

This document is a Memorandum of Agreement (MOA) between the Blind Brook -Rye Federation of Teachers (Federation)and the Blind Brook- Rye UFSD (District).

June 2016

Blind Brook-Rye School District

This Annual Professional Performance Review (APPR) Plan has been developed in a cooperative, collaborative effort between District Administration and representatives of the Blind Brook-Rye Federation of Teachers. To this end, this APPR Plan supports professional growth, and fosters a community of collegiality and collaboration.

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Blind Brook-Rye School District Annual Professional Performance Review Plan (APPR)

Introduction

Education Law §3012-d establishes a new requirement for a comprehensive performance evaluation system for classroom teachers and building principals, to commence with the 2016-2017 school year.

The Annual Professional Performance Review (APPR) supports the professional growth of our educators. The driving goal of the teacher evaluation system (APPR) 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 of best practices and aligned with New York State Learning Standards, as well as the Common Core State Standards. It assures a common language and common expectations among all teachers and evaluators.

A successful review system will provide timely feedback, an opportunity to acknowledge an educator's current level of professional practice, and provide the educator with an opportunity for continual professional growth. It is purposefully linked with the District's Professional Development Plan to ensure teacher-centered professional development and support.

The following principles guide the Blind Brook-Rye APPR process:

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

APPR Plan Requirements

Under Education Law §3012-d each teacher must receive an Annual Professional Performance Review (APPR) End-of-Year Evaluation resulting in a single rating determined by the matrix set forth by §3012-d, shown below. The overall End-of-Year Evaluation is determined by finding the rating for the Teacher Observation, as determined by the provisions of this Agreement, and the rating for the Student Performance portion as determined by the provisions of this Agreement, and indexing the respective column and row to meet at an overall Evaluation, located inside the matrix.

Matrix:

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

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

As required by the Commissioner's regulations, the District Board of Education (BOE) will formally adopt an APPR Evaluation plan by July 1st of each school year; however, the terms of the APPR Evaluation Plan shall continue to be in effect until such time as the Commissioner of Education approves a successor APPR Plan. The district shall submit the plan in a form prescribed by the Commissioner, to the State Education Department (SED) for approval. Should the plan be rejected, any deficiencies that are subject to negotiations shall be resolved through collective bargaining, and the plan re-submitted. If all the terms of the plan have not been finalized by July 1st of a school year as a result of pending collective bargaining, then the District Board of Education shall submit the APPR to the Commissioner upon resolution of all its terms, consistent with article fourteen of the civil service law.

This APPR Plan is incorporated into the collective bargaining agreement between the Blind Brook-Rye Federation of Teachers and the Blind Brook-Rye Union Free School District by reference (see under Article VII - Annual Professional Performance Review). The elements of the APPR Plan that require negotiation pursuant to Education Law §3012-d, Subpart 30-3 of the Rules of the Board of Regents, have been agreed to by the parties and any changes to those specific elements must be collectively bargained. It is expressly understood and agreed that the terms and conditions of the APPR Evaluation Plan that are non-negotiable pursuant to Education Law §3012-d, Subpart 30-3 of the Rules of the Board of Regents shall remain non-negotiable, notwithstanding attachment and/or incorporation into the Blind Brook Union Free School District, and nothing herein shall be construed to convert any such non-negotiable matter into a negotiable mandatory subject of bargaining. However, if in the future an item is deemed to be a mandatory subject of bargaining through Court or PERB decision, law, or regulation, the District and the Federation will negotiate those items at that time.

The District has formed a Negotiation Committee of the Annual Professional Performance Review (Committee). The Committee shall consist of Blind Brook - Rye Federation of Teachers (Federation) members appointed by the Federation and district administrators appointed by the Superintendent. Both parties understand and acknowledge the need for broad representation of different subjects and grade levels. This APPR Negotiation Committee is responsible for reviewing the policies and procedures related to the APPR Plan and making recommendations to the Superintendent, or his/her designee.

Any changes to the evaluation procedures of teachers recommended by the APPR Negotiation Committee, that are negotiable pursuant to Education Law §3012-d, Subpart 30-3 of the Rules of the Board of Regents, would only be effective upon mutual written agreement of the Federation and the District after approval of the BOE and, as required, upon approval of the Commissioner of Education. Any changes to the evaluation procedures of teachers recommended by the APPR Negotiation Committee that are not negotiable pursuant to Education Law §3012-d, Subpart 30-3

of the Rules of the Board of Regents , would become effective upon the approval of the BOE, and if required, upon the approval of the Commissioner of Education. Agreement by the Federation is not required for changes that are not negotiable pursuant to Education Law §3012-d, Subpart 30-3 of the Rules of the Board of Regents. However, if in the future an item is deemed to be a mandatory subject of bargaining through Court or PERB decision, law, or regulation, the District and the Federation will negotiate those items at that time.

Collection and Reporting of Teacher & Student Data

Because of the complexity and importance of Teacher-Student Data Linkages (TSDL) information, regulations require that teachers be involved in data verification efforts. The District shall collaboratively develop a verification procedure to ensure that all teacher of record determinations have been made accurately and in a manner consistent with the standards established by the Commissioner’s regulations prior to using student growth and/or achievement data in an APPR. Generally, a “teacher of record” is defined as an individual (or individuals, such as in co-teaching assignments) who has been assigned responsibility for a student’s learning in a subject/course with aligned performance measures.

Teachers will review and verify student rosters in their local student management system (currently eSchoolData) each time they take class attendance or, if class attendance is not taken, each time they take daily attendance. In addition to daily verification, teachers, principals, and school/district data coordinators will have access to Teacher-Student Verification Reports that are updated at least weekly. Teachers will receive a unique personal identification number (PIN) to create a Teacher-Student Roster Verification account on <https://eservices.nysed.gov/taa/>. Teachers are encouraged to review and verify TSDL data on a periodic basis throughout the year.

Consistent with the reporting of all other school year data, the Superintendent will be responsible for certifying the completeness and accuracy of all TSDL information. The accuracy of **basic roster information**, including teacher-student linkage start and end dates, is dependent upon:

- The creation of an accurate master schedule that includes all teachers assigned to courses and all students enrolled in those courses;
- The ongoing maintenance of both the master and student schedules, including accurate entry of start and end dates when students drop or add courses, or teacher assignments change.

The accuracy of linkage duration information requires accurate basic roster information, as well as the following additional information to be correct in the student management system:

- The amount of time that a course meets daily or, if the course schedule fluctuates daily, the weekly average for the course;

- Instructional calendars, or the total number of days that a course is scheduled to meet;
- Duration adjustments, to be used if a particular student or teacher participates in a course for course for only a portion of the course's schedule; and
- Student course attendance.

Data Verification Dates:

The following dates should be strictly adhered to:

Beginning of School Year

- | | |
|------------------------|-----------------------------------|
| ● First Day of Classes | Verification of student roster(s) |
| ● “BEDS” Day | Student roster(s) closes |

Based on State Assessment Dates

- attendance review prior to exam; including confirmation that changes were made
- post exam roster confirmation

Any classroom teacher who believes the information displayed in the Teacher-Student Roster Verification Report(s) is incomplete, inaccurate, and/or inconsistent with the standards established by the Commissioner’s regulations for making teacher of record determinations shall be entitled to seek review of this determination by the Superintendent, or his/her designee, after the teacher has made every effort to rectify any and all discrepancies with the District’s Information Officer.

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 Federation, unless otherwise permitted or required by law, regulations, or this APPR Plan. The New York State Education Department or any other government department or agency shall not be considered an outside agency or person hereunder.

Internal Assessment Development, Assessment Security, and Scoring Processes

The regulations require that the assessment development, assessment security and scoring processes utilized by a school district or BOCES must ensure that any assessments and/or

measures used to evaluate teachers are not disseminated to students before administration, and those teachers do not have a vested interest in the outcome of the assessments they score.

Locally-Selected Student Achievement Measures shall be determined collaboratively to the extent that such measures are negotiable pursuant to Education Law §3012-d, Subpart 30-3 of the Rules of the Board of Regents. Nothing herein shall require collaboration or negotiation with respect to any measure or item that is not negotiable pursuant to Education Law §3012-d, Subpart 30-3 of the Rules of the Board of Regents.

Assessment Security

The security procedures for assessments used for the Locally-Selected Measures of Student Achievement shall be developed and assessed annually to be comparable to the security protocol for the 3-8 State assessments as prescribed by SED, to the greatest extent practicable.

It is understood that any standardized assessments used for the purpose of teacher evaluation will not be disseminated in advance to students, teachers, or principals.

Scoring Processes

Scoring procedures shall be developed and assessed annually, following the guidelines and procedures set forth in SED regulations. Scoring of assessments must be done by educators who do not have a vested interest in the assessments they score.

Training of Evaluators and Staff

Any evaluator who participates in the evaluation of teachers for the purpose of determining an APPR End-of-Year Evaluation rating shall be fully trained and/or certified as required by Education Law §3012-d. A teacher's lead evaluator shall be identified at the start of the school year; to the extent possible, the principal or his/her designee should be the lead evaluator of a classroom teacher. The District will ensure that all lead evaluators/evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended SED model certification process.

All evaluators must be appropriately trained before conducting an evaluation, but only lead evaluators need to be certified to conduct evaluations. To qualify for certification as a lead evaluator, an individual must successfully complete a training course that meets certain minimum requirements prescribed in the Commissioner's regulations. Training will be conducted by highly qualified personnel who have participated in the NYSED evaluator training

for lead evaluators and/or personnel authorized to train on behalf of an evaluation rubric approved by NYSED.

The Superintendent will be trained and certified as a lead evaluator. The Superintendent will “turn-key” the training and oversee the certification of district staff. The Superintendent will maintain records of certification of evaluators. The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for evaluators.

This training will include the following Requirements for Lead Evaluators/Evaluators:

- New York State Teaching Standards and their related elements and performance indicators or ISLLC standards and their related functions,
- Evidence-based observation techniques grounded in research,
- Application and use of the Student Growth Percentile and Value Added Growth Model,
- Application and use of the state-approved teacher rubrics selected by the district for use in evaluations, including training on the effective application of such rubrics to observe a teacher’s practice,
- Application and use of any assessment tools that the district utilizes to evaluate teachers,
- Application and use of state-approved locally selected measures of student achievement,
- Use of statewide instructional Reporting System,
- Scoring methodology used to evaluate teachers, and
- Specific consideration in evaluating teachers of ELLs and students with disabilities.

All trained evaluators may do observations, but are prohibited from summative evaluations until they are appropriately certified by the Lead Evaluator.

Re-Certification and Updated Training

The District will work to ensure that evaluators maintain inter-rater reliability over time, and that they are periodically re-certified (where practicable on an annual basis), and receive updated training on any changes in the law, regulations, or applicable collective bargaining agreements. Any individual who fails to achieve required training or certification/recertification, as applicable, by the District shall not conduct or complete an evaluation.

Outside Evaluator(s)

No outside evaluator or team may be brought in to do observations of Blind Brook teachers or staff that would contribute to an APPR End-of-Year Evaluation without agreement by all parties involved: district, administration, and the Federation.

Training of Teachers & Staff

The District agrees that all staff members who will be observed under the Danielson 2013 model will receive an orientation &/or training in said model no later than October 1, 2016.

For newly hired teachers, training will be conducted as soon as practicable, but must occur within thirty (30) school days of the beginning of each new school year.

Student Performance Score

(Transition Score)

For the 2016-2017, 2017-2018, and 2018-2019 school years, State provided growth scores cannot be used to determine a teacher's student performance score. Transition scores and HEDI ratings will be generated and used to replace the scores and HEDI ratings for teachers and principals whose HEDI scores are based, in whole or in part, on State assessments in grades 3-8 ELA or math (including where State-provided growth scores are used) or on State-provided growth scores on Regents examinations. State-provided growth scores will continue to be used to calculate an original score and rating for advisory purposes only.

Calculation of the Student Performance (Transition) Score

For the 2016-2017, 2017-2018, and 2018-2019 school years, the student performance score will be as follows:

- Teachers of grades K-5 and 6-8 (except for grade 8 teachers with an enrollment that has a majority of students taking a Regents, see 3rd bullet below), who do not have a majority of students (50% or more of a teacher's annual student enrollment) taking a Regents, will utilize the STAR results utilizing the following target:
 - At least 75% of all students in the middle school or elementary school will achieve at least 30 SGPs on the STAR Reading assessments.
- Teachers of grades 9-12, who do not have a majority of students (50% or more of a teacher's annual student enrollment) taking a Regents, will utilize an aggregate score of all June Regents taken by high school students for the year utilizing the following target:
 - At least 90% of all students shall show one year of growth by earning a 65 or better on all June Regents taken.
- Teachers of grades 8-12 who have a majority of students taking a June Regents (50% or more of a teacher's annual student enrollment), will utilize the Regents scores for the

students enrolled in the Regents course taught by the individual teacher for the year utilizing the following target:

At least 90% of students enrolled in a teacher’s Regents course(s) shall show one year of growth by earning a 65 or better on the June Regents associated with the the Regents course(s).

HEDI Scores for Student Performance (set by NYSED)

Overall Student Performance Category Score and Rating

Rating	Minimum	Maximum
Highly Effective	18	20
Effective	15	17
Developing	13	14
Ineffective	0	12

Student Performance Score Setting (Conversion Table)

Percent of Students Meeting the Target	Score	Percent of Students Meeting the Target	Score
0-4%	0	49-54%	11
5-8%	1	55-59%	12
9-12%	2	60-66%	13
13-16%	3	67-74%	14
17-20%	4	75-79%	15
21-24%	5	80-84%	16

25-28%	6	85-89%	17
29-33%	7	90-92%	18
34-38%	8	93-96%	19
39-43%	9	97-100%	20
44-48%	10	--	

Changes to APPR in 2019-2020 and Beyond

For the 2019-2020 school year and beyond, teachers in grades 4-8 Common Branch, ELA, and Math, will be provided with a value-added growth score by NYSED. That score will incorporate students’ academic history compared to similarly academically achieving students and will use special considerations for students with disabilities, English Language Learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents. NYSED will also provide a HEDI subcomponent rating category and score from 0 to 20 points. Applicable APPR law and regulations define the effectiveness terms for the state provided (20) subcomponent as follows:

Highly Effective means “results are well above district-adopted expectations for student growth or *achievement* for grade/subject”

Effective means “results meet district-adopted expectations for student growth or *achievement* for grade/subject”

Developing means “results are below district-adopted expectations for student growth or *achievement* for grade/subject”

Ineffective means “results are well below district-adopted expectations for student growth or *achievement* for grade/subject”

The state-determined growth score will equate within one of four categories of teacher effectiveness as follows:

Growth Score of 18-20	Highly Effective
Growth Score of 9-17	Effective
Growth Score of 3-8	Developing
Growth Score of 0-2	Ineffective

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

With the value-added model (VAM), the scores and categories for teacher effectiveness on state assessments will change to the following:

Growth Score of 22-25	Highly Effective
Growth Score of 10-21	Effective
Growth Score of 3-9	Developing
Growth Score of 0-2	Ineffective

Highly Effective				Effective											Developing						Ineffective				
25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-98	97-95	94-92	91-90	89-88	87-86	85-84	83	82	81	80	79	78	77	76	75	74-73	72-71	70-69	68	67	66	65	64-60	59-50	49-0

The Federation and the District agree that, before the 2019-2020 school year, we will negotiate individual and school-wide back-up SLO's for all teachers who require them, as prescribed by SED procedure.

Teacher Observation

Based on Common Core and New York State Teaching Standards

The Selection of the teacher practice rubric and multiple measures of teacher effectiveness shall be determined by the APPR Negotiations Committee.

The following guiding principles informed the work of the Committee:

- The process of evaluation should foster continual growth and development.
- Evidence of professional practice shall be obtained through multiple measures, including but not limited to, multiple announced and unannounced observations and evaluator/teacher conferences.
- An educator's professional responsibilities transcend beyond the formal classroom.

- Individualized professional development plans should include professional growth goals that are individually established by both the teacher and evaluator.
- Evidence of teacher effectiveness will be based on the teacher-practice rubric aligned with the seven New York State Teaching Standards:
 - I. *Knowledge of Students and Student Learning:* The teacher acquires knowledge of each student and demonstrates knowledge of student development and learning to promote achievement for all students.
 - II. *Knowledge of Content and Instructional Planning:* The teacher knows the content he/she is responsible for teaching and plans effective instruction that ensures growth and achievement for all students.
 - III. *Instructional Practice:* The teacher implements instruction that engages and challenges all students to meet or exceed the learning standards.
 - IV. *Learning Environment:* The teacher works with all students to create a dynamic learning environment that supports achievement and growth.
 - V. *Assessment of Student Learning:* The teacher uses multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.
 - VI. *Professional Responsibilities and Collaboration:* The teacher demonstrates professional responsibility and engages relevant stakeholders to maximize student growth, development, and learning.
 - VII. *Professional Growth:* The teacher sets informed goals and strives for continuous professional growth.

The Charlotte Danielson 2013 rubric is selected from the list of state approved rubrics.

Charlotte Danielson 2013 Edition General Indicators

Domain 1: Planning and Preparation

Component 1a: Knowledge of Content & Pedagogy

Indicators include:

- Lesson and unit plans that reflect important concepts in the discipline
- Lesson and unit plans that accommodate prerequisite relationships among concepts and skills
- Clear and accurate classroom explanations
- Accurate answers to students' questions

- Feedback to students that furthers learning
- Interdisciplinary connections in plans and practice

Component 1b: Demonstrating Knowledge of Students

Indicators include:

- Formal and informal information about students gathered by the teacher for use in planning instruction
- Student interests and needs learned by the teacher for use in planning
- Teacher participation in community cultural events
- Teacher-designed opportunities for families to share their heritages
- Database of students with special needs

Component 1c: Setting Instructional Outcomes

Indicators include:

- Outcomes of a challenging cognitive level
- Statements of student learning, not student activity
- Outcomes central to the discipline and related to those in other disciplines
- Outcomes permitting assessment of student attainment
- Outcomes differentiated for students of varied ability

Component 1d: Demonstrating Knowledge of Resources

Indicators include:

- Materials provided by the district
- Materials provided by professional organizations
- A range of texts
- Internet resources
- Community resources
- Ongoing participation by the teacher in professional education courses or professional groups
- Guest speakers

Component 1e: Designing Coherent Instruction

Indicators include:

- Lessons that support instructional outcomes and reflect important concepts
- Instructional maps that indicate relationships to prior learning
- Activities that represent high-level thinking
- Opportunities for student choice
- Use of varied resources
- Thoughtfully planned learning groups

- Structured lesson plans

Component 1f: Designing Student Assessments

Indicators include:

- Lesson plans indicating correspondence between assessments and instructional outcomes
- Assessment types suitable to the style of outcome
- Variety of performance opportunities for students
- Modified assessments available for individual students as needed
- Expectations clearly written with descriptors for each level of performance
- Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction

Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect & Rapport

Indicators include:

- Respectful talk, active listening, and turn-taking
- Acknowledgment of students' backgrounds and lives outside the classroom
- Body language indicative of warmth and caring shown by teacher and students
- Physical proximity
- Politeness and encouragement
- Fairness

Component 2b: Establishing a Culture for Learning

Indicators include:

- Belief in the value of what is being learned
- High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation
- Expectation of high-quality work on the part of students
- Expectation and recognition of effort and persistence on the part of students
- High expectations for expression and work products

Component 2c: Managing Classroom Procedures

Indicators include:

- Smooth functioning of all routines
- Little or no loss of instructional time
- Students playing an important role in carrying out the routines
- Students knowing what to do, where to move

Component 2d: Managing Student Behavior

Indicators include:

- Clear standards of conduct, possibly posted, and possibly referred to during a lesson
- Absence of acrimony between teacher and students concerning behavior
- Teacher awareness of student conduct
- Preventive action when needed by the teacher
- Absence of misbehavior
- Reinforcement of positive behavior

Component 2e: Organizing Physical Space

Indicators include:

- Pleasant, inviting atmosphere
- Safe environment
- Accessibility for all students
- Furniture arrangement suitable for the learning activities
- Effective use of physical resources, including computer technology, by both teacher and students

Domain 3: Instruction

Component 3a: Communicating with Students

Indicators include:

- Clarity of lesson purpose
- Clear directions and procedures specific to the lesson activities
- Absence of content errors and clear explanations of concepts and strategies
- Correct and imaginative use of language

Component 3b: Questioning & Discussion Techniques

Indicators include:

- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers or multiple approaches, even when there is a single correct response
- Effective use of student responses and ideas
- Discussion, with the teacher stepping out of the central, mediating role

- Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates
- High levels of student participation in discussion

Component 3c: Engaging Students in Learning

Indicators include:

- Student enthusiasm, interest, thinking, problem solving, etc.
- Learning tasks that require high-level student thinking and invite students to explain their thinking
- Students highly motivated to work on all tasks and persistent even when the tasks are challenging
- Students actively “working,” rather than watching while their teacher “works”
- Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection

Component 3d: Using Assessment in Instruction

Indicators include:

- The teacher paying close attention to evidence of student understanding
- The teacher posing specifically created questions to elicit evidence of student understanding
- The teacher circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria

Component 3e: Demonstrating Flexibility & Responsiveness

Indicators include:

- Incorporation of students’ interests and daily events into a lesson
- The teacher adjusting instruction in response to evidence of student understanding (or lack of it)
- The teacher seizing on a teachable moment

Domain 4: Professional Responsibilities

Component 4a: Reflecting on Teaching

Indicators include:

- Accurate reflections on a lesson
- Citation of adjustments to practice that draw on a repertoire of strategies

Component 4b: Maintaining Accurate Records

Indicators include:

- Routines and systems that track student completion of assignments
- Systems of information regarding student progress against instructional outcomes
- Processes of maintaining accurate non-instructional records

Component 4c: Communicating with Families

Indicators include:

- Frequent and culturally appropriate information sent home regarding the instructional program and student progress
- Two-way communication between the teacher and families
- Frequent opportunities for families to engage in the learning process

Component 4d: Participating in a Professional Community

Indicators include:

- Regular teacher participation with colleagues to share and plan for student success
- Regular teacher participation in professional courses or communities that emphasize improving practice
- Regular teacher participation in school initiatives
- Regular teacher participation in and support of community initiatives

Component 4e: Growing and Developing Professionally

Indicators include:

- Frequent teacher attendance in courses and workshops; regular academic reading
- Participation in learning networks with colleagues; freely shared insights
- Participation in professional organizations supporting academic inquiry

Component 4f: Showing Professionalism

Indicators include:

- The teacher having a reputation as being trustworthy and often sought as a sounding board
- The teacher frequently reminding participants during committee or planning work that students are the highest priority
- The teacher supporting students, even in the face of difficult situations or conflicting policies
- The teacher challenging existing practice in order to put students first
- The teacher consistently fulfilling district mandates regarding policies and procedures

Applicable APPR law and regulation defines the effectiveness terms for the *Other Measures of Teacher Effectiveness* subcomponent as follows:

- **Highly Effective** means “overall performance and results exceed NYS Teaching Standards”
- **Effective** means “overall performance and results meet NYS Teaching Standards”
- **Developing** means “overall performance and results need improvement in order to meet NYS Teaching Standards”
- **Ineffective** means “overall performance and results do not meet NYS Teaching Standards”

Teacher Observation Weighting and Calculations

For observations contributing to the 90% rating by the building lead evaluator or his/her designee for tenured and untenured teachers, the following weights shall be utilized. Consult the “APPR Timeline” contained in this agreement for relative weights of the observations:

All four domains must add up to 100%

DOMAIN	COMMENTS	PERCENTAGE
Domain 1: Planning & Preparation		25%
Domain 2: The Classroom Environment	Domains 2 & 3 together must add up to at least 51%	24%
Domain 3: Instruction		27%
Domain 4: Professional Responsibilities		24%

Each domain must add up to 100 points

	Domain 1: Planning & Preparation	Domain 2: The Classroom Environment	Domain 3: Instruction	Domain 4: Professional Responsibilities
a	20	20	20	20
b	15	20	20	10
c	20	20	20	15
d	10	20	20	20
e	20	20	20	20
f	15			15

For tenured and untenured teachers, the independent evaluator observation shall follow the guidelines below:

- The independent observation will be unannounced for all tenured teachers, and last for a minimum of 15 minutes and a maximum of 40 minutes.
- There will be a post-observation, adhering to current APPR deadlines
- The observer will rate the teacher only on Domain 2 and 3 indicators that are actually observed during this observation.
- Indicators not observed will not be included in the observation calculations
As such, the form entitled Danielson 2013 Short Form will be used
- The independent evaluator observation is 10% of total observation score

See below for a comprehensive example for how the independent evaluator observation will be incorporated into the “Teacher Observation” score:

Example of 10% Observation Calculation

Domain 2	Score	Possible Pts	Domain 3	Score	Possible Pts
a	3	4	a	4	4
b	Not Observed	----	b	Not Observed	----
c	3	4	c	Not Observed	----
d	Not Observed	----	d	2	4
e	2	4	e	Not Observed	----
Total	8	12	Total	6	8

10% Observation Calculation:

- 14 earned points
- 20 possible points

$$14/20 = 70\%$$

$$70\% \text{ of } 4 = 2.80$$

90% Observation Calculation:

For the purposes of this example, let's say the 90% Principal Observations come out to a 3.65 (under current weighting)

Overall Observation Calculation:

$$\begin{aligned}
 &90\% \text{ of } 3.65 + 10\% \text{ of } 2.80 \\
 &= .90(3.65) + .10(2.80) \\
 &= 3.285 + 0.28 = \boxed{3.565}
 \end{aligned}$$

The chart below will be used, in conjunction with the weights above, to determine a “Teacher Observation” score of H, E, D, or I:

HEDI Rating	Low Score	High Score
Highly Effective (H)	3.50	4.0
Effective (E)	2.50	3.49
Developing (D)	1.50	2.49
Ineffective (I)	0	1.49

APPR Timeline

New York State requires at least two formal observations; one of which is unannounced. For tenured faculty there will be two formal observations in a school year. For untenured faculty there will be three formal observations in a school year.

Tenured Faculty

1st Observation

Deadline Date

on or before February 15th

2nd Observation

on or before May 15th

The first observation shall be conducted by the building lead evaluator or his/her designee. It shall be weighted 90% of the total observation score for the teacher. The teacher may choose an announced or unannounced observation.

The second observation shall be conducted by an independent evaluator who is not a building evaluator (building evaluators are defined by having a common BEDS code with the teacher). This observation shall be unannounced and weighted 10% of the total observation score for the teacher.

Untenured Faculty

1st Observation

on or before November 1st

2nd Observation

on or before January 31st

3rd Observation

on or before April 15th

The first observations shall be conducted by the building lead evaluator or his/her designee. It shall be weighted 45% of the total observation score for the teacher.

The second observations shall be conducted by the building lead evaluator or his/her designee. It shall be weighted 45% of the total observation score for the teacher.

The third observation shall be conducted by an independent evaluator who is not a building evaluator (building evaluators are defined by having a common BEDS code with the teacher). This observation shall be unannounced and weighted 10% of the total observation score for the teacher.

For untenured faculty, observations will keep to the following schedule:

Probationary Year	1st observation	2nd observation	3rd observation
Year 1	Announced	Announced	Unannounced
Year 2	Announced	Unannounced	Unannounced
Year 3	Announced	Unannounced	Unannounced
Year 4	Announced	Unannounced	Unannounced

Please Note: If the observer/evaluator is new to the district (in the first year of employment), the first and second observations for untenured teacher observation must be announced, for all years, 1, 2, 3 or 4.

A formal observation by the building lead evaluator or his/her designee must be at least 30 minutes in length, last no more than 45 minutes, and occur in one session. In the event of a double period, the time may be extended.

- Pre-observation meeting will occur no more than 3 school days prior to observation date for announced observations; teacher will bring the Planning Form to meeting.
- Post-observation meeting will occur within 5 school days after the observation; draft by observer required; teacher will provide the Planning Form within 3 school days to observer if the observation was unannounced.
- Final write-up will be submitted to teacher within 10 school days of the post-observation meeting.
- The observation shall comprise all four domains using the Danielson 2013 Long Form.

The observation by the Independent Evaluator shall be a minimum of 15 minutes and a maximum of 40 minutes and occur in one session.

- Post-observation meeting will occur within 5 school days after the observation; draft by observer required; teacher will provide the Planning Form within 3 school days to the observer.
- Final write-up will be submitted to teacher within 10 school days of the post-observation meeting.

- The Danielson 2013 Short Form (Domain 2 & 3 only) shall be used by the Independent Evaluator
 - The teacher will be rated only on indicators actually observed during the observation
 - Indicators not observed will not be included in the observation calculations

Walk-Through Observation:

A walk-through observation must be no longer than 15 minutes in duration; Danielson 2013 Short Form (Domain 2 & 3 only) will be used.

The completed Danielson 2013 Short Form (Domain 2 & 3 only) will be provided to the teacher within five (5) school days of the walk-through. The teacher has the right to request a post-meeting with the observer to discuss results. Walk-through observation data may contribute to an Annual Performance Review.

No teacher can be observed again until the previous observation is fully completed by both parties; post-observation with draft, followed by write-up, or Danielson 2013 Short Form (and possibly, a post).

The administration reserves the right to visit any class, for any length of time. If the visit will contribute to the teacher’s Annual Performance Review, the administration is obligated to provide the teacher with written feedback within five (5) school days of the visit. Teacher has the right to request a post-meeting with the observer to discuss results.

Pre- and Post-Observation Meeting: Forms and Evidence

If the observation is announced, the Planning Form is used during the pre-observation meeting to guide the discussion. If the observation is unannounced the Planning Form must be submitted to the observer within 3 school days of the observation and is used to guide the post-observation discussion.

At the Post-Observation meeting Domains 1 and 4 must be part of the discussion when the Danielson 2013 Long Form is used by the observer and may be discussed when the Danielson 2013 Short Form is used (but domains 1 and 4 will not be rated when the Danielson 2013 Short Form is used):

- Any and all artifacts must support the pre- or post-observation conversation with the evaluator
- Arbitrary submission of artifacts not connected to the conversation is prohibited.
- Writing a narrative where the teacher reflects on the lesson observed is optional

- Teachers may utilize the optional Lesson Reflection form to organize their thoughts for discussion during the post-observation.
- Completing the Professional Responsibilities form is required for teachers in their first year of employment with the District. It is optional for tenured teachers, and untenured teachers in their 2nd, 3rd, or 4th year.
 - Teachers may utilize the Professional Responsibilities form to organize their thoughts for discussion during the post-observation.
 - For teachers in their first year of employment with the district, the Domain 4: Professional Responsibilities components 4b, 4c, 4d, 4e and 4f assessment by the evaluator(s) may remain pending until the mid-year conversation so that more time is allowed for the teacher to demonstrate effectiveness in this domain.

The observers are, by NYSED regulation, prohibited from rating artifacts without a conversation with the teacher.

Untenured Teacher Mid-Year Evaluation

Every untenured teacher will have a mid-year evaluation and conversation with his or her building principal or direct supervisor. Mid-year conversations with a Federation representative of the untenured teacher's choice must occur between January 15th and February 15th of each year the teacher is untenured. The teacher may choose to bring a team leader, department coordinator, mentor, or Federation officer to the mid-year evaluation. The building principal or direct supervisor is required to complete the Mid-Year Evaluation Form in preparation for the conversation.

The purpose of the mid-year evaluation and conversation is to provide valuable and actionable feedback to an untenured teacher based on the amalgamation of both formal observations and other data collected by the building principal or direct supervisor. This evaluation will not be factored into the APPR score.

Forms

See the Appendix for Forms to be used for observations.

Professional Development

The parties agree that the purpose of conducting an APPR is to improve professional practice and ensure successful student performance. APPR must, therefore, be a significant factor in

shaping the professional development opportunities provided to teachers. The district Professional Development Committee shall cooperate in designing professional development activities that are appropriate for, and responsive to, the needs of teachers as identified in the APPR results.

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

Termination and Tenure Determinations for Probationary Teachers

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

The parties agree that in cases of teachers appointed to a probationary term at the start of a school year, notification dates outlined in the TIP section of this document will be followed. After the first year of probation, if termination determination is based solely upon performance and rating that is the subject of a pending rating appeal, the school district must await completion of the appeal process before making that determination.

The new, revised APPR law clarifies that the 'significant factor requirement' does not preclude a school district from terminating a probationary teacher for statutorily and constitutionally permissible reasons, other than performance of the teacher, including but not limited to, misconduct. Permissible reasons include but are not limited to: misconduct, insubordination, time and attendance issues, or conduct inappropriate for a teaching professional.

Education Law §3012-d and the Rules of the Board of Regents each provide that nothing herein shall be construed to alter or diminish the authority of the governing body of a school district to grant or deny tenure to, or terminate, probationary teachers during the pendency of an appeal for statutorily and constitutionally permissible reasons other than the teacher's performance that is the subject of the appeal. This language allows a Board of Education to make a tenure determination or termination decision during an APPR appeal as long as it does not rely upon

the performance that is being appealed (the subject of the appeal). An appeal relates solely to evaluation of the performance of the teacher in a single year.

A Board of Education may base a tenure determination or termination decision made during the pendency of an APPR appeal on prior year APPRs that measure the teacher's performance in prior years, and is not the subject of the pending APPR appeal. In addition, probationary teachers may be terminated or denied tenure during an APPR appeal for constitutionally and statutorily reasons other than the teacher's performance.

However, if the performance measured by the APPR that is the subject of the appeal forms the sole basis for the BOE's determination to terminate or deny tenure to a probationary teacher, the pendency of the appeal would effectively stay the BOE's or BOCES' ability to make such a determination until the appeal process is completed.

- The notice of the superintendent's recommendation to grant or deny tenure shall be provided to the unit member by April 15th of the final probationary year.

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

- The notice of the Superintendent's recommendation to grant or deny tenure shall be provided to the unit member seventy-five (75) calendar days prior to the conclusion of their final probationary year.

Teacher Improvement Plan (TIP)

The Blind Brook School District is committed to teaching and learning at the highest level. In the event that a teacher is not performing at the requisite levels of expectations, assistance will be provided through an Improvement Plan. The purpose of the TIP is to help teachers advance their craft and meet the standards of the district. The District will provide resources, support, and professional development to teachers who have received a Composite Rating of "developing" or "ineffective."

After consultation with the teacher and a representative of the Federation, the evaluator will schedule and hold, within ten (10) school days, a meeting to include the teacher, the evaluator, and a representative of the Federation. The evaluator and the teacher will jointly determine an improvement plan including the strategies to be undertaken to correct the deficiencies in the core

competencies related to the four domains of effective teaching. Such a plan, written in conjunction with the teacher and Federation representative by the evaluator, will set out criteria for demonstrating improvement and will specify a timeline for completion of the plan. In the event that a plan is not mutually agreed upon by the evaluator and the teacher, it will be referred to the Superintendent, who, in conjunction with the Federation President, will make a final decision about the content of the plan.

In addition to a teacher's formal observation cycle, the teacher who is placed on a TIP must have at least one (1) Walk-Through Observation every thirty (30) days by at least two (2) different administrators for the duration of the tip. The teacher's progress will be monitored for a specific period of time, to be no less than 60 days and no more than 180 days. Any remaining deficiencies in the core competencies related to the four domain of effective teaching shall be detailed at this time.

Within ten (10) school days of the completion of the timeline established in the Teacher Improvement Plan (TIP), the teacher will meet with the supervising administrator and a Federation representative to assess the teacher's progress. An evaluation will be rendered by the supervising administrator at this meeting that may: 1) release the teacher from the plan, 2) extend the plan, or 3) modify the elements of the plan, no later than ten (10) school days after the aforementioned meeting.

Teacher: _____

Administrator: _____

Grade/Subject: _____

Federation Representative: _____

Today's Date: _____ **Period of Monitoring:** _____

The form(s) used for a TIP can be found in Appendix.

APPR Appeals Procedures

Any tenured teacher who receives an APPR End-of-Year Evaluation Composite Rating of either “Ineffective” or “Developing,” and any untenured teacher receiving an “Ineffective” APPR End-of-Year Evaluation Composite Rating or a “Developing” rating arrived at by receiving a “Highly Effective” rating in the observation category and an “Ineffective” rating in the student performance category, may appeal that evaluation. An appeal must be brought in writing, specifying areas of concern, and in accordance with Education Law §3012-d, may only challenge a rating based upon:

- The substance of the annual professional performance review; which shall include the following:
 - in the instance of a teacher rated Ineffective on the student performance category but rated highly effective on the observation category based on an anomaly, as determined locally.
- The district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law section §3012-d and the Rules of the Board of Regents Subpart 30-3;
- The adherence to the regulations of the commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law section §3012-d and the Rules of the Board of Regents Subpart 30-3; and
- District's issuance and/or implementation of the terms of the teacher improvement plan under Education Law section §3012-d and the Rules of the Board of Regents Subpart 30-3.

Under this appeals process the teacher bears the burden of proving the merits of his or her appeal.

Appeals Timeline

- All appeals must be filed in writing to the supervising administrator within ten (10) school days of receiving an APPR End-of-Year Evaluation composite rating. A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time of the appeal is filed shall be deemed waived.
- The teacher will meet with the supervising administrator and a Federation representative for a Review Meeting within ten (10) school days of filing an appeal. The meeting will clarify the aspects of the appeal and answer the question, “Has the teacher clearly and definitively demonstrated that his/her APPR End-of-Year Composite Rating should be modified?”

- If a resolution is achieved, the outcome of the appeal will be documented within five (5) school days of the review meeting. This decision shall be final and there shall be no further appeals available.
- If no resolution is achieved after the initial review meeting, the teacher can request a hearing with the Superintendent within five (5) school days of receiving the outcome of the appeal from the initial review meeting. The Superintendent, in consultation with the Federation President, must render his/her decision and document the outcome of the appeal within the next ten (10) school days. This decision shall be final and there shall be no further appeals available.
- The total Appeals Process will, to the extent possible, last no longer than thirty (30) school days from the date upon which the teacher filed his or her appeal.

Decision

An appeal shall be based on a written record, comprised of the teachers appeal papers and any documentary evidence accompanying the appeal, as well as the District's response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final.

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 the appeal is sustained, the reviewer may set aside a rating if it is affected by substantial error or defect, modify a rating if it is affected by substantial error or defect, or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the teacher, administrator, and the evaluator, if that person is different, or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

The §3012-d appeals procedure shall constitute the exclusive means for initiating, reviewing, and resolving any and all challenges and appeals related to a teacher's annual performance review composite rating and/or improvement plan. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to an annual professional performance review evaluation and/or improvement plan, except as other authorized by law.

Appeal procedures shall provide for the timely and expeditious resolution of any appeal.

An evaluation that is the subject of an appeal shall not be sought to be offered in evidence or placed in evidence in any proceeding conducted pursuant to Education Law sections §3020-a and §3020-b or any locally negotiated alternate disciplinary procedure until the appeal process is concluded.

Nothing in this section shall be construed to alter or diminish the authority of the governing body of a district to grant or deny tenure to or terminate probationary teachers during the pendency of an appeal pursuant to this section for statutorily and constitutionally permissible reasons, including the teacher's performance that is the subject of the appeal.

Nothing in this Subpart shall be construed to authorize a teacher to commence the appeal process prior to receipt of his or her rating from the district.

The form(s) used for an Appeal (Appeal, APPR Appeals Response – Supervising Administrator, APPR Appeals Hearing Response) can be found in the Appendix.

Renegotiation

Due to the uncertainty of the SED testing program, the future of growth scores, and the tenuous nature of the legislation establishing APPR, the parties agree that the Federation or the District may make a demand for bargaining regarding any matter in the APPR agreement on or before January 15 of each calendar year. Additionally, if in the future an item is deemed to be a mandatory subject of bargaining through Court or PERB decision, law, or regulation, the District and the Federation will negotiate those items at that time.

The section(s) of concern would be re-negotiated. It would not be necessary to renegotiate the entire agreement.

APPENDICES


- Appendix A: Planning Form
- Appendix B: Danielson 2013 Long Form
- Appendix C: Danielson 2013 Short Form
- Appendix D: Danielson 2013 Reflection Form
- Appendix E: Danielson 2013 Professional Responsibilities Form
- Appendix F: Un-tenured Mid-Year Evaluation Form
- Appendix G: NY State Student Learning Objective (SLO) Template
- Appendix H-1: Notification of Teacher Improvement Plan (TIP) Form
- Appendix H-2 Teacher Improvement Plan (TIP)Form
- Appendix H-3: Teacher Improvement Plan Summative Report Form
- Appendix I-1: APPR Grounds and Statement of Appeal Form
- Appendix I-2: APPR Appeals Response - Administrator Form
- Appendix I-3: APPR Appeals Hearing Response Form
- Appendix A: Planning Form

Planning Form		
Teacher:	School:	
Evaluator:	Grade:	Subject:
<input type="checkbox"/> Probationary 1 2 3 4 <input type="checkbox"/> Tenured	Date of pre-observation:	

NYS Standards: (1c)
1. To which part of your curriculum does/did this lesson relate? (1e)

2. How does/did this learning "fit" in the sequence of learning for this class? (1b,1e,1a)
3. Briefly describe the students in this class, including those with special needs. (1b)
4. What do/did you want the students to understand? (1c, 1f)
5. How will/did you engage the students in the learning? What will/did you do? What will/did the students do? Will/Did the students work in groups, or individually, or as a large group? Feel free to provide any worksheets or other materials the students will be using. (1d,1e,1a)
6. How will/did you differentiate instruction for different individuals or groups of students in the class? (1d,1c)
7. How and when will/did you know whether the students have learned what you intend? (1f)

Appendix B: Danielson 2013 Long Form

<p>Blind Brook – Rye UFSD Sample, Teacher</p>	
<p>Observation by Taylor, Tracy – 3/24/16 - Announced</p>	

DOMAIN 1			
Domain 1A. Knowledge of Content and Pedagogy			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 1B. Knowledge of Students			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 1C. Setting Instructional Outcomes			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 1D. Knowledge of Resources			
Ineffective	Developing	Effective	Highly Effective

Category Score: 3 /4 points, Avg: 3

Domain 1E. Designing Coherent Instruction			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 1F. Designing Student Assessments			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

DOMAIN 2			
Domain 2A. Respect and Rapport			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 2B. Culture for Learning			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 2C. Managing Classroom Procedures			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 2D. Managing Student Behavior			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 2E. Organizing Physical Space			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

DOMAIN 3			
Domain 3A. Communicating with Students			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 3B. Questions/Prompts and Discussion			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 3C. Engaging Students in Learning			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 3D. Using Assessment in Instruction			
Ineffective	Developing	Effective	Highly Effective

Category Score: 3 /4 points, Avg: 3			

Domain 3E. Using Flexibility and Responsiveness			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

DOMAIN 4			
Domain 4A. Reflecting on Teaching			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 4B. Maintaining Accurate Records			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 4C. Communicating with Families			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 4D. Participating in a Professional Community			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 4E. Growing and Developing Professionally			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 4F. Showing Professionalism			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Teacher Acknowledgment:

I have reviewed this document and discussed the contents with the observer. I understand my signature does not necessarily indicate agreement and that I may submit a written explanation or response (within 10 days of my signature) to be attached.

Category Score: 3 /4 points

Average Score: 3, HEDI: Effective (57.4)

School: Bruno M. Ponterio Ridge Street School

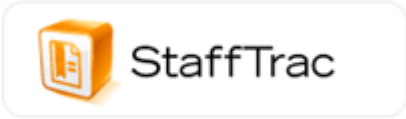
Commendations/Recommendations:

Teacher Signature: _____ Date: _____

Administrative Signature: _____ Date: _____

Superintendent: _____ Date: _____

Appendix C: Danielson 2013 Short Form

Blind Brook – Rye UFSD Sample, Teacher	
Observation by Taylor, Tracy – 9/30/16 - Unannounced	

DOMAIN 2			
Domain 2A. Respect and Rapport			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 2B. Culture for Learning			
Ineffective	Developing	Effective	Highly Effective

Category Score: 3 /4 points, Avg: 3

Domain 2C. Managing Classroom Procedures

Ineffective	Developing	Effective	Highly Effective

Category Score: 3 /4 points, Avg: 3

Domain 2D. Managing Student Behavior

Ineffective	Developing	Effective	Highly Effective

Category Score: 3 /4 points, Avg: 3

Domain 2E. Organizing Physical Space

Ineffective	Developing	Effective	Highly Effective

Category Score: 3 /4 points, Avg: 3

DOMAIN 3

Domain 3A. Communicating with Students

Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 3B. Questions/Prompts and Discussion			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 3C. Engaging Students in Learning			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 3D. Using Assessment in Instruction			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 3E. Using Flexibility and Responsiveness			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

<p>Teacher Acknowledgment: I have reviewed this document and discussed the contents with the observer. I understand my signature does not necessarily indicate agreement and that I may submit a written explanation or response (within 10 days of my signature) to be attached.</p>
<p>Category Score: 3 /4 points</p>
<p>Average Score: 3, HEDI: Effective (57.4)</p>

School: Bruno M. Ponterio Ridge Street School

Commendations/Recommendations:

Teacher Signature: _____ Date: _____

Administrative Signature: _____ Date: _____

Superintendent: _____ Date: _____

Appendix D: Danielson 2013 Reflection Form

Post-Observation Reflection Form		
Teacher:	School:	
Evaluator:	Grade:	Subject:
<input type="checkbox"/> Probationary 1 2 3 4 <input type="checkbox"/> Tenured	Date of post-observation:	

Please reflect on the lesson (4a). You should include the following:

- In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?
- What do student work samples reveal about those students' levels of engagement and understanding?
- Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?
- Did you depart from your plan? If so, how, and why?
- Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources.) To what extent were they effective?

<ul style="list-style-type: none"> If you had a chance to teach this lesson again to the same group of students, what would you do differently, from planning through execution? 			
H	E	D	I

Appendix E: Danielson 2013 Professional Responsibilities Form

Professional Responsibilities Form		
Teacher:	School:	Grade Level:
Evaluator:	Date:	Subject:
<input type="checkbox"/> Probationary 1 2 3 4 <input type="checkbox"/> Tenured		
Domain 4 (b-f)		
Component 4b: Maintaining Accurate Records Student completion of assignments Student progress in learning Non-instructional records Some examples that can be included are:		

- *Examine organization and management of grade book, database, recording keeping*
- *Maintenance of paperwork (i.e. worksheets, tests, records of tasks, permission slips, classroom inventories and reports.)*

Component 4c: Communicating with Families

Information about the instructional program

Information about individual students

Engagement of families in the instructional program

Some examples that can be included are:

- *Family contact logs with consistent phone calls, emails, letters home, etc., as needed*
- *Use of class newsletter, etc.*
- *Conference records*
- *Notations in student agendas*
- *Parental responses to students inventories*

Component 4d: Participating in a Professional Community

Relationships with colleagues

Involvement in a culture of professional inquiry

Service to the school

Participation in school and district projects

Some examples that can be included are:

- *Evidence of support and cooperation, volunteering for school committees and extra-curricular responsibilities*
- *Chairing committees, teams, etc. or coordinating programs*
- *Movement beyond one's own classroom*

Component 4e: Growing and Developing Professionally

Enhancement of content knowledge and pedagogical skill

Receptivity to feedback from colleagues

Service to the profession

Some examples that can be included are:

- *Voluntarily examines and shares research on class performance and best practice strategies*
- *Takes leadership roles; coordinators study groups, professional book clubs*
- *Subscribes to professional/trade journals*
- *Attends professional conferences and shares with colleagues upon return*

Component 4f: Showing Professionalism

Integrity and ethical conduct

Service to students
 Advocacy
 Decision making
 Compliance with school and district regulations

Some examples that can be included are:

- *Daily interactions with students*
- *Helpfulness for needy students*
- *Advocates for underserved students*
- *Is open-minded and willing to adopt new approaches*
- *Uses data to support actions*
- *Sets long-term goals and takes responsibility for own professional growth*
- *Demonstrates high ethical standards through compliance with school/district codes and community expectations*

Appendix F: Un-tenured Mid-Year Evaluation Form

Mid-Year Evaluation Form							
Teacher:			School:				
Evaluator:			Grade and Subject:				
<input type="checkbox"/> Probationary 1 2 3 4			Date Mid-year Conference:				
			I	D	E	HE	N/A
Summary of Performance							

Domain 1: Planning and Preparation					
Domain 2: The Classroom Environment					
Domain 3: Instruction					
Domain 4: Professional Responsibilities					
Areas of Strength:					
Areas for Further Development:					
Professional Development and Involvement in the School:					
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Ineffective					

Teacher Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

Appendix G: New York State Student Learning Objective Template (SLO)

All SLO's MUST include the following components

NEW YORK STATE STUDENT LEARNING OBJECTIVE TEMPLATE	
Population	These are the students assigned to the course section(s) in this SLO – all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)

Learning Content	What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?
Interval of Instructional Time	What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?
Evidence	What specific assessments will be used to measure this goal? The assessment must align to the learning content of the course.
Baseline	What is the starting level of students' knowledge of the learning content at the beginning of the instruction?
Target(s)	What is the expected outcome of students' level of knowledge of the learning content at the end of the instruction?
HEDI Scoring	How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing) and "well-above" (highly effective)? See the chart below.
Rationale	Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.

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
100-98	97-94	93-90	89-88	87-86	85	84-83	82-81	80	79-78	77	76-75	74-73	72	71-70	69	68-67	66-65	64-60	59-50	49-0

Appendix H-1: Notification of Teacher Improvement Plan

Blind Brook – Rye School District
Notification of Teacher Improvement Plan (TIP)

The Blind Brook School District is committed to teaching and learning at the highest level. In the event that a teacher is not performing at the requisite levels of expectations, assistance will be provided through an Improvement Plan. The purpose of the TIP is to help teachers advance their craft and meet the standards of the district. The District will provide resources, support, and professional development to teachers who have received a Composite Rating of “Developing” or “Ineffective.”

After consultation with the teacher and a representative of the Federation, the evaluator will schedule and hold, within ten (10) school days, a meeting to include the teacher, the evaluator, and the representative of the Federation. The evaluator and the teacher will jointly determine an improvement plan including the strategies to be undertaken to correct the deficiencies in the core competencies related to the four domains of effective teaching. Such a plan, written in conjunction with the teacher and Federation representative by the evaluator, will set out criteria for demonstrating improvement and will specify a timeline for completion of the plan. In the event that a plan is not mutually agreed upon by the evaluator and the teacher, it will be referred to the Superintendent, who, in conjunction with the Federation President, will make a final decision about the content of the plan.

In addition to a teacher’s formal observation cycle, the teacher who is placed on a TIP must have at least one (1) Walk-Through Observation every thirty (30) days by at least two (2) different administrators for the duration of the tip. The teacher’s progress will be monitored for a specific period of time, to be no less than 60 days and no more than 180 days. Any remaining deficiencies in the core competencies related to the four domain of effective teaching shall be detailed at this time.

Within ten (10) school days of the completion of the timeline established in the Teacher Improvement Plan (TIP), the teacher will meet with the supervising administrator and a Federation representative to assess the teacher’s progress. An evaluation will be rendered by the supervising administrator at this meeting that may: 1) release the teacher from the plan, 2) extend the plan, or 3) modify the elements of the plan, no later than ten (10) school days after the aforementioned meeting.

Teacher: _____ **Grade/Subject:** _____

Administrator: _____

Federation Representative: _____

Today's Date: _____

Period of Monitoring: _____

Date of Review Meeting: _____

Appendix H-2: Teacher Improvement Plan (TIP) Form

**BLIND BROOK – RYE
TEACHER IMPROVEMENT PLAN (TIP)**

Teacher's Name _____

Areas in need of improvement (Supervisors will address all clusters and standards):

Domains/ Components	Actions Needed	Supervisor Responsibilities	Resources Provided	Teacher Responsibilities	Timeline For Completion	Success Indicators

Supervisor's Signature:

Date:

Teacher's Signature:

Date:

Federation Representative's Signature:

Date:

Supervisor's Recommendation:

Appendix H-3: Teacher Improvement Plan Summative Report

**BLIND BROOK – RYE
TEACHER IMPROVEMENT PLAN (TIP)
SUMMATIVE REPORT**

RECOMMENDATION FOR RESULTS OF TIP

_____ The teacher has met the performance goals identified through the TIP.

_____ The teacher has not met the performance goals identified through the TIP.

Next Steps:

This is to certify that this program has been discussed with me and I have examined and discussed the materials within with my evaluator. I understand my signature does not necessarily indicate agreement, and that I have the right to insert a written explanation or response to written feedback by my evaluator within ten (10) school days, which may be considered during a possible Appeals process.

Supervisor's Signature:

Date:

Teacher's Signature:

Date:

Federation Representative's Signature:

Date:

Blind Brook-Rye School District APPR Appeal

Teacher: _____

Administrator: _____

Grade/Subject: _____

Federation Representative: _____

Date: _____

Date Received by Supervising Administrator: _____

Grounds for an Appeal:

Indicate the grounds for the appeal below. If there are several, they must all be indicated within one appeal (subject to locally negotiated procedure). Any grounds not raised at the time of the appeal is filed shall be deemed waived.

_____ The substance of the annual professional performance review; which shall include the following:

- in the instance of a teacher rated Ineffective on the student performance category but rated highly effective on the observation category based on an anomaly, as determined locally.

_____ The district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law section §3012-d and the Rules of the Board of Regents Subpart 30-3;

_____ The adherence to the regulations of the commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law section §3012-d and the Rules of the Board of Regents Subpart 30-3

_____ District's issuance and/or implementation of the terms of the teacher improvement plan under Education Law section §3012-d and the Rules of the Board of Regents Subpart 30-3.

Statement of Appeal:

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

Statement of Appeal by Teacher:

List and Attach Supporting Documentation and Evidence:

Filed with _____, on _____.

Teacher's Signature

Date

(1) copy – Administrator (1) copy – Teacher

Appendix I-2: APPR Appeals Response - Administrator Form

**Blind Brook-Rye School District APPR Appeals Response –
Supervising Administrator**

Statement from the Supervising Administrator:

List and Attach Supporting Documentation and Evidence:

Outcome of Appeals Process

Review Meeting with Supervising Administrator

Date: _____

Outcome: _____ **Resolved**

 _____ **Unresolved (teacher may request a hearing with the Superintendent
in consultation with the Federation President)**

Administrator's Comments:

Initials: _____

Teacher's Comments:

Initials: _____

Federation Representative's Initials: _____

This is to certify that my signature does not constitute agreement, but merely signifies that I have examined and discussed the materials with my administrator. I understand I have the right to insert a written explanation or response to written feedback by my evaluator within five (5) school days, which may be considered during the APPR Appeals Hearing process.

Teacher's Signature Date

Administrator's Signature Date

Federation Representative's Signature Date

(1) copy – Administrator

(1) copy – Teacher

**Blind Brook-Rye School District
APPR Appeals Hearing Response**

Hearing with the Superintendent in consultation with the Federation President

Date: _____

Present: _____ **Superintendent**
_____ **Federation President**

Outcome: **RESOLVED**

Superintendent's Comments:

Superintendent's Signature Date

Teacher's Signature Date

(1) copy – Administrator

(1) copy – Teacher

Signatures

In Witness Whereof, the parties hereto have executed this document (APPR) on this date, June 30, 2016.

**Blind Brook - Rye Federation of Teachers
Local 1890 NYSUT-AFT**

By _____
Robin Willig, Teacher, BMPRSS
President BB-RFT

By _____
Nicholas Bianculli, Teacher, BBHS
Vice President BB-RFT

Blind Brook - Rye UFSD

By _____
Jonathan Ross
Superintendent of Schools

By _____
Jeffrey Diamond
President, Board of Education

By _____
Ryan Goldstein
Vice-President, Board of Education

Association of Blind Brook Administrators

By _____
Tracy Taylor, BMPRSS Principal
President, ABBA

By _____
Colin Byrne, Director of Technology
Vice President, ABBA

