

# ANNUAL PROFESSIONAL PERFORMANCE REVIEW

IN ACCORDANCE WITH  
NEW YORK STATE REGULATIONS 3012-d

North Collins Central School District  
2045 School Street  
North Collins, New York 14111  
[www.northcollins.com](http://www.northcollins.com)  
(716) 337-0101

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### ***Vision Statement***

Members of the North Collins Central School District will work together to help students achieve their maximum potential through the collaborative efforts of faculty, staff, parents and community within a safe environment. Through open communication, we can work as a team to help each student become a self-motivated life-long learner with a commitment towards citizenship and service.

### ***Mission Statement***

The North Collins Central School District is a safe and supportive learning environment that strives to maximize educational opportunities for all students, faculty, staff and community members. We nurture responsibility, creativity, energy and open-mindedness to empower successful contributors to a global society.

### ***Acknowledgments***

The development of the North Collins Central School District Annual Professional Performance Review (APPR) 3012-d has been a collaborative effort. The teachers, administration, and Board of Education of NCSD committed to developing and supporting quality instruction for all students.

**Annual Professional Performance Review**

Professional performance review is a process designed to improve and enhance the performance of teachers in a positive, objective manner that encourages creativity and professional growth. The process will emphasize a cooperative working relationship, effective communication, interaction and feedback that mutually benefit students, teachers and the district. The primary objective of teacher and principal evaluation is to provide educators the feedback they need to improve instruction and help every student attain college and career readiness.

Procedures outlined apply to: All teachers in NCTA Association and part-time teachers. Members of the NCTA **not** covered, such as: psychologists, school counselors, library/media specialist, teaching assistants, TOSAs, PreK teachers, speech pathologist and Literacy Coach. All non-instructional members will be evaluated using the non-instructional Danielson rubric.

	Observation Category = Highly Effective  Weighted Average Score of 3.5-4.0	Observation Category = Effective  Weighted Average Score of 2.5-3.49	Observation Category = Developing  Weighted Average Score of 1.5-2.49	Observation Category = Ineffective  Weighted Average Score of 0-1.49
Student Performance Category = Highly Effective  90-100% of students meet the target	Your rating is <b>Highly Effective</b>	Your rating is <b>Highly Effective</b>	Your rating is <b>Effective</b>	Your rating is <b>Developing</b>
Student Performance Category = Effective  75-89% of students meet the target	Your rating is <b>Highly Effective</b>	Your rating is <b>Effective</b>	Your rating is <b>Effective</b>	Your rating is <b>Developing</b>
Student Performance Category = Developing  60-74% of students meet the target	Your rating is <b>Effective</b>	Your rating is <b>Effective</b>	Your rating is <b>Developing</b>	Your rating is <b>Ineffective</b>
Student Performance Category = Ineffective  0-59% of students meet the target	Your rating is <b>Developing</b>	Your rating is <b>Developing</b>	Your rating is <b>Ineffective</b>	Your rating is <b>Ineffective</b>

**Evaluation Matrix**

The statute mandates the use of the “matrix” below to determine a teacher’s composite score based on the two categories of the evaluation (see §3012-d (5)(b)):

**Overall Student Performance Category HEDI Rating:**

	<b>Overall Student Performance Category Score and Rating</b>	
	<i>Minimum</i>	<i>Maximum</i>
<b>Highly Effective</b>	18	20
<b>Effective</b>	15	17
<b>Developing</b>	13	14
<b>Ineffective</b>	0	12

**Overall Observation Category HEDI Rating:**

The Building Principal’s observation score (announced) (0-4) and the Independent observer’s score (unannounced) (0-4) will be weighted (90%/10%). That final score (0-4) will be placed on the chart below to determine the *Observation Category* HEDI Rating.

	<b>Overall Observation Category Score and Rating</b>	
	Minimum	Maximum
Highly Effective	3.50	4.0
Effective	2.50	3.49
Developing	1.50	2.49
Ineffective	0	1.49

**FINAL RATING:**

Plot your Overall Student Performance Category Rating with your Observation Rating to determine your overall Rating for APPR.

<b>Student Performance Category</b>	<b>Observation</b>			
	<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
<b>Highly Effective</b>	H	H	E	D
<b>Effective</b>	H	E	E	D
<b>Developing</b>	E	E	D	I
<b>Ineffective</b>	D*	D*	I	I

### **Observation Category:**

The APPR plan for teachers is founded on the conceptual principles of Charlotte Danielson, published as *Enhancing Professional Practice: A Framework for Teaching* ©1996, 2011 by the Association for Supervision and Curriculum Development. The four "Domains of Professional Practice" are articulated with the eight criteria for evaluation as required in the Regulations of the Commissioner of Education and aligned with the NYS Standards for Teaching. The domains are tightly integrated with one another. They provide a straightforward, common vocabulary with which to conduct an ongoing professional conversation that fulfills the basic purpose of the APPR Plan.

The Framework for Teaching Rubric being used as the basis of the APPR was approved by New York State on July 19, 2011 and can be found at <http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/>.

### **\*See Attachment A**

-There will be two observations and each observation will be scored separately. (preference would be 1 "announced" scheduled prior to unannounced)

-No Administrator will evaluate teachers unless he/she has been trained in the use of the rubric

### **Teacher Observation Category:**

Pursuant to Section 3012-d, evaluations of classroom teachers are to be based on multiple measures, aligned with the New York State Teaching Standards. Teacher performance will be assessed based upon the Danielson Framework for Teaching Rubric approved by NYSED on July 19, 2011.

Any of the Teaching Standards not addressed in announced/unannounced classroom observations must be assessed through pre-observation, post-observation conferences and natural conversations.

Teacher observation shall be based on a combination of the following:

- Announced and unannounced observations
- Evidence that the teacher sets informed professional growth goals and strives for continuous professional growth as demonstrated through teacher self-reflections and teacher progress on professional growth
- All components of Domain 4 will be given a tentative score following the announced post observation conference. All NCTA members reserve the right to review the tentative score. The review must be scheduled at least ten (10) business days prior to the last day of school.
- Tentative scores become final scores ten (10) business days prior to the last day of school. In the event the tentative score decreases the NCTA member will be notified by the administrator. If the NCTA member disagrees with the

final score in Domain 4, he/she may request a meeting to discuss the changed score.

### **Supporting Documentation**

- New York State Teaching Standards/Domains that are part of the Danielson rubric but not observable during the classroom observation may be observed during any pre-observation conference or post-observation review or other natural conversations between the teacher and his/her evaluator and incorporated into the observation score.
- Teachers will be expected to provide any supporting documentation of this practice as part of the pre and post observation process.
- Teachers may choose to provide written narratives and/or physical artifacts to show evidence of teacher proficiency across the four (4) Danielson Domains. These artifacts can be shared through the pre-observation conference, post-observation conference, and/or other natural conversations between the teacher and his or her evaluator.
- Some examples of artifacts may include but are not limited to: Lesson plans, curriculum maps, pictures or videos of school related activities, sample assessment, grade books, web pages, Student Data, phone logs, emails, logs of student contact time, student work, etc.

### **Professional Performance Review**

The purpose of the observation process is to:

- Ensure that the Framework for Teaching are understood, accepted, and demonstrated
- Provide support in the implementation of the Framework for Teaching
- Provide accountability for decisions to continue employment

### **Probationary Teacher Track**

The probationary track is for teachers who have not obtained tenure within the North Collins Central School District. The method that will be followed for a probationary teacher is outlined below:

#### **YEAR(S) PRIOR TO TENURE:**

- Complete (2) *announced* classroom observations
- Administrator will provide a schedule of two observation windows
- Unless extenuating circumstances exist, observations should not be scheduled the day before the holiday recess, the mid-winter recess, the spring recess or after June Regents exams commence
- Participate in goal setting during first post-observation conference based on *\*Danielson domain sheet*
- Complete at least (1) *unannounced* observation
- Participate in the mentoring program (ongoing)

If necessary, request a *\*Summary Conference* (if requested by the primary Administrator or teacher) following the last observation but no later than June 1<sup>st</sup> to discuss the following:

- Mentoring activities
- Collaborative review of Domains 1-4 and HEDI score(s)

### **Tenured Teacher Track**

The tenure track is for teachers who have obtained tenure within the North Collins Central School District. The method that will be followed for a tenured teacher is outlined below:

- Complete (1) *announced* classroom observations
  - Unless extenuating circumstances exist, observations should not be scheduled the day before the holiday recess, the mid-winter recess, the spring recess or after June Regents exams commence
- Participate in goal setting during first post-observation conference
- Complete at least (1) *unannounced* observation
- Collect evidence related to Framework for Teaching

If necessary, request a *\*Summary Conference* (if requested by the primary Administrator or teacher) following the last observation but no later than June 1<sup>st</sup> to discuss the following:

- Collaborative review of Domains 1-4 and HEDI score(s)

## **PART TIME TEACHERS**

This track is for teachers who are employed within the North Collins Central School District in a part-time teaching position. The method that will be followed for a teacher who meets these criteria is outlined below:

- Complete (1) announced classroom observation
  - Administrator will provide a schedule for the observation window
  - Unless extenuating circumstances exist, observations should not be scheduled the day before the holiday recess, the mid-winter recess, the spring recess or after June Regents exams commence
- Participate in goal setting during first post-observation conference
- Complete at least (1) unannounced observation
- Collect evidence related to Framework for Teaching

If necessary, request a *\*Summary Conference* (if requested by the primary Administrator or teacher) following the last observation but no later than June 1<sup>st</sup> to discuss the following:

- Collaborative review of Domains 1-4 and HEDI score(s)

## **Non-Instructional Staff**

Non-Instructional Staff (i.e. psychologists, school counselors, library/media specialist, teaching assistants, TOSAs, PreK teachers, speech pathologists and literacy coach) will be evaluated using the non-instructional Danielson rubric. All non-instructional members will, in collaboration with their supervisory administrator, develop an evaluation plan based on their individual responsibilities, position and rubric.



## **Process for *Announced* Teacher Evaluation**

- Administrator and teacher will agree upon a date, time, and place for the observation, pre-observation meeting, and post-observation meeting
- Conduct a pre-observation conference prior to the observation:
  - The administrator will review the pre-observation form and lesson plan with the teacher
  - The teacher will be invited to describe the evidence that the observer might see
  - Observe the lesson, collect evidence aligned with Danielson (2011) rubric
  - Conduct a post-observation conference within 10 school days of the observation:
  - Share evidence with the teacher
  - Invite the teacher to supply additional evidence of artifacts from the lesson
  - Ask questions, clarify, and validate the evidence
  - Invite the teacher to review the rubric language, finding the best “fit” for the evidence collected
  - Choose the rubric language that best applies for each component evaluated in the report. The language will determine the rating for each component evaluated in the report
  - The administrator will review the post-observation form with the teacher
  - Generating the report:
    - Evaluator completes the written observation report
    - Indicate the rubric language and ratings for each component evaluated in the report
    - Include evidence for each domain that is rated
    - Identify areas of strength and/or areas for growth as discussed during the post-conference
- The administrator will provide the teacher with the written document within 10 school days of the post-observation meeting. The teacher and the administrator will make every effort to sign this document on the same date. Teachers have the opportunity to add a written response to be submitted within 5 days of receiving the final document.

### **Pre-Observation Conference (Domain 1-4)**

The pre-observation conference sets the stage for the classroom observation to be scheduled minimally 1-2 days prior to the observation. The teacher and assigned administrator engage in **structured dialogue** that describes the planned activity and pertinent aspects of the program or environment, highlights specific student abilities and needs, identify specific areas to be observed and document **Domain 1-4** and/or collected evidence. **\*See Attachment B**

### **Classroom Observation (Domains 2 & 3)**

The purpose of the classroom observation is to collect evidence of the Framework for Teaching. Unless extenuating circumstances exist, observations should not be scheduled the day before the holiday recess, the mid-winter recess, the spring recess or after June Regent's exam commence. **\*See Attachment C**

### **Post-Observation Conference (Domain 1-4)**

The post-observation conference is an opportunity for reflection and review of the evidence collected during the classroom observation (\*See **Supporting Documentation**). The teacher and assigned administrator engage in a **structured dialogue** within 10 school days that describes the outcome of the activity in terms of student learning, and identify strengths, areas in need of improvement and to **determine next steps** to continue observation/collection of evidence process. **\*See Attachment D**

## **Unannounced Observation(s)**

The purpose of the unannounced classroom observation is to collect evidence of the Framework for Teaching. The unannounced classroom observation is a short period of time but less than a complete class period. Unannounced observations may occur during a suggested period of time. **\*See Attachment E**

### **Process for *Unannounced* Teacher Observation**

- Administrator will notify the teacher that the unannounced observation will take place within the next 3 week period. (If, for unforeseen circumstances, the unannounced observation does not take place within the designated 3 week period-the administrator will communicate next steps with the teacher)
- Upon entering the classroom the administrator will signal the start of the *unannounced* observation to the teacher.
- The unannounced observation will not exceed 20 minutes. During this time the administrator will collect evidence aligned with the Danielson 2011 rubric, specifically components 2a, 2c, 2e, 3a, and 3c.
- Observing evaluator will provide the completed *Unannounced Observation Rubric* within 10 school days
- If necessary, the teacher or evaluator may request a post-observation conference within 10 school days of receiving the *Unannounced Observation Rubric*:
  - Share evidence with the teacher
  - Invite the teacher to supply additional evidence or artifacts from the lesson
  - Ask questions, clarify, and validate the evidence
  - Invite the teacher to review the rubric language, finding the best “fit” for the evidence collected
- Choose the rubric language that best applies for each component evaluated in the report. The language will determine the rating for each component evaluated in the report
- Teachers have the opportunity to add a written response to be submitted within 5 days of receiving the final document.

Component scores will be recorded on **APPR Composite Score Sheet**  
**\*See Attachment F**

**Evaluators**

The primary responsibility for evaluation of each employee rests with the immediate supervisor, who is normally that employee’s building principal. The district will ensure that all evaluators are properly trained and certified to complete the performance reviews of professional employees.

**Announced:** Supervising Administrator

**Unannounced:** District Administrator (not the employees’ building principal)

Evaluator training will be consistent with New York State regulations. The Superintendent will certify that evaluators have received the training required to complete the performance reviews as described in this document.

The final weighted average of these scores will be placed on the State scale to assign a designation of H, E, D, or I for the Observation category of the matrix.

<b>Weighted Average</b>	<b>HEDI Designation</b>
3.5-4.0	Highly Effective
2.5-3.49	Effective
1.5-2.49	Developing
0-1.49	Ineffective

## **Student Performance Category**

Teachers who are required by Student Learning Objective guidance/State regulations to be evaluated by a State test for their courses will write SLOs based on those tests. (NYSED SLO Rules apply  
<https://www.engageny.org/resource/student-learning-objectives>)

The tests specified in this category by the State are:

-4<sup>th</sup> grade science

-8<sup>th</sup> grade science

-All regents

The individual teacher's own unique schedule containing course/grade level assignments and enrollments, in accordance with APPR guidance and SLO rules, determines what is required for that particular teacher and how a score must be derived. Teachers required to have SLOs will develop them in consultation with their principals. They must be submitted by teachers by December 1<sup>st</sup>. All other teachers will be covered under a group metric. The group metric will be based on the percentage of students district-wide who attain a passing score of (65 or higher) on Regents exams and the 4<sup>th</sup> and 8<sup>th</sup> grade science state assessments. In accordance with NYSED requirements, the following chart will be used to determine the HEDI designation based on those SLOs.

<b>Percentage of Students Meeting SLO Target</b>	<b>HEDI Designation</b>
90-100%	Highly Effective
75-89%	Effective
60-74%	Developing
0-59%	Ineffective

**\*See Attachment G**

### ***Special Considerations***

In accordance with NYSED APPR Guidance, "To the extent practicable, any teacher who is the teacher of record will need to be evaluated pursuant to the requirements of Education Law 3012-d and the requirements of the district's approved APPR plan."

## **Teacher Improvement Plan**

The District shall provide timely and constructive feedback to classroom teachers on their APPR by providing each teacher with his or her scores on **Attachment F** within 30 business days of the District receiving the needed information.

Upon receiving a rating of “developing” or “ineffective” a teacher shall be provided with a TIP. The TIP shall be provided as soon as practicable, but in no case later than ten days after the date on which teachers are required to report prior to the opening of classes for the school year. The Parties understand and agree that the sole and exclusive purpose of the TIP is the improvement of teaching practice and that issuance of a TIP is not a disciplinary action. The TIP shall be developed in consultation with the teacher. Union representation shall be afforded at the teacher’s request. The Association President shall be informed within 1 school day, whenever a teacher is placed on a TIP and, with the agreement of the teacher, shall be provided with a copy of the TIP. (The copy shall be provided by the teacher.)

A TIP shall clearly specify: (i) the area(s) in need of improvement; (ii) the performance goals, expectations, benchmarks, standards and timelines the teacher must meet in order to achieve an effective rating; (iii) how improvement will be measured and monitored, and provide for periodic reviews of progress; and (iv) the appropriate differentiated professional development opportunities, materials, resources and supports the District will make available to assist the teacher including, where appropriate, the assignment of a mentor teacher.

The teacher, the building administrator, mentor (if one has been assigned) and an Association representative (if requested by the teacher) shall meet, according to the schedule identified in the TIP, to assess the effectiveness and appropriateness of the TIP, for the purpose of assisting the teacher to achieve the goals set forth in the TIP. A teacher who believes that the terms of a TIP are arbitrary, unreasonable, inappropriate or defective, or that the District has failed to meet its obligation to properly implement the terms of the TIP, may seek relief through an appeal to the Superintendent. The decision of the Superintendent on the merits of the TIP shall be final. Based on the outcome of the Superintendent’s decision, the TIP shall be modified accordingly.

All costs associated with the implementation of a TIP including, but not limited to, tuition, fees, books, and travel, shall be borne by the District in their entirety. Such professional development activities shall be scheduled within the regular workday and work year and be mutually agreed upon by the teacher and the district. Professional development required outside of the regular workday or work year must be agreed upon by the district and the teacher placed on a TIP plan. No punitive action will be taken in the event that the teacher placed on TIP cannot attend activities outside of the regular workday or work year. In the event that a teacher placed on a TIP has a mentor, in no way does the mentee’s evaluation affect the mentor’s APPR or stipend.

**\*See Attachment H**

## **APPR Appeals Process**

Any teacher who receives a final composite score in the *developing* or *ineffective* range shall have the right to appeal their professional performance rating. According to State regulations, a teacher may appeal their professional performance rating on the following grounds:

As per the agreed procedure: A Covered NCTA Member may challenge only the substance of an APPR, the District's adherence to the statutory standards and methodologies required for such review, the District's compliance with its own procedures and timelines for conducting the APPR and the Regulations of the Commissioner of Education and/or the issuance or implementation of a teacher improvement plan ("TIP"). Such challenge must be submitted in writing to the Administrator performing the review, together with any supporting documentation. The challenge must explain in detail the specific reason(s) why the matter identified is the subject of the challenge. A teacher may not file multiple appeals regarding the same APPR or TIP. 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. All supporting information must also be submitted at the time the appeal is filed. Any information not submitted at the time the appeal is filed shall not be considered. In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which he or she seeks relief.

The challenge must be submitted within fifteen calendar days of the receipt of the APPR and/or TIP which is the subject of the challenge, or other act complained of, or it is deemed waived. Calendar days shall exclude the periods of the winter, February and Spring recesses. The Administrator involved will schedule a meeting to discuss the challenge within 7 calendar days of the appeal being submitted. A Covered NCTA Member may select an Association representative to participate in the meeting. Within fifteen calendar days of the meeting, the Administrator who issued the APPR and/or TIP shall submit to the teacher a detailed written response to the Appeal. The response must include any additional documents or written materials specific to the point(s) of disagreement that support the response and are relevant to the resolution of the appeal. For any teacher who received a rating of "highly effective", or "effective" the Administrator's determination shall be final. If that teacher disagrees with the response, the teacher may submit a written statement outlining the basis for that disagreement to be included in his or her file along with the disputed Annual Professional Performance Review.

If a Covered NCTA Member received a rating of "ineffective" or "developing" and disagrees with the Administrator's response to the challenge, the teacher may submit the challenge, the Administrator's response, and a written statement explaining in detail the reason(s) for disagreement with the response to the Superintendent of Schools within seven calendar days of receipt of the Administrator's response. A meeting will be scheduled to discuss the appeal within 7 calendar days of the receipt of the challenge. The Covered NCTA Member may

select an Association representative to participate in the meeting. The Superintendent shall render a final and binding determination on the challenge within ten calendar days thereafter.

**\*See Attachment I**

Appeal to New York State Education Department- If a teacher receives an Ineffective on his/her State-provided growth score in the current year, was rated as Highly Effective on their Observation subcomponent in the current school year, and received either an Effective or Highly Effective rating on their State-provided growth score in the prior year, said teacher may appeal directly to the State Education Department. Such appeal must occur within 20 calendar days of receipt of his/her rating. After confirmation of the accuracy of the provided on the appeal to the State Education Department, they would compile the results of the teacher's back-up SLO. If the back-up SLO also results in an Ineffective rating, then the Ineffective rating remains. If the teacher's back-up SLO results in a Developing or higher rating, then the teacher will receive a Developing rating for his/her state provided growth score.





# ATTACHMENTS

## Attachment A

<p><b>Domain 1: Planning and Preparation</b></p> <p>1a. Demonstrating knowledge of content and pedagogy</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>knowledge of content and the structure of the discipline</i></li> <li><input type="checkbox"/> knowledge of prerequisite relationships</li> <li><input type="checkbox"/> <i>knowledge of content-related pedagogy</i></li> </ul> <p>1b. Demonstrating knowledge of students</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> knowledge of child and adolescent development</li> <li><input type="checkbox"/> knowledge of the learning process</li> <li><input type="checkbox"/> <i>knowledge of students' skills, knowledge and language proficiency</i></li> <li><input type="checkbox"/> knowledge of students' interests and cultural heritage</li> <li><input type="checkbox"/> knowledge of students' special needs</li> </ul> <p>1c. Setting instructional outcomes</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> value, sequence and alignment</li> <li><input type="checkbox"/> clarity</li> <li><input type="checkbox"/> balance</li> <li><input type="checkbox"/> <i>suitability for diverse learners</i></li> </ul> <p>1d. Demonstrating knowledge of resources</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> resources for classroom use</li> <li><input type="checkbox"/> resources to extend content knowledge and pedagogy</li> <li><input type="checkbox"/> resources for students</li> </ul> <p>1e. Designing coherent instruction</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> learning activities</li> <li><input type="checkbox"/> instructional materials and resources</li> <li><input type="checkbox"/> <i>instructional groups</i></li> <li><input type="checkbox"/> lesson and unit structure</li> </ul> <p>1f. Designing student assessments</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> congruence with instructional outcomes</li> <li><input type="checkbox"/> criteria and standards</li> <li><input type="checkbox"/> design of formative assessments</li> <li><input type="checkbox"/> use for planning</li> </ul>	<p><b>Domain 2: Classroom Environment</b></p> <p>2a. Creating an environment of respect and rapport</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> teacher interaction with students</li> <li><input type="checkbox"/> student interactions with one another</li> </ul> <p>2b. Establishing a culture for learning</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> importance of the content</li> <li><input type="checkbox"/> expectations for learning and achievement</li> <li><input type="checkbox"/> student pride in work</li> </ul> <p>2c. Managing classroom procedures</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> management of instructional groups</li> <li><input type="checkbox"/> management of transitions</li> <li><input type="checkbox"/> management of materials and supplies</li> <li><input type="checkbox"/> <i>performance of non-instructional duties</i></li> <li><input type="checkbox"/> supervision of volunteers and paraprofessionals</li> </ul> <p>2d. Managing student behavior</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> expectations</li> <li><input type="checkbox"/> <i>monitoring of student behavior</i></li> <li><input type="checkbox"/> responses to student misbehavior</li> </ul> <p>2e. Organizing physical space</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> safety and accessibility</li> <li><input type="checkbox"/> <i>arrangement of furniture and use of physical resources</i></li> </ul>
<p><b>Domain 4: Professional Responsibilities</b></p> <p>4a. Reflecting on Teaching</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> accuracy</li> <li><input type="checkbox"/> use in future teaching</li> </ul> <p>4b. Maintaining accurate records</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> student completion of assignments</li> <li><input type="checkbox"/> student progress in learning</li> <li><input type="checkbox"/> non-instructional records</li> </ul> <p>4c. Communicating with families</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> information about the instructional program</li> <li><input type="checkbox"/> information about individual students</li> <li><input type="checkbox"/> <i>engagement of families in the instructional program</i></li> </ul> <p>4d. Participating in a professional community</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> relationships with colleagues</li> <li><input type="checkbox"/> involvement in a culture of professional inquiry</li> <li><input type="checkbox"/> service to school</li> <li><input type="checkbox"/> participation in school and district projects</li> </ul> <p>4e. Growing and developing professionally</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> enhancement of content knowledge and pedagogical skill</li> <li><input type="checkbox"/> receptivity to feedback from colleagues</li> <li><input type="checkbox"/> service to profession</li> </ul> <p>4f. Demonstrating professionalism</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> integrity and ethical conduct</li> <li><input type="checkbox"/> service to students</li> <li><input type="checkbox"/> advocacy</li> <li><input type="checkbox"/> decision making</li> <li><input type="checkbox"/> <i>compliance with school and district regulations</i></li> </ul>	<p><b>Domain 3: Instruction</b></p> <p>3a. Communicating with students</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> expectations for learning</li> <li><input type="checkbox"/> directions and procedures</li> <li><input type="checkbox"/> explanations of content</li> <li><input type="checkbox"/> use of oral and written language</li> </ul> <p>3b. Using questioning and discussion techniques</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>quality of questions</i></li> <li><input type="checkbox"/> discussion techniques</li> <li><input type="checkbox"/> student participation</li> </ul> <p>3c. Engaging students in learning</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> activities and assignments</li> <li><input type="checkbox"/> grouping of students</li> <li><input type="checkbox"/> instructional materials and resources</li> <li><input type="checkbox"/> structure and pacing</li> </ul> <p>3d. Using assessment in instruction</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> assessment criteria</li> <li><input type="checkbox"/> monitoring of student learning</li> <li><input type="checkbox"/> feedback to students</li> <li><input type="checkbox"/> <i>student self-assessment and monitoring of progress</i></li> </ul> <p>3e. Demonstrating flexibility and responsiveness</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> lesson adjustment</li> <li><input type="checkbox"/> response to students</li> <li><input type="checkbox"/> persistence</li> </ul>



**Pre-Observation Conference Form**

**Classroom Teacher**

**Teacher** \_\_\_\_\_  
**Grade Level** \_\_\_\_\_

**Date** \_\_\_\_\_  
**Subject** \_\_\_\_\_

The purpose of this form is to review your instructional plan with your observer prior to the observation.

1. What Content Standard(s) will I notice in this lesson? (1a)
2. What are your learning outcomes for this lesson? (1c)
3. What do you want the students to understand? (1c)
4. How does this lesson relate to the Common Core in this content area? (1a)
5. How does this lesson fit into the sequence of learning for this class? (1a,e)
6. How will you engage the students in learning? (1d,e)
  - a. What will you do?
  - b. What will the students do?
  - c. Will the students work in groups, individually, or as a large group?
  - d. Provide any handouts or other materials the students will be using?
7. Describe how you will differentiate instruction to accommodate individuals or groups of students in the class? (1b,c)
8. During the lesson, how will you monitor student progress? (1f)
9. How and when will you know whether the student learned what you intend? (1f)
10. How do you communicate with families to help prepare for lessons, class preparations, and improve the educational experience? How do you include families in the educational process? (4c)
11. Is there anything else, either about your students or your classroom, which you would like an observer to know? (4d,f)

## Attachment C



**Post Observation Conference Form**

**Reflecting on the Lesson**

**Teacher** \_\_\_\_\_  
**Grade Level** \_\_\_\_\_

**Date** \_\_\_\_\_  
**Subject** \_\_\_\_\_

The purpose of this form is to allow you an opportunity to reflect on the observed lesson and be prepared to discuss the lesson with the observer. There are no “right” answers.

1. In general, how successful was the lesson? (4a)
2. Did the students learn what you intended them to learn? What is the evidence of this? (4a,b)
3. Comment on the classroom environment (procedures, student conduct, establishing culture for learning, creating environment of respect and rapport, use of physical space). To what extent did these contribute to student learning? (2a,b,c,d,e)
4. Did you depart from your plan during the lesson? If so, how and why? (4a)
5. Comment on the delivery of instruction (directions, activities, grouping of students, use of materials and resources). To what extent were they effective? (4a)
6. Describe any changes you would make if you were to teach this lesson again to the same group of students. (4e)
7. What are you doing or can you do to support your professional development? What organizations or professional learning communities do you participate in? What committees and projects have you supported this year? (4f)
8. What can the observer do to support your professional development? (4e)

## **Attachment E**

**Attachment F**

TEACHER End of Year SUMMARY REPORT of COMPOSITE SCORE

**Composite for Teachers Impacted by Transition (TOR for Grades 3-8 Math/ELA)**

Category	Advisory/Original (for reference, only, through SY 2018-19)	Transition (to be used for evaluation and tenure purposes)
Student Performance Category	0-20 SPG, converted to HEDI using negotiated scale  <i>Back-Up SLO's not required during transition years</i>	Alternate SLO must be developed using non-state assessment, converted to HEDI using negotiated scale  <i>NO SUBMISSION of SPG Score</i>
Observation Category	HEDI Score	HEDI Score

APPR statutes mandate the use the following matrix to determine a teacher’s composite score based on the two aforementioned categories of the evaluation (see 3012-d (5)(b)):

**COMPOSITE TEACHER RATINGS**

Advisory/Original: \_\_\_\_\_

Transition: \_\_\_\_\_

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

**Attachment F**

TEACHER End of Year SUMMARY REPORT of COMPOSITE SCORE

**Composite for Teachers NOT Impacted by Transition (All teachers except 3-8 Math/ELA TOR)**

<b>Category</b>	<b>Advisory/Original</b> (to be used for evaluation and tenure purposes)	<b>Transition</b>
Student Performance Category	District-wide Growth Measure  (All Regents Exams, Science Grades 4 & 8)  0-20 SLO Converted to HEDI using negotiated scale	No Transition Record Needed (teacher not impacted by transition regulations)
Observation Category	HEDI Score	

APPR statutes mandate the use the following matrix to determine a teacher’s composite score based on the two aforementioned categories of the evaluation (see 3012-d (5)(b)):

**COMPOSITE TEACHER RATING:** \_\_\_\_\_

		<b>Observation Category</b>			
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
<b>Student Performance Category</b>	Highly Effective (H)	<b>H</b>	<b>H</b>	<b>E</b>	<b>D</b>
	Effective (E)	<b>H</b>	<b>E</b>	<b>E</b>	<b>D</b>
	Developing (D)	<b>E</b>	<b>E</b>	<b>D</b>	<b>D</b>
	Ineffective (I)	<b>D</b>	<b>D</b>	<b>I</b>	<b>I</b>



**Attachment G**

**Student Performance Category**

**2016-2017**

Grade	Subject/Course	Subcomponent #1
K-6	All areas/Common Branch	Group Metric (defined as an SLO using the state-approved HEDI scale determined by overall percentage of passing marks on all written NYS Science 4 and Science 8 Intermediate Assessments and Regents assessments as listed: Common Core ELA, Algebra, Geometry, Algebra 2, Global History, U.S. History, Earth Science, Living Environment, Chemistry, and Physics)
K – 6	Special Areas, AIS, Special Education, and all other teachers not named	Group Metric
7 – 12	Special Areas, AIS, Special Education (unless TOR), and all other teachers not named	Group Metric
7	Science	Group Metric
8	Science	Gr. 8 NYS Science Assessment SLO using Historical Data
7 – 8	Social Studies, Math & ELA	Group Metric
9 – 12	Courses ending in a NYS Regents Assessment	Regents Assessment SLO using Historical Data and/or pre-assessment(s)
9 – 12	All courses not ending in a NYS Regents Exam, all other teachers not named	Group Metric

# Teacher Improvement Plan

Name of Teacher: \_\_\_\_\_

Participants in the formulation of this TIP:

_____	_____
_____	_____

Identify the area(s) of improvement identified in the annual evaluation:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

This plan will begin on: \_\_\_\_\_

The parties to this agreement will meet on the following dates to review and evaluate the plan and formulate modifications if necessary:

_____	_____
_____	_____
_____	_____

Any changes or modification to the plan must be in writing and will be appended to this document.

_____	_____
Teacher	Date

_____	_____
Administrator	Date

_____	_____
Union Representative	Date

**Area in Needing Improvement:** \_\_\_\_\_

Timeline for improvement:

Manner in which improvement will be assessed:

Differentiated Activities to Support Improvement:

Activity: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

Goal: \_\_\_\_\_

Other personnel involved: \_\_\_\_\_

Activity: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

Goal: \_\_\_\_\_

Other personnel involved: \_\_\_\_\_

Activity: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

Goal: \_\_\_\_\_

Other personnel involved: \_\_\_\_\_

*Complete this form for each area identified as needing improvement*

North Collins Central School District
APPR/TIP Appeal Documentation

Teacher \_\_\_\_\_ Date \_\_\_\_\_

Date APPR was received \_\_\_\_\_ Rating \_\_\_\_\_

Subject/Area \_\_\_\_\_ Tenured \_\_\_\_\_ Probationary \_\_\_\_\_

Basis for appeal: (check those that apply)

- The substance of the APPR
• The District's adherence to the standards and methodologies for the APPR
• The District's compliance with its procedures and timelines for conducting the APPR
• The District's issuance and/or implementation of the Teacher Improvement Plan (TIP)

Explain in detail the specific reason(s) for the matter that is the subject of the challenge:

(Attach the APPR/TIP and any supporting documentation/evidence for this claim)

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

Explain any mitigating circumstances relevant to this appeal:

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

TIMELINE FOR THE APPEAL PROCESS

(Each date in the timeline should be initialed by the teacher and administrator)

Receipt of the APPR (when the administrator hands the member the document) Date \_\_\_\_\_

Filing of the Appeal (within 15 days after the member receives the APPR) Date \_\_\_\_\_

Meeting to discuss the appeal scheduled by Administrator \_\_\_\_\_
(within 5 days of receipt of the appeal)

NCTA Representative to attend the meeting \_\_\_\_\_ Date \_\_\_\_\_

Written response to the appeal from the Administrator (within 15 days of the meeting) Date \_\_\_\_\_

DETERMINATION: \_\_\_\_\_ Date \_\_\_\_\_

**FINALITY**

- For a tenured teacher who received a rating of highly effective or effective, or a non-tenured teacher with a rating of highly effective, effective, or developing, the Administrator’s determination is final. If the teacher disagrees with the response, the teacher may submit a written statement outlining the basis for the disagreement to be included in his/her file along with the disputed APPR. Date \_\_\_\_\_
- If a tenured teacher receiving a rating of ineffective or developing, or a non-tenured teacher receiving a rating of ineffective disagrees with the Administrator’s response to the challenge, the teacher may submit the challenge, the Administrator’s response and a written statement explaining in detail the reason(s) for the disagreement with the response to the Superintendent of Schools within 7 school days of receipt of the Administrator’s response. Date \_\_\_\_\_

A meeting will be scheduled to discuss the appeal. Date \_\_\_\_\_  
NCTA Representative to attend the meeting \_\_\_\_\_

Superintendent’s final determination on the challenge to be issued within 10 school days after the meeting. Date \_\_\_\_\_

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date