conveyed in writing no more than five (5) school days after the challenge is first received. The teacher of record may challenge the Data Coordinator's response by submitting a written challenge to the APPR Committee no more than five (5) school days after the response is received. The APPR Committee shall make a final decision based on the information provided by the teacher of record in his/her challenge.

Verification – Prior to information being sent to the State concerning students and scores on state assessments, the teacher of record shall have the opportunity to verify the data contained therein. Any discrepancies must be brought to the Data Coordinator's attention in writing within forty-eight (48) hours of receipt of the information from the District by the Teacher of Record.

New and Withdrawn Students: Upon the withdrawal of a student from the Holley Central School District, all District identified and verified teachers of record for the student will be notified in writing by the Data Coordinator within forty-eight (48) hours of withdrawal. These students will be removed from designated lists of all teachers of records immediately. Respectively, upon a new student admission to the Holley Central School District, the Data Coordinator will identify all teachers of record for the new student will be identified within forty-eight (48) hours of admission. Notification will be made in writing to the identified teachers of record.

State Assessment Dates – All District identified teachers of record whose students take a SED required state assessment will be provided the opportunity for an attendance review prior to exam; including confirmation that changes were made and a post-exam roster confirmation.

Reporting Individual Subcomponent Scores

The Data Coordinator shall be responsible for reporting to the SED the individual subcomponent scores and the total composite effectiveness score for each covered classroom teacher in the Holley Central School District. This shall be done in a format and timeline prescribed by the Commissioner. All classroom teachers covered by this requirement will be afforded the opportunity to verify the final data attributed to them.)

Furthermore, the District will adhere strictly to the requirements for reporting sub-component and composite scores 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. An administrator shall not submit any written assessment, sub-component or composite rating of an individual teacher to any outside agency or person, without the prior written authorization of the Association.

Section 4: Internal Assessment Development and Assessment Security

The Data Coordinator shall be responsible for overseeing the assessment development, security and scoring processes utilized by the Holley Central School District.

Assessment Review and Development

The Annual Assessment Review Committee shall be responsible for overseeing the creation and review of all Assessments utilized by the District for Student Performance Scores. The Committee will operate within the parameters established by the District and the Association. The Committee will review comparability and rigor as defined by SED, current best practices, point conversion charts, and the actual metrics and formulas used to determine the State Student Growth Measure scores for those areas not mandated by SED. The Committee will also revisit whether specific assessments choices should be added, deleted, or amended. The Committee will then make any recommendations to the APPR Negotiation Committee, Superintendent, and the Association President. Final decisions regarding the Student Performance Measures will be determined in consultation with the Association.

Student Performance Scores will be determined by SED unless a back-up SLO is needed. Back up SLOs will be designed using the above defined process. Locally-developed and teacher-created assessments of student achievement provide opportunities for professional development and building local capacity i.e. the move to develop tests and such locally. The Holley Central School District will encourage the development of assessments by individual or teams of teachers.

The SLO score will be calculated using the weighted average (# of students taking the assessments).

Assessment Security

It is understood that any assessments or measures used for the purpose of teacher evaluation will not be disseminated in advance to students, teachers or principals. Scoring of assessments must be done by educators who do not have a vested interest in the assessments they score.

Section 5: Training for Evaluators and Staff

Only fully certified administrators may evaluate teachers. Administrators who hold an administrative certificate of internship and members of the Association may not evaluate teachers. Any fully certified administrator 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-d 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.

Copies of all administrator certification and/or training completion documents for administrators evaluating teachers will be made available to the HTA President upon request.

Each year 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 on a Superintendent's Conference Day prior to the implementation of the APPR process.

Training will be conducted by the District Mentor Program within fifteen (15) school days of the beginning of each subsequent school year for newly hired staff.

Section 6: Student Performance

State Student Growth Measures are intended to provide a standardized view of a teacher's instructional efforts and overall student growth between two points in time. The specific assessments and metrics used to determine the State Student Growth Measures for any particular school year will be determined by NYSED (e.g. classroom teachers of grades 4-8 ELA and math, Regents Exams) or by the Annual Assessment Review Committee for those areas in which there is no mandated assessment but a Student Learning Objective (SLO) is required by SED.

The Annual Assessment Review Committee will operate within the parameters established by the District and the Association. The Committee will review comparability and rigor as defined by SED, current best practices, point conversion charts, and the actual metrics & formulas used to determine the State Student Growth Measures score for those areas not mandated by SED. The Committee will also revisit whether specific assessment choices should be added, deleted or amended. The Committee will then make any recommendations to the APPR Committee, Superintendent, and the Association President. Final decisions regarding the State Student Growth Measures will be determined by the District in consultation with the Association.

The District and the Association agree that SLOs require an understanding of local needs and objectives. SLOs will be developed collaboratively between principals and individual teachers or groups of teachers using the state approved SLO template and implemented by October 20th of each school year. Teachers who are required to have an SLO will use the information from School Tool (based on their completed BEDS forms) & verified rosters in consultation with their principal to determine the student population majority (50%+) and number of SLOs necessary.

The State Student Growth Measures score for those teachers with an SLO shall be determined using the attached conversion chart.

It is anticipated that SED will score and report the state-provided growth measure no later than September 1st, following the year the teacher is evaluated. The District and the Association agree that teachers shall not be penalized in any way because of such data not being received in a timely manner.

Section 7: Teacher Observation

Rationale

The Superintendent and the Association agree that a properly administered unit member appraisal program is desirable and that such program shall be a constructive attempt to aid unit members to develop toward their full potential. It shall be the District's responsibility to provide resources and services as appropriate in an effort to help unit members develop towards that potential as they work to meet the goals of the District. It shall be the unit member's responsibility to implement District curriculum and keep their skills current.

Professional Conversations

Unit member appraisals will be based on Professional Conversations. Professional Conversations shall be defined as ongoing conversations between a unit member and his/her trained teacher evaluator (TTE) that focus on professional practice, evidence collection, rubric scoring, necessary modifications, and professional development and other appropriate items. This Article shall apply to all unit members as set forth below. A trained teacher evaluator shall be defined as an administrator who has been certified through an SED approved teacher evaluation training program.

Framework

- a. Unit members' yearly evaluations will consist of a minimum of two observations – one announced and one unannounced consistent with the Commissioner's regulations. All observations will be a minimum of 20 minutes in length.
- b. One observation will be conducted by an Independent Teacher Evaluator (ITE) (worth 20% of overall observation rating).
- c. One observation will be conducted by the HTA member's supervising administrator (worth 80% of the overall observation rating).
- d. In addition to the observations there will be a minimum of three (3) meetings between unit members and administrators each school year as set forth in Section 4 below. Additional meetings may be scheduled as needed or desired by the unit member or administrator.
- e. Unit members will be evaluated utilizing the agreed upon NYSUT 2014 rubric. A copy is attached in Appendix L.
- f. Scores will be calculated by assigning a rating to the elements found in each Standard in the rubric. The ratings assigned will be Highly Effective, Effective, Developing, or Ineffective. A corresponding number shall be assigned to each rating (4 for Highly Effective, 3 for Effective, 2 for Developing, and 1 for Ineffective.) Scores will then be calculated by averaging the total of all scores (each element may have more than one score.) Each score shall have equal weight in calculating the average.
- g. The final score, 1-4 will be used in determining overall rating of performance based on the SED approved teacher observation / student performance matrix. The matrix can be found in Appendix B.
- h. Evaluation ratings will be recorded in My Learning Plan with ratings and evidence recorded periodically throughout the school year as a result of a professional conversation. My Learning Plan will keep evidence and ratings for annual goals, unannounced observations, announced observations and composite scores.

Meetings

Goal Setting Meeting/ Collegial Conversation: Each member or Grade Level / Department will meet with his/her administrator prior to the last school day in October to discuss the appraisal criteria, appraisal instruments, district expectations, School Improvement Plan, assessment practices, and expectations of both parties. The Unit Member and Administrator will review the Annual Goal form. The Unit Member will discuss their plans for working toward their goal. Goals can be set at department, grade level or Professional Learning Community (PLC) meetings. Teacher Improvement Plan (TIP) may also be discussed at this meeting.

Mid-year check/ Post-Observation Conference Meeting: Each unit member will meet with an administrator during the months of December, January, or February to discuss the progress of that unit member to this point in the school year. Unit member progress will be discussed. This meeting may also be used to discuss measures of remediation necessary to address concerns in the unit member's progress. If, at this time, the progress of the Unit Member is less than satisfactory and Individual Plan of Assistance(IPA) may be developed to provide additional assistance to improve the Unit Member's performance. The teacher and evaluator will discuss the areas of deficiency (s); the teacher will be provided the tools necessary to overcome the deficiency (s). Deficiency(s) may be noted in My Learning Plan, observation conference form, or discussed at the mid-year conference. Goals should be reviewed at department, grade level or PLC meetings. Goals can be reviewed with administrators at this meeting.

End of year summary meeting: Each unit member will meet with their administrator no later than 24 hours prior to the end of the teacher work year, for the purpose of completing the evaluation process. At this meeting the unit member and administrator will complete the rating of each of the NYSUT standards, using My Learning Plan, and discuss the performance of the unit member within this system. Within 15 days after this meeting the

administrator will provide the unit member with their Professional Practice score on the Annual Teacher Evaluation Composite Score Form electronically. Goals should be reviewed at department, grade level or PLC meetings. Goals can be reviewed with administrators at this meeting.

Observations

There will be at least one (1) announced observation and one (1) unannounced observation for all unit members completed by the end of May each year. Announced Observations will equal 80% of the teacher observation calculation. Unannounced observation ratings will account for 20% of teacher observation calculations. All announced observations will be averaged together to calculate 80% of the teacher observation score. Standards 1-5 will be worth 70% of the Announced Observation score and standards 6 and 7 will be worth 10% of the Announced Observation score. All unannounced observations will be averaged together to calculate 20% of the teacher observation score. A combined announced and unannounced score will be calculated for a total teacher observation score and rating, to be used as 50% of the composite rating. Observations are visits to the classroom made by a TTE to obtain information about the instructional program and teacher performance in the classroom as they relate to District goals using the Formal Teacher Observation Form in Appendix E. This information will be utilized to assist the teacher in the improvement of instruction and student achievement.

Announced Observation

Scheduling of the announced observation will occur cooperatively between the administrator and unit member. Announced observations will last for a minimum of 20 minutes. For each announced observation there will be a pre-observation meeting and a post-observation meeting. At least 1 announced observations will be conducted by the teacher's principal or assistant principal.

Pre-observation meeting

The pre-observation meeting will take place no more than two (2) weeks prior to the scheduled observation. **The teacher must complete the Pre-Observation Form (Appendix D) in My Learning Plan prior to the Pre-Observation meeting.** The purpose of this meeting will be to discuss the teacher appraisal criteria, District goals and expectations, and appraisal instruments. In this meeting the unit member and administrator will review relevant measurable criteria that may not be seen in the lesson, but are critical parts of the process. The evidence collected from the Pre-Observation Form and Meeting can be used in the overall data collection and rating of the observation.

Classroom Observation

If the TTE is unable to meet the scheduled observation time and date or is unable to stay for the entire scheduled time period, due to an emergency, that observation (and post-observation meeting) will be rescheduled at a date and time agreeable to both parties

Post-observation meeting

The post-observation meeting will take place no more than ten (10) school days following the lesson that was observed.

The purpose of this meeting will be to discuss the criteria and evidence that were observed in the lesson. **The teacher must complete the Post-Observation Reflection Form (Appendix F) in My Learning Plan (MLP) prior to this meeting.** The TTE will discuss and review the ratings and evidence that are relevant to that particular observation. Following the post-observation meeting, the administrator will submit the completed form in MLP and the teacher/TA will acknowledge the completed form in MLP.

Additional Announced Observations

If the TTE or unit member is not satisfied with the ratings assigned of the progress of the unit member either party may request one (1) additional announced observation. The additional announced observation will follow the same prescriptive pattern as the original announced observation. The purpose of the additional observation will be to address the areas of concern raised in the earlier post-observation meeting. The ratings recorded along with the ratings from the previous observation(s) will be combined for a new performance average in My Learning Plan. Additional announced observations can be conducted by any TTE.

Unannounced Observations

During the school year administrators will complete at least one (1) unannounced observation of all unit members. Unannounced observations will be conducted by an Independent Teacher Evaluator (ITE). The ITE can be any TTE other than the assigned principal or assistant principal. Unannounced observation evidence and ratings will be recorded in My Learning Plan. The unannounced observation process does not include a pre-observation or post-observation meeting or form. Although the administrator may conduct as many unannounced observations as they deem necessary, the number and frequency shall be such that it does not disrupt the flow of the affected unit member's classroom.

After the unannounced observation the administrator will submit the completed observation form in MLP and the teacher/TA will acknowledge the completed form in MLP.

Observable Evidence and Artifact Collection

All evidence and artifacts should be recorded in My Learning Plan. Although there is no limit to the types of events, activities, projects, etc. that a member may choose to share, it is important to remember that the members rating will be based on the agreed upon criteria. All evidence must be "observable". The teacher, and administrator, will provide evidence throughout the year to support the unit member's progress.

Section 9: Teacher Improvement Plan (TIP) Process

The NYS Commissioner's Regulation (30-2.10) requires that any teacher with an annual professional performance review rated as Developing or Ineffective shall receive a Teacher Improvement Plan. A TIP shall be developed in consultation with the teacher and union representation shall be afforded at the teacher's request. A TIP is not a disciplinary action. At the end of a mutually agreed upon timeline, the teacher, TTE and mentor (if one has been assigned), and a union representative (if requested by the teacher) shall meet to assess the effectiveness 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.

The TIP is used exclusively for those teachers whose **annual teacher evaluation composite score** is rated "developing" or "ineffective". The final evaluation must be based on at least one announced and one unannounced observation completed by the TTE during the current school year. The final evaluation includes evidence from all seven standards and encompasses the evaluation of the Other Structured Review (e.g. Professional Portfolio, etc.).

A TIP is completed collegially between the teacher whose rating is "developing" or "ineffective" and, TTE preferably the principal. They set professional goals to ensure growth toward improved student outcomes. Working towards this growth in an environment of professional respect is an expectation for all parties.

The TIP should be developed any time after the final evaluation has been completed, but no later than the tenth (10th) school day of the new school year. The TIP should be structured around each of the seven standards. TIP goals/activities should be structured so that no more than four-five at a time are addressed. The following should be included on the TIP:

- A timeframe for accomplishment
- Success measures
- Clear support from the administrator/designee
- Date of future meetings

All participants in the TIP meeting should be listed on the TIP. Periodic follow-up sessions should be conducted to assess the teacher's progress.

The process includes the following steps and procedures:

Intent

In those cases where the need for performance improvement has been identified through the regular teacher appraisal process, a TIP will be used as a part of an observation plan designed to address performance concerns. It is understood that the immediate supervisor has reviewed with the teacher the documentation or previous efforts made to assist in improving the teacher's performance. If the district is considering a 30200-a proceeding for a tenured teacher based on unsatisfactory classroom performance, the procedures this Article shall have been followed. Nothing herein shall prevent the district from filing disciplinary charges under a 3020-a for reasons other than classroom performance. Once 3020-a procedures have commenced the teacher may, within ten (10) calendar days, file a written election to proceed to Arbitration under this Agreement rather than the provisions of a 3020-a.

Procedure

The TTE will have a conference with the teacher to review the appropriate documentation of the teacher's pedagogical performance and previous efforts made by the teacher and TTE to improve the teacher's performance. At this conference, the teacher shall be entitled to have a designee from the Association present.

Based on discussion, a Teacher Improvement Plan will be formulated collaboratively by the teacher and the TTE with specific recommendations identifying the specific pedagogical deficiency required for acceptable performance, and a timetable and method for evaluating the teacher's performance. The District shall provide the resources and services as appropriate to implement the plan design.

With prior notification to the teacher, the assigned certified administrator shall observe the teacher at least twice during the period of the plan. One observation shall be conducted early in the plan period and one observation shall be conducted near the conclusion of the period. There shall be sufficient time between each observation to allow the teacher reasonable opportunity to address the identified specific pedagogical deficiency.

If, after additional observations, the instructional performance of the teacher continues to be from the Association to review the teacher's progress. This meeting shall be scheduled prior to any action taken by the Superintendent.

No provision of this process shall limit the rights of an individual under applicable state and federal laws, or other provisions of this contract, nor limit the powers of the Superintendent or the Board of Education.

Section 10: Appeal Process

ELIGIBILITY FOR APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY

Appeals of an annual professional performance review (APPR) shall be limited only to those where the teacher has received an overall rating of “Ineffective” or “Developing” based on his/her single composite effectiveness score. Tenured unit members may submit written rebuttals of determinations of “Effective” and “Highly Effective” if desired, but may not appeal such ratings at this time.

Subject to Appeal

In an appeal, the teacher or principal may only challenge:

1. the substance of the annual professional performance review;
2. the adherence to the Commissioner’s regulations, as applicable to such reviews;
3. compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans;
4. if a timeframe is missed, the process of the APPR can be grieved;
5. the instance of an anomaly

Prohibition against more than one appeal

A teacher may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

Burden of Proof

The teacher filing the appeal has the burden of demonstrating a right to the relief requested and the burden of establishing the facts upon which relief is sought.

Appeals Committee

Appeals will be handled by a four (4) member Appeals Committee. The District will select two (2) APPR trained teachers evaluators (TTE) and the President will select two (2) APPR trained teachers. In the event that the District or the Association is unable to provide two (2) properly trained members to the committee, the Association and the District will meet and agree upon an alternate configuration.

Time Frame for Appeal

Appeals of an annual professional performance review must be submitted in writing to the Superintendent no later than five (5) school days after receipt by the teacher of the composite score. Upon receipt of the appeal, the Superintendent, or designee, shall notify the President of the Association. Within three (3) school days, the superintendent, or designee, in consultation with the HTA Committee members, shall determine a date to review the appeal.

When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. The District's failure to adhere to the timeframes shall result in the appeal being sustained.

Timeframe for District Response

Within ten (10) school days of receipt of an appeal, the TTE who issued the performance review must submit a detailed written response to the appeal to the Committee. The response must include any and all additional documents or written materials specific to the points(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal.

The committee shall provide the unit member and TTE with the opportunity to meet with the committee within fifteen (15) school days of the date the teacher's request was received (or such convenient time as determined by the Committee).

Any such information that is not submitted in the meeting or in the written responses shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the school district files its response.

Decision

A written decision shall be rendered by the Committee on the merits of the appeal no later than 30 school days from the date upon which the teacher filed his or her appeal. The appeal shall be based on the written record, comprised of the teacher's appeal papers and any documentary evidence which accompanied the appeal, as well as the school district's response to the appeal and additional documentary evidence (written, tangible or otherwise) submitted with such papers.

Such decision shall be final and binding on the parties, and shall not be subject to any further appeal through any other process including grievance or arbitration procedures contained within the parties' collective bargaining agreement, adjudication before an administrative body or individual (including but not limited to the Commissioner of Education) or court action.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If an appeal is sustained in whole or in part, the decision maker may set aside a rating and direct that a new evaluation (or portion thereof) be conducted within 15 school days or award such other relief as he/she deems appropriate under the circumstances.

In the case of a 2-2 split, while the appeal is denied, the rationale for both views will be stated in writing. A copy of the decision shall be provided to the teacher and the evaluator. The teacher may rebut the new review in writing, but may not appeal the substance of the review.

APPENDIX A – HCSD PROPOSED APPR TIMELINE

TIMELINE	ACTIVITY	WHO	DATE COMPLETED
SEPT - OCT	Goal Setting	Teacher/TA & TTE	
SEPT- FEB	Observation (at least one)	Teacher/TA & TTE / ITE	
DEC – FEB	Observations Mid-year Check	Teacher/TA & TTE / ITE	
MARCH - MAY	Additional observations (at least second)	Teacher/TA & TTE / ITE	
MAY	Observations completed	Teacher/TA & TTE	
MAY - JUNE	End of Year Conference	Teacher/TA & TTE	
JUNE	Final Composite Score Rating Completed and Delivered	Teacher/TA & TTE	
SEPTEMBER	Final Composite with State Growth Score or Transition Score included	Teacher/TA & TTE	

All Activities will be recorded in My Learning Plan.

APPENDIX B – HCSD TEACHER IMPROVEMENT PLAN (TIP)

DATE FINAL EVALUATION CONDUCTED: _____

STATUS 1st Year Probationer 2nd Year Probationer 3rd Year Probationer
 4th Year Probationer Tenured

The NYS Commissioner’s Regulation (30-2.10) requires that any teacher with an annual professional performance review rated as Developing or Ineffective shall receive a Teacher Improvement Plan. A TIP shall be developed in consultation with the teacher and union representation shall be afforded at the teacher’s request. A TIP is not a disciplinary action. At the end of a mutually agreed upon timeline, the teacher, administrator and mentor (if one has been assigned), and a union representative (if requested by the teacher) shall meet to assess the effectiveness 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.

Teacher: _____ Tenure Area: _____
 Observation Date: _____
 Observer: _____ Position: _____

Participants:

Place a check mark in the box next to any standard listed below that is rated as Developing or Ineffective.

<input type="checkbox"/>	Knowledge of Students and Student Learning
<input type="checkbox"/>	Knowledge of Content and Instructional Planning
<input type="checkbox"/>	Instructional Practice
<input type="checkbox"/>	Learning Environment

<input type="checkbox"/>	Assessment for Student Learning
<input type="checkbox"/>	Professional Responsibilities and Collaboration
<input type="checkbox"/>	Professional Growth
<input type="checkbox"/>	

In the space below, describe the following: List goals to address the standards assessed as Developing or Ineffective; list differentiated activities to support the teacher’s improvement in the areas listed above; describe the manner in which the improvement will be assessed and provide a timeline for achieving improvement.

Goals to address area(s) checked off above.	Activities to support improvement	How will the improvement be assessed?	Expected Date of Completion

Signed _____
Teacher

Signed _____
TTE

Date _____

Date _____

All TIP forms will be completed and recorded in My Learning Plan.

APPENDIX C – HCSD TEACHER/TA OBSERVATION CONVERSION CHART

Fifty percent of the composite effectiveness score is based on teacher observation consistent with the standards prescribed by the Commissioner in Regulation. The District will use the 2014 NYSUT rubric to determine the Teacher Observation rating. Each teacher will receive a Final Composite Score rating in June of each school year. This score will be calculated from formal and unannounced observations, one of which will be conducted by the supervisor/principal (TTE) (80%) and one conducted by an ITE (20%). The overall Teacher Observation score and rating will be based on the combined scores of the total observations.

Formula for **Overall Teacher Observation = (Principal rating x 0.8) + (ITE rating x 0.2)**

Level	Overall Rubric Average Score	Composite Score
Highly Effective	3.5 – 4.0	H
Effective	2.5 – 3.49	E
Developing	1.5 – 2.49	D
Ineffective	0 – 1.49	I

APPENDIX D – HCSD PRE-OBSERVATION PLANNING FORM

To be used for reference or guide during the pre-observation conference as well as evidence of planning and content knowledge. This form will be completed in My Learning Plan prior to the pre-observation meeting.

Teacher _____

Date _____

Grade Level(s) _____

Subject _____

1. PLANNING AND PREPARATION:

What is the objective for this lesson?

What standards are you teaching and assessing?

2. INSTRUCTIONAL PROCEDURES:

- a) Learning Target(s)
- b) Instructional Steps
- c) Assessment/ Checking for understanding (diagnostic, formative, summative)
- d) Closure

3. OTHER PLANNING CONSIDERATIONS:

(NYSUT 2014 Professional Practice Rubric Standard 1 and 4)

- a) Briefly describe the students in the class, including those with special needs.
- b) What difficulties do students typically experience in this skill area and how do you plan to address these areas of difficulty?
- c) In what ways are you utilizing student performance data before, during, or after the lesson?
- d) Is there anything specific you would like feedback about?

APPENDIX E – HCSD FORMAL OBSERVATION FORM

This form is to be used in conjunction with the evaluation rubric. The notes on the observation form in My Learning Plan will be used as evidence to support the ratings in the evaluation and to record the ratings in each area of the rubric. Ratings for Announced Observations are worth 70% of teacher observation rating scores to be used in composite scores.

STATUS

- 1st Year Probationer
- 2nd Year Probationer
- 3rd Year Probationer
- 4th Year Probationer
- Tenured

OBSERVATION TIMELINE

Pre-Obs Conference:
 Observation:
 Post-Obs Conference:

Teacher:

Observer:

Position:

Tenure Area:

Observation Notes:

Commendations:

Recommendations:

Level	Overall Rubric Average Score	Observation Rating
Highly Effective	3.5 – 4.0	H
Effective	2.5 – 3.49	E
Developing	1.5 – 2.49	D
Ineffective	0 – 1.49	I

Does this observation raise concerns? Yes No

Signature of Observer:

Date:

Signature of Teacher*:

Date:

*This signature indicates that the unit member has reviewed this form. It does not necessarily denote agreement with all of the factors of the evaluation. The unit member has the right to submit a written response which will be attached to this observation.

Artifacts can be attached in MLP.

APPENDIX F – HCSD POST OBSERVATION LESSON REFLECTION FORM

Teacher:

Date:

Grade Level(s):

Subject:

To be used for reference or guide during the post-observation conference as well as evidence of reflective teaching. This form will be completed in My Learning Plan prior to the post-observation meeting.

1. (NYSUT 2014 Professional Practice Rubric Standards 2 and/or 5)
Reflect on your planning and student learning. Please refer to the rubric as you reflect on specific indicators.
 - Did the students learn what you intended them to learn?
 - What is the evidence of this?

2. (NYSUT 2014 Professional Practice Rubric Standard 3)
Reflect on the instruction. Please refer to the rubric as you reflect on specific indicators.
 - Directions, content, activities, grouping of students, use of materials and resources, etc?
 - Did you depart from your plan during the lesson? If so, how and why?

3. (NYSUT 2014 Professional Practice Rubric Standard 4)
Reflect on your classroom environment. Please refer to the rubric as you reflect on specific indicators.
 - Procedures, student conduct, and your use of physical space?
 - To what extent did the classroom environment contribute to student learning?
 - Any changes you would make if you were to teach this lesson again to the same group of students?

4. Other reflections:

Appendix G – HCSD UNANNOUNCED OBSERVATION FORM

This form is to be used in conjunction with the evaluation rubric. The notes on the observation form in My Learning Plan will be used as evidence to support the ratings in the evaluation and to record the ratings in each area of the rubric. Ratings for Unannounced Observations are worth 20% of teacher observation rating scores to be used in composite scores.

Teacher:

Position:

Observer:

Class information:

Notes:

Commendations:

Recommendations:

Does this observation raise concerns? Yes No

Level	Overall Rubric Average Score	Observation Rating
Highly Effective	3.5 – 4.0	H
Effective	2.5 – 3.49	E
Developing	1.5 – 2.49	D
Ineffective	0 – 1.49	I

Signature of Observer:

Date:

Signature of Teacher*:

Date:

*This signature indicates that the unit member has reviewed this form. It does not necessarily denote agreement with all of the factors of the evaluation. The unit member has the right to submit a written response which will be attached to this observation.

Artifacts can be attached in MLP.

APPENDIX H – HCS D ANNUAL GOAL

This form is to be used in conjunction with the evaluation rubric as evidence of goal setting and professional growth. Goals and supporting evidence and artifacts will be documented in My Learning Plan.

Teacher Name: _____

Goal:

Based on following NYSUT 2014 Rubric Standards:

1. *Knowledge of Students & Student Learning*
2. *Knowledge of Content & Instructional Planning*
3. *Instructional Practice*
4. *Learning Environment*
5. *Assessment for Student Learning*
6. *Professional Responsibilities & Collaboration*
7. *Professional Growth*

APPENDIX I – HCSD STUDENT PERFORMANCE SCORE CONVERSION

(SLO score conversion)

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%

APPENDIX J - HCSD ANNUAL COMPOSITE SCORE

Teacher Name:

School Year:

Position:

Student Performance Score (50%)	Teacher Observation Score (50%)	Overall Composite Score (100%)	Evaluation Rating (Based on Matrix)
			<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Ineffective

Student Performance	Teacher Observation			
		Highly Effective	Effective	Developing
Highly Effective	H	H	E	D
Effective	H	E	E	D
Developing	E	E	D	I
Ineffective	D	D	I	I

If **overall composite score** is Ineffective or Developing, a Teacher Improvement Plan (TIP) should be developed no later than 10 school days after the first day of school.

_____ Date
Signature of Evaluator

_____ Date
Signature of Teacher

A tenured teacher may only appeal a composite rating of “Ineffective” or “Developing.”

APPENDIX K – HCSD INDIVIDUAL PLAN OF ASSISTANCE (IPA)

DATE OF IPA START:

REVIEW:

DATE OF IPA END:

STATUS: 1st Year Probationer
 4th Year Probationer

2nd Year Probationer
 Tenured

3rd Year Probationer
 Other _____

If, at any time, the progress of the Unit Member is less than satisfactory an Individual Plan of Assistance (IPA) may be developed to provide additional assistance to improve the Unit Member's performance. The teacher and evaluator will discuss the areas of deficiency (s); the teacher will be provided the tools necessary to overcome the deficiency (s). Deficiency(s) may be noted in My Learning Plan, observation conference form, or discussed at the mid-year conference.

Teacher: _____

Tenure Area: _____

Observation Dates: _____

Observer: _____

Position: _____

Participants:

Place a check mark in the box next to any standard listed below that is rated as Developing or Ineffective.

<input type="checkbox"/>	Knowledge of Students and Student Learning
<input type="checkbox"/>	Knowledge of Content and Instructional Planning
<input type="checkbox"/>	Instructional Practice
<input type="checkbox"/>	Learning Environment

<input type="checkbox"/>	Assessment for Student Learning
<input type="checkbox"/>	Professional Responsibilities and Collaboration
<input type="checkbox"/>	Professional Growth
<input type="checkbox"/>	

In the space below, describe the following: List goals to address the standards assessed as Developing or Ineffective; list differentiated activities to support the teacher's improvement in the areas listed above; describe the manner in which the improvement will be assessed and provide a timeline for achieving improvement.

Goals to address area(s) checked off above.	Activities to support improvement	How will the improvement be assessed?	Expected Date of Completion

Signed _____
Teacher

Signed _____
TTE

Date _____

Date _____

APPENDIX L – HCSD END OF YEAR MEETING FORM

This form is to be used in conjunction with the evaluation rubric. The notes on the observation form in My Learning Plan will be used as evidence to support the ratings in the evaluation and to record the ratings in each area of the rubric. Ratings for End of Year meeting addressing NYSUT 2014 Rubric, standards 6 and 7 are worth 10% of teacher observation rating scores to be used in composite scores.

STATUS

- 1st Year Probationer
- 2nd Year Probationer
- 3rd Year Probationer
- 4th Year Probationer
- Tenured

MEETING TIMELINE

DATE:

Teacher:

Observer:

Position:

Tenure Area:

Observation Notes:

Commendations:

Recommendations:

Level	Overall Rubric Average Score	Observation Rating
Highly Effective	3.5 – 4.0	H
Effective	2.5 – 3.49	E
Developing	1.5 – 2.49	D
Ineffective	0 – 1.49	I

Does this observation raise concerns? Yes No

Signature of Observer:

Date:

Signature of Teacher*:

Date:

*This signature indicates that the unit member has reviewed this form. It does not necessarily denote agreement with all of the factors of the evaluation. The unit member has the right to submit a written response which will be attached to this observation.

Artifacts can be attached in MLP.

Review Committee 2019

Timothy Artessa - Administrator

Jim Di Sessa - Teacher

Tammy Menzie - Teacher

Melanie Montague – HTA President

Karri D. Schiavone – Administrator

Crystal Elliott – Teacher

Brendan Keiser – Director of Teaching and Learning

(Separate document)