Whitesville Central School District and the Whitesville Teachers’ Association

ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN (APPR)
2016-2017
The authorized representatives of the parties subscribe their names on this Annual Professional Performance Review document.

_______________________  _____________________
For the Whitesville Teachers’ Association  Date

_______________________  _____________________
For the Whitesville Central School District  Date
ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR)

Introduction

The Whitesville Teachers’ Association and the Whitesville Central School District (the parties) agree to implement the following Annual Performance Review Plan (APPR) as negotiated by the parties. It is agreed that this APPR plan will be in compliance with NYS Education Law, Board of Regents and Commissioner of Education regulations. The parties also agree that in the event of a conflict between the provisions contained in this APPR plan and applicable laws and/or regulations, such laws and/or regulations shall govern and the parties agree to negotiate those APPR plan segments which are not in compliance.

The Board of Education of the Whitesville Central School District shall ensure that the performance of all classroom teachers providing instructional services is reviewed annually.

The Whitesville Central School and the Whitesville Teachers Association will form a joint labor-management APPR Committee. This Committee will be responsible for reviewing the policies and procedures related to the APPR. It is understood and agreed that the APPR will continue in effect until such time as there is mutual agreement on any change. Either party may request that the joint committee review specific aspects of the APPR. Any changes to the evaluation procedures of teachers recommended by the APPR Committee would only be effective upon mutual written agreement of the Association and the District. The APPR final composite score form will be placed in the unit member’s personnel file upon completion of the review process. The District will be in compliance with New York State Privacy Law regarding the release of any teacher’s evaluative information to any other party.

Plan Requirements

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

1. The **student performance category** has one required and one optional subcomponent. Whitesville Central School has agreed to use the state growth component only (without additional subcomponent) for 100% of the student performance category. *NYS Grades 3-8 ELA/Math Assessments and State-provided growth scores cannot be used for the purposes of providing transition scores and ratings during the 2015-16 through 2018-19 school years, and should be used for advisory purposes only until the 2019-20 school year.*

2. The **teacher observation category** requires a minimum of 2 observations based on measures of effective teaching practice aligned with the state’s teaching standards. The observable measures established locally through collective bargaining. Evidence of teacher effectiveness will be based on the teacher-practice NYSUT Rubric version 2014 (NYSUT hereafter refers to 2014 version of NYSUT rubric)
Scoring Matrix for the Overall Rating

<table>
<thead>
<tr>
<th>Student Performance Category</th>
<th>Teacher Observation Category</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Highly Effective (H)</td>
</tr>
<tr>
<td>Highly Effective (H)</td>
<td>H</td>
</tr>
<tr>
<td>Effective (E)</td>
<td>H</td>
</tr>
<tr>
<td>Developing (D)</td>
<td>E</td>
</tr>
<tr>
<td>Ineffective (I)</td>
<td>D</td>
</tr>
</tbody>
</table>

Detail of Plan Requirements

1. **Measure of Student Performance, 100%** based on SLO (Student Learning Objective) that will use a district wide measure for all teachers, including those whose growth scores cannot be used during the transition period. During the 2016-17 through 2018-19 school years, pursuant to the requirements of §30-3.17 of the Rules of the Board of Regents, grades 3-8 NYS ELA/math assessments and any State-provided growth scores may only be used for advisory purposes and may not be used for the purpose of calculating transition scores and ratings.

   For guidance on SLOs, see NYSED SLO Guidance: [https://www.engageny.org](https://www.engageny.org)

Each measure in the Student Performance Category must result in a score between 0 and 20. Districts shall calculate scores and ratings for SLOs in accordance with the following table:

### SLO Score Setting

<table>
<thead>
<tr>
<th>Percent of students meeting target</th>
<th>Score</th>
<th>Percent of students meeting target</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-4%</td>
<td>0</td>
<td>49-54%</td>
<td>11</td>
</tr>
<tr>
<td>5-8%</td>
<td>1</td>
<td>55-59%</td>
<td>12</td>
</tr>
<tr>
<td>9-12%</td>
<td>2</td>
<td>60-66%</td>
<td>13</td>
</tr>
<tr>
<td>13-16%</td>
<td>3</td>
<td>67-74%</td>
<td>14</td>
</tr>
<tr>
<td>17-20%</td>
<td>4</td>
<td>75-79%</td>
<td>15</td>
</tr>
<tr>
<td>21-24%</td>
<td>5</td>
<td>80-84%</td>
<td>16</td>
</tr>
<tr>
<td>25-28%</td>
<td>6</td>
<td>85-89%</td>
<td>17</td>
</tr>
<tr>
<td>29-33%</td>
<td>7</td>
<td>90-92%</td>
<td>18</td>
</tr>
<tr>
<td>34-38%</td>
<td>8</td>
<td>93-96%</td>
<td>19</td>
</tr>
<tr>
<td>39-43%</td>
<td>9</td>
<td>97-100%</td>
<td>20</td>
</tr>
<tr>
<td>44-48%</td>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The final step in this process is completed by using the conversion chart above. That number is then transferred to the chart below for the HEDI rating on this component.

**Overall Student Performance Category Score and Rating**

<table>
<thead>
<tr>
<th>Overall Student Performance Category Score and Rating</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>E</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>D</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>I</td>
<td>0</td>
<td>12</td>
</tr>
</tbody>
</table>

SLOs are the required student performance measure for all teachers during the transition period. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

2. **Measure of Teacher Effectiveness, 100%** based on New York State Teaching Standards using the 2014 NYSUT Rubric.

Education Law §3012-d states that the Commissioner shall determine the scoring ranges of the Observation Category or Categories that result in a combined Category rating. The process by which weights and scoring ranges are assigned to subcomponents and categories must be transparent and available to those being rated before the beginning of each school year. The process must ensure that it is possible for a teacher to obtain any number of points in the applicable scoring ranges, including zero, in each subcomponent. Each subcomponent of the observation should be evaluated on a 1-4 scale based on a State-approved rubric and an overall score for the observation category will be generated between 1-4. Such subcomponent scores should incorporate all evidence collected and observed over the course of the school year. Scores for each subcomponent of the observation should be combined using a weighted average (*All observable components will be weighted equally and averaged*), producing an overall Observation Category score between 1-4.

In the event that a teacher or principal earns a score of 1 on all rated components of the practice rubric across all observations or site visits, a score of 0 will be assigned.
**Classroom Observations:**

Per NYSED regulations there must be multiple observations (2 or more). At least one observation must be unannounced. **The Whitesville Teachers Association and the district have agreed that the announced observation will be worth 90% and the unannounced will be worth 10%.**

The Whitesville Teacher’s Association and the District have agreed to use the following measures for determining a classroom teacher’s overall classroom observation score:

<table>
<thead>
<tr>
<th>Teacher Observation Scoring Bands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Observation Category</td>
</tr>
<tr>
<td>Score and Rating</td>
</tr>
<tr>
<td>Minimum</td>
</tr>
<tr>
<td>Maximum</td>
</tr>
<tr>
<td>H</td>
</tr>
<tr>
<td>3.5</td>
</tr>
<tr>
<td>4.0</td>
</tr>
<tr>
<td>E</td>
</tr>
<tr>
<td>2.5</td>
</tr>
<tr>
<td>3.49</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>1.5</td>
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<tr>
<td>2.49</td>
</tr>
<tr>
<td>I</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>1.49</td>
</tr>
</tbody>
</table>

**Observation Process**

Observations and monitoring of the performance of all teachers will be conducted openly, with the full knowledge of the teacher. In accordance with Education Law 3012-d, classroom teachers are to be observed multiple times including at least one unannounced observation.

Classroom teachers will be observed accordingly:

1. Probationary teachers shall receive a minimum of 1 unannounced and 2 announced observations. (**by the principal with acceptance of state waiver**)
2. Tenured teachers shall have 1 unannounced and 1 announced observation unless the teacher and/or evaluator mutually agree to additional observations. (**by the principal with acceptance of state waiver**)
3. The evaluator will inform the teacher at the onset of any type of observation when the teacher is being formally observed.

***If the district/BOCES is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective; and, that in any school year for which there is an approved waiver and such waiver contains information that conflicts with the information provided in Task 4 of the district's/BOCES' approved §3012-d APPR plan, the provisions of the approved waiver will apply. See Section 30-3.4(d)(2)(i)(b)(2) of the Rules of the Board of Regents.
In addition:

1. For all teachers, the unannounced observation shall be done between the 2nd full week of school and December break, and shall precede the announced observation.

2. Prior to the announced observation, teachers will meet with evaluator(s) for a preconference to discuss the instruction that will be observed. The evaluator will then observe the instruction and schedule a post-conference meeting to discuss strengths and weaknesses of the instruction and indicate areas for improvement and growth.

3. No observations shall take place on the day before or the day after a holiday break.

4. Observation must be full class period in length however the parties recognize that mitigating circumstances may require some flexibility.

5. All formal observations shall be reduced to writing and discussed with the teacher within ten (10) school days following the observation. A copy of the written observation will be provided to the teacher and shall include a place for the teacher’s comments, if any.

6. All copies shall be signed by both parties involved. A teacher’s signature does not indicate the teacher agrees or disagrees with the evaluation; it only indicates that the teacher has reviewed the document. A copy shall be placed in the teacher’s personnel folder.

7. These formal observations will be completed by a trained district administrator in accordance with NYSED Law 3012-d; Under no circumstances shall a Whitesville Teachers’ Association unit member observe another Whitesville Teachers’ Association unit member.

An APPR Composite Score Summary Sheet (Appendix A) will be provided to each teacher upon completion of his or her annual review.

**Procedures for Reporting Accurate Teacher and Student Data to the NYS Department of Education**

The District shall notify teachers as early as possible in the school year when their data (student roster and teacher/student linkage data) is available for review. Teachers will review their information for accuracy. If necessary, teachers will notify the CIO via email of any corrections to be made. The district CIO will ensure the data is submitted according to the established NYSED deadlines in collaboration with our local RIC center. The district will follow the NYSED reporting requirements for transfer of this information.
Training for Evaluators and Staff

A. Any evaluator who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be trained and/or certified as required by Education Law 3012-c and the implementing Regulations of the Commissioner of Education prior to conducting a teacher evaluation.

B. All classroom teachers subject to the District’s APPR will be provided with an orientation and/or training on all components of the teachers’ evaluation system by the commencement of the school year in which the teachers shall be evaluated.

C. Newly hired staff will be trained within 20 school days of his/her commencement of professional duties.

D. Under no circumstances will Whitesville Teachers’ Association unit members evaluate other Whitesville Teachers’ Association unit members.

E. The lead evaluator is the primary person responsible for a teacher evaluation. The lead evaluator is the person who completes and signs the summative annual professional performance review.

An evaluator is any individual who conducts an evaluation of a teacher, including any person who conducts an observation or assessment as part of a teacher evaluation. For teachers, an evaluator will be a trained district administrator. (*** the principal with acceptance of state waiver)

F. The role and purpose of the evaluator in the classroom is to collect evidence. Evaluators should not interfere with or participate in lesson delivery or student activities.

Calculating the Student Performance Category

No later than November 1st of each school year the *teacher(s) and the evaluator shall meet to set the student growth targets for the school year. The *teacher goal(s) shall be based on the percentage of students meeting their growth targets. The evaluator and *teacher(s) shall discuss student/classroom performance expectations and then set a rigorous classroom average goal for each chosen assessment. A district-wide measure will be used for all teachers and will consist of growth on the 4th and 8th grade state science assessments, the Common Core ELA Regents, Common Core Algebra Regents, Living Environment Regents and Global Regents Exam. After the percentage of students meeting their target is calculated for each exam, they will be averaged together for a final percentage score.
* Elementary teachers will have input on the proposed targets for the 4th grade science test. Middle school teachers will have input on the proposed targets for the 8th grade science tests. Global, ELA, Living Environment and Algebra targets for the Regents exams will be proposed by the U.S. History and ELA classroom teachers for that subject.

By the end of each school year each teacher will participate in a meeting/conference with the evaluator to review the evidence gathered throughout the school year to discuss how the evaluator determined the teacher’s effectiveness score between 0-4.

At the conclusion of the aforementioned meeting the teacher shall sign the teacher effectiveness score sheet. This signature does not indicate acceptance or rejection of the contents of the evaluation. The signed teacher effectiveness form as well as any written comments of the teacher shall become a part of the personnel file. A teacher shall receive his or her Measure of Teacher Effectiveness score no later than the end of the school year for which the performance is being measured.

The Composite Score
The scoring matrix for an overall score shall be used to determine the overall HEDI rating.

<table>
<thead>
<tr>
<th>Student Performance Category</th>
<th>Teacher Observation Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective (H)</td>
<td>Highly Effective (H)</td>
</tr>
<tr>
<td>Effective (E)</td>
<td>Effective (E)</td>
</tr>
<tr>
<td>Developing (D)</td>
<td>Developing (D)</td>
</tr>
<tr>
<td>Ineffective (I)</td>
<td>Ineffective (I)</td>
</tr>
<tr>
<td>Highly Effective (H)</td>
<td>H</td>
</tr>
<tr>
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<td>E</td>
</tr>
<tr>
<td>Ineffective (I)</td>
<td>D</td>
</tr>
</tbody>
</table>

The teacher will receive his or her final, written overall score no later than September 1st of the school year following the year in which the teacher was evaluated. If data is not available
to finalize a teacher’s composite score, the Association and the District shall meet to negotiate resolutions.

The form found in Appendix A shall be completed and signed by the lead evaluator and the teacher. This signature does not indicate acceptance or rejection of the contents of the evaluation. The signed teacher effectiveness form, as well as any written comments of the teacher if requested by the teacher, shall become a part of the personnel file. As negotiated by the parties, a classroom teacher is eligible to appeal his or her composite score according to the Appeal Process found in this plan.

**Teacher Improvement Plan (TIP)**

Upon rating a teacher as Developing or Ineffective through an annual professional review, the school district shall develop and commence implementation of a teacher improvement plan for such teacher as soon as practicable, but no later than October 1 following the school year for which such teacher's performance is being measured.

The TIP shall be developed in consultation with the teacher and Association representation. The Association president will be notified when a unit member is placed on a TIP and shall be provided with a copy of the TIP.

The Teacher Improvement Plan process is developed locally through negotiations pursuant to Article 14 of the Civil Service Law and shall include, but not be limited to, identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and where appropriate differentiated activities to support a teacher’s improvement in those areas. The District will utilize the TIP form found in Appendix (F).

All District pre-approved 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. No disciplinary action predicated upon ineffective performance shall be taken by the District against a teacher until a TIP has been fully implemented and its effectiveness in improving the teacher’s performance has been evaluated.

The TIP will include the identification of areas that need improvement, a timeline for achieving improvement, the manner in which improvement will be assessed, and, where appropriate, differentiated activities to support improvement in these areas.

The TIP plan will clearly describe the professional learning activities that the educator must complete. These activities will be connected directly to the areas needing improvement. The artifacts that the teacher or principal must produce that can serve as benchmarks of their improvement and as evidence for the final stage of their improvement plan will be described and could include items such as lessons, student work, or unit plans. The supervisor must clearly state in the plan the additional support and assistance that the educator will receive. In the final stage of the improvement plan, the teacher should meet with his/her principal to
review the plan alongside any artifacts and evidence from evaluations in order to provide a final, summative rating for the teacher.

Teacher Improvement Plan Assessment:

1) The Building Principal and the teacher will meet on a bi-weekly basis for the purpose of reviewing the agreed upon TIP goals and the lesson plan book for the up-coming week, or until sufficient progress is made that the Building Principal and the teacher agree that bi-weekly meetings may be reduced in frequency.

2) The Building Principal will recommend research based instructional strategies. The teacher and Building Principal will discuss and decide upon the implementation of one or more strategies.

3) The teacher may select a teacher mentor, in collaboration with the principal, who would be willing to assist the teacher by providing the teacher with insight and ideas. Under no circumstances will the mentor formally observe or evaluate the teacher on the TIP plan. Information gathered by the mentor will not be shared with anyone except the teacher on the TIP plan.

4) The teacher will, in conjunction with the Building Principal, attend agreed upon available workshops and/or seminars that address prescribed competency needs. All costs for such pre-approved workshops and/or seminars shall be borne by the District.

5) The teacher will be observed monthly by a lead evaluator or until sufficient progress is made that the Building Principal and the teacher agree that classroom observations may be reduced in frequency.

6) At the conclusion of the TIP plan, the teacher and the evaluator shall meet to assess the effectiveness and appropriateness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. The teacher shall be afforded Association representation at his or her request. The evaluator shall make a recommendation for the teacher based on whether the TIP performance goals were achieved. The evaluator will recommend “next steps” if appropriate.

Termination and Tenure Determinations for Probationary Teachers

By law, the APPR is required to be a significant factor in employment decisions such as promotion, retention, tenure determinations, termination, and supplemental compensation, as well as a significant factor in teacher professional development. Nothing in the statute or regulations shall be construed to affect the statutory right of the district to terminate a probationary teacher for statutorily or constitutionally permissible reasons other than the performance of a teacher in the classroom, including but not limited to misconduct.

Nothing in the statute or regulations shall be construed to alter or diminish the authority of the governing body of the District to grant or deny tenure to or terminate the probationary teacher during the pendency of an appeal pursuant to this section for statutorily and constitutionally permissible reasons other than the teacher’s performance that is the subject of the appeal.
Appeals Procedures

To the extent that any teacher wishes to appeal a performance review and/or improvement plan under this evaluation system, the law requires the establishment of an appeals procedure, the specifics of which are to be locally negotiated pursuant to article XIV of the Civil Service Law. The parties agree to reopen negotiations regarding the appeals process should either party request to do so.

A unit member shall have Association representation at any time during the appeal process upon the unit member’s request.

Pursuant to Education Law §3012-d, a teacher or principal may only challenge the following in an appeal:

(1) the substance of the annual professional performance review; which shall include the following:
   (i) in the instance of a teacher or principal rated Ineffective on the Student Performance Category but rated Highly Effective on the Observation/School Visit Category based on an anomaly, as determined locally.

2) the district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d and Subpart 30-3 of Commissioner’s regulations;

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law §3012-d; and

(4) the school district's issuance and/or implementation of the terms of the teacher or principal improvement plan under Education Law §3012-d and this Subpart.

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 §3020-a and §3020-b or any locally negotiated alternate disciplinary procedure until the appeal process is concluded. Nothing shall be construed to authorize a teacher or principal to commence the appeal process prior to receipt of his or her rating from the district.

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

**Burden of proof**

In an appeal, the teacher has the burden of demonstrating clear and the burden of establishing the facts upon which petitioner seeks relief.

**Timeframe for filing appeal:**

1. All appeals must be submitted in writing (using the form found in Appendix F) no later than 10 school days after the date when the teacher received his/her annual professional performance review composite score. In the event that composite scores are not available before the end of the normal school year and are issued during the summer months, the aforementioned appeal must be submitted in writing no later than the end of the second full week of school assuming the teacher has been issued his or her composite score. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. In accordance with Education Law 3012-d, the timelines set forth in the appeal process as negotiated between the parties may be extended upon mutual agreement by both parties but will be timely and expeditious. A school day is defined as a day when students are present during the normal school year.

2. When filing an appeal in accordance with the timelines set forth in item one above, the teacher must submit to his or her lead evaluator (via email) a detailed written description of the specific areas of disagreement over his or her performance review using page one of the Appeals form found in Appendix (F). The Superintendent and Association Co-Presidents must also be copied on the emailed appeal. The performance review and/or improvement plan being challenged must be submitted with the Any information not submitted at the time the appeal is filed shall not be considered. The teacher and the lead evaluator will meet to discuss the issue within 7 school days after the lead evaluator receives the written appeal and supporting documentation. The purpose of this meeting is to resolve the appeal. Should the parties resolve all issues regarding the appeal; the appeal will be considered resolved.

3. If the meeting between the teacher and the lead evaluator fails to result in a resolution, the teacher may submit his or her appeal and all supporting documentation to the Superintendent or his/her designee for review by a 3-person panel within 7 school days after the meeting in step 2. The panel shall consist of 2 tenured Association unit members, chosen by the Association and
1 trained Administrator to be chosen by the Superintendent and/or his/her
designee. The trained Administrator chosen must not be the original evaluator.

Within 7 school days after receipt of the appeal, the 3-person panel will meet
to consider the appeal and make a recommendation, based on consensus, on
the appeal’s merits. The affected teacher may present any relevant evidence or
argument to the panel, with union representation present if requested by the
teacher.

The panel shall forward to the Superintendent a written recommendation on
the appeal within 7 school days of the panel meeting.

4. The Superintendent shall review the recommendation of the panel and issue a
written response to the teacher within 7 school days of receipt of the panel’s
appeal decision. The Superintendent’s decision shall be final and binding.

The Superintendent has the right to affirm, modify or rescind the evaluation in
question. The Superintendent may also order a new observation to take place
using a different evaluator.

Copies of the Superintendent’s written decision will be sent to the teacher, the
original evaluator, to the members of the panel and the Association President.
A copy of the written appeal and relevant documentation shall be placed in the
teacher’s personnel file.
APPENDIX A

WHITESVILLE CENTRAL SCHOOL FINAL COMPOSITE SCORE FORM

Teacher’s Name: ________________________________

Evaluator’s Name: ________________________________

<table>
<thead>
<tr>
<th>Subcomponent</th>
<th>Score</th>
<th>HEDI Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Student Growth Score – a number between 0-20 will be provided by the state/SLO.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Measure of Teacher Effectiveness – a number between 0-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEDI Scores for each subcomponent to transfer to scoring matrix.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Scoring Matrix for the Overall Rating

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<tr>
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<td></td>
<td>D</td>
<td>D</td>
<td>I</td>
<td>I</td>
</tr>
</tbody>
</table>

Final Effectiveness Rating: ________________________________

Teacher signature ________________________________ Date ________________________________

Evaluator signature ________________________________ Date ________________________________

Teacher’s signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with her evaluator. Any teacher may appeal the final composite score. The Appeal process and forms are found in this plan document. A copy of this form must be placed in the teacher’s personnel file.
APPENDIX B
WHITESVILLE CENTRAL SCHOOL
Professional Observation
Pre-Conference Form (must be completed, by teacher and submitted a minimum of two days prior to conference, prior to conference)

Teacher: ____________________________ Class/Grade: _______________ Period: ______

Pre-Conference Time: _______________ Pre-Conference Date: __________________

Observation Date: ____________________________ Evaluator: ____________________

Appointment Type: □ Tenured Announced
□ Probationary  □ 1st Announced  □ 2nd Announced

PART 1 Pre Conference: (When typing fields will expand)

1. What related instruction has occurred prior to this observation?
2. What will you do? What will the students do? Will the students work in groups, individually or as a large group? Provide any handouts or other material the students will be using.
3. What strategies/techniques (list specific) are you using to support student learning, engagement, and to challenge student learning?
4. How do you plan to differentiate instruction?
5. What formative assessment strategies will you use for this lesson??
6. Is there anything else, either about your students or your classroom, which you would like an observer to know?
7. Please list below and provide any additional information pertaining to this specific lesson that applies to these standards:

   Standard 3.2: A,C,D
   Standard 3.4: A
   Standard 3.5: A
   Standard 3.6 A,B
   Standard 4.1: A,C
   Standard 4.2: B
   Standard 4.3: A,B
   Standard 4.4: A,C
APPENDIX C
Whitesville Central School
Measure of Teaching Effectiveness Scoring Sheet

Teacher/Professional: __________________________ Class/Grade: __________ Period: ___________
Observation Date: ________________________________ Lead Evaluator: _____________________
Observation type: Announced _____ Unannounced _____ Probationary Year: _____ Tenured: _____

Teaching Effectiveness Performance Review Rubric
Highly Effective (4)    Effective (3)    Developing (2)    Ineffective (1)

Teaching Standard 3  Instructional Practice

Element 3.2: Teachers communicate clearly and accurately with students to maximize their understanding and learning.
NYSED Indicators: Students understand directions and procedures. Teachers use a variety of questioning techniques to advance student learning and reflection. Students’ comments and questions are acknowledged and utilized to advance learning. Students understand lesson content through teachers’ use of oral, written and graphic methods. Adjust communication in response to student needs.
Score (1-4)

| 3.2:A Teacher provides directions and procedures. |
| 3.2:C Teacher responds to students. |
| 3.2:D Teacher communicates content. |

Average Score 3.2

Evidence:

Element 3.4: Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement.
NYSED Indicators: Use an understanding of students’ diverse backgrounds to individualize interactions and differentiate instruction. Incorporate instructional approaches and technologies to provide students with opportunities to demonstrate mastery of learning outcomes. Incorporate into instruction motivating and meaningful opportunities in learning experiences.

3.4:A Teacher Differentiates instruction.

Evidence:

Element 3.5: Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology.
NYSED Indicators: Students synthesize and express ideas both in written and oral formats. Students work effectively with others, including those from diverse groups and with opposing points of view. Students make decisions, solve problems, and take actions as appropriate.

3.5:A Teacher provides synthesis, critical thinking, problem-solving and opportunities for collaboration.
Average Score for Chosen Elements in Standard 3: ________ (1-4)

### Teaching Standard 4: Learning Environment

**Element 4.1:** Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.

**NYSED Indicators:** Caring and respectful in interactions with students. Embrace student diversity as an asset in the classroom. Recognize and reinforce positive interactions among students. Create a climate of acceptance and respect. Create an environment where students feel a sense of responsibility to one another.

- **4.1:A** Interactions with students.
- **4.1:C** Teacher reinforces positive interactions among students.

**Average Score 4.1**

**Evidence:**

**Element 4.2:** Teachers create an intellectually challenging and stimulating learning environment.

**NYSED Indicators:** Encourage students to set high standards and expectations for their own performance. Motivate students to initiate their own learning and strive to achieve challenging learning goals. Promote students’ curiosity and enthusiasm for learning. Students are actively engaged in learning. Students openly express their ideas. Students show pride in their work and accomplishments.

- **4.2:B** Teacher promotes student curiosity and enthusiasm.

**Evidence:**

**Element 4.3:** Teachers manage the learning environment for the effective operation of the classroom.

**NYSED Indicators:** Establish, communicate, and maintain clear standards and expectations for student behavior. Develop, implement, and adapt routines and procedures to manage activities and transitions. Facilitate instructional groupings to maximize student participation, cooperation, and learning. Students exhibit respectful classroom interactions.

- **4.3:A** Teacher establishes routines/procedures/transitions and expectations for student behavior.
- **4.3:B** Teacher manages instructional groups.

**Average Score 4.3**

**Evidence:**

**Element 4.4:** Teachers organize and utilize available resources (e.g. physical space, time, people, technology) to create a safe and productive learning environment.

**NYSED Indicators:** Arrange and adapt the physical environment to accommodate individual and group learning.
needs. Ensure that all students have equitable access to available resources and technologies. Effectively use the services and skills of available volunteers and paraprofessionals. Know and implement policies and procedures to ensure classroom safety.

<table>
<thead>
<tr>
<th>Measure of teacher effectiveness</th>
<th>Announced Score</th>
<th>Unannounced Score</th>
<th>Total Weighted Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 3</td>
<td>45%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Standard 4</td>
<td>45%</td>
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<td></td>
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<tr>
<td>Subtotal</td>
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<tr>
<td>Divide Subtotal by 2</td>
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<td></td>
<td></td>
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<tr>
<td>Final Score 1-4</td>
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</tbody>
</table>

**Average Score for Chosen Elements in Standard 4: ________ (1-4)**

**Observations Scoring Chart for Non-tenured Teachers:**

<table>
<thead>
<tr>
<th>Measure of teacher effectiveness</th>
<th>Announced Score</th>
<th>Unannounced Score</th>
<th>Total Weighted Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 3</td>
<td>90%</td>
<td>10%</td>
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</tr>
<tr>
<td>Standard 4</td>
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<tr>
<td>Subtotal</td>
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<td>Divide Subtotal by 2</td>
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<tr>
<td>Final Score 1-4</td>
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</table>
Teacher Observation Scoring Bands

<table>
<thead>
<tr>
<th>Overall Observation Category</th>
<th>Score and Rating</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective</td>
<td></td>
<td>3.5</td>
<td>4.0</td>
</tr>
<tr>
<td>Effective</td>
<td></td>
<td>2.5</td>
<td>3.49</td>
</tr>
<tr>
<td>Developing</td>
<td></td>
<td>1.5</td>
<td>2.49</td>
</tr>
<tr>
<td>Ineffective</td>
<td></td>
<td>0</td>
<td>1.49</td>
</tr>
</tbody>
</table>

Overall Evaluation Rating for Teaching Effectiveness

______________________________

Date: ______________

___________________________________ ____________________________
Signature of Evaluator Signature of Teacher
(Signifies reading/review of the evaluation report) (Signifies review of evaluation report with the teacher)

____________________________________
Signature of Superintendent

☐ If checked, comments concerning this observation report have been submitted by the teacher and are attached and filed with this report.

*Agreed upon teaching standards have to be assessed at least once a year.*
1. In what ways did you adjust your explanations to meet the individual needs of students?

2. In what way did your response to student questions challenge student thinking?

3. What graphic representations did you or the students use to enhance the understanding of the content?

4. What would you like me to know about your established routines procedure/transitions and standards of conduct?

5. What support/resources do you need for professional development to help improve your instruction?

Reflection:
WHITESVILLE CENTRAL SCHOOL
Professional Observation Announced
Post-Conference Form (to be completed by teacher after observation, optional)

*Please fill out this form and add any additional information that you feel is pertinent to this specific lesson (Optional)*

1. Did you meet your instructional goals? How do you know?

2. Did you have to change your instructional methods during the lesson? Explain why or why not?

3. What would you change to improve this instructional plan?

Reflection:

Appendix E
Whitesville Central School District Teacher Improvement Plan (TIP)
The sole purpose of the TIP is the improvement of teaching practice. The goal is to provide resources and support for teachers who have been rated as “developing” or “ineffective.” The evaluator and teacher will jointly determine the strategies to be undertaken to correct the deficiencies.

Teacher ________________________________
Grade/Subject ________________________________
Evaluator ________________________________
[Teacher Association Representative____________________________]
Date ________________________________

List the area(s) needing improvement. If there are several, indicate the priority order for addressing them

<table>
<thead>
<tr>
<th>Priority</th>
<th>Area needing improvement</th>
<th>Performance goal</th>
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<tr>
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Describe the plan for improvement with specific, measurable objectives, timeline and process the teacher must meet in order to achieve an effective rating.

Describe the professional development opportunities, materials, resources and supports the District will make available.

Assignment of a mentor teacher ☐ yes ☐ no
Name of Mentor ________________________________

The teacher, evaluator, mentor (if applicable) and an Association representative (if requested by the teacher) shall meet _____________ to assess the effectiveness and appropriateness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

Evaluator’s Signature ________________________________
Date _________________________
Teacher’s Signature _______________________________________________________
Date _______________________

<table>
<thead>
<tr>
<th>Meeting Dates</th>
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</table>

Meeting Date ____________
Evaluator Comments

Teacher Comments

Meeting Date ____________
Evaluator Comments

Teacher Comments

Meeting Date ____________
Evaluator Comments

Teacher Comments

Meeting Date ____________
Evaluator Comments
Teacher Comments

**Recommendation for Results of TIP**

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

☐ The teacher has not met the performance goals.

**Next Steps**

Evaluator’s Signature

Date

Teacher’s Signature

Date

Teacher’s signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with her evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.
Appendix F
Whitesville Central School District Appeals Form

Teacher __________________________________________________

Grade/Subject _____________________________________________

Lead Evaluator ___________________________________________

Date _____________________________________________________

Any unit member aggrieved of an APPR Composite Score rating of either “ineffective” or “developing” may challenge that APPR. Please refer to the Appeals Procedures found in the APPR for more information.

Grounds for an Appeal:

Indicate the grounds for the appeal, if there are several, they must all be indicated within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

☐ The substance of the Annual Professional Performance Review;

☐ The district’s failure to adhere to the standards and methodologies required for the APPR, pursuant to Education Law §3012-c and applicable rules and regulations;

☐ The district’s failure to comply with applicable locally negotiated procedures;

☐ The district’s failure to issue and/or implement the terms of the teacher improvement plan (TIP), as required under Education Law §3012-c.

Statement of Appeal

List and attach the supporting documentation

Submit all information to your Lead Evaluator within 10 school days of receipt of your composite score per the procedure outlined in the agreement.

Submitted to:_________________________________________________________

Submitted by: _______________________________________________________

Date _____________
Stage 1: Meeting with Lead Evaluator

Date of Meeting: ____________________

Issues Resolved (All, None, Some – please indicate below):

Outcome______________________

Evaluator Comments:

Teacher Comments:

Teacher Signature___________________________________ Date__________________

Lead Evaluator (#1) Signature __________________________Date______________

If all issues regarding the evaluation dispute have been resolved, the evaluation issue will be considered resolved and not subject to further appeal. If (all) issues regarding the evaluation dispute have not been resolved, the teacher may request to have a panel review his/her appeal per the APPR Appeal process described in the plan. This request and all supporting documentation must be forwarded to the appropriate District personnel within 7 school days after the meeting with the lead evaluator.
Stage 2  Review of Evaluation by 3-Person Panel

Panel Members:  1. ________________________________________  (Association Representative)
                 2. ________________________________________  (Association Representative)
                 3. _________________________________________  (Administrator)

Date of Review________________

Outcome of the Review Process (check one) :

___ We, the Panel, agree with the first lead evaluators rating

    Reason(s):

___ We, the Panel, do not agree with the first lead evaluators rating

    Reason(s):

___ We, the Panel could not reach consensus regarding the appeal

    Reason(s):

Within 7 school days after receipt of the appeal, the panel will meet to consider the appeal and make a recommendation to the Superintendent. This recommendation shall be sent to the Superintendent no later than 7 school days after the panel meets.
The Superintendent will then render a final, binding written decision and further directives to the teacher within seven (7) school days of the submission of the appeal to the Superintendent.

The Superintendent’s decision is final and binding. The Superintendent’s decision is not subject to the grievance process. However, failure to abide by the agreed upon appeal process is subject to the grievance procedure.

Copies of the appeal and all supporting documentation will be attached to the evaluation and placed in the teacher’s personnel file.