

Elmira City School District

Annual Professional Performance Review Procedural Manual

October 2018

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Elmira City School District

Annual Teacher Principal Evaluation

Procedural Manual

October 2018

The Elmira City School District APPR steering committee of teachers, administrators and the Superintendent of Schools/Designee of Schools/Designee have worked diligently developing a new system for teacher and principal evaluation. The purpose of the new evaluation system is to ensure quality teaching and learning practices are in place and comply with Education Law 3012-d. This focus of this plan includes:

Quality professional growth of teachers and principals in their instructional practices.

Use of evidenced-based standards in each area of classroom instruction that are more objective and rubrics that are clearly defined.

Establishes a procedural manual to make the evaluation system clear and available to everyone.

All correspondence and documentation will be electronic. Employee is responsible for maintaining a backup and personal copies.

Current Committee Member (2018-2019 SY)

Anne Shelton – Instrumental Music Teacher

Diane Kerwan – 1st grade classroom Teacher

Heather Donovan – Primary School Principal

Kathy Pilling-Whitney – Art Teacher & ETA Union President

Kelly Clement – Earth Science Teacher

Rebecca Booker – Secondary self-contained Teacher

Mary Cox – Primary School Principal

Suzanne Comstock – Assistant Special Education Supervisor

Marnie Malone – Supervisor of School Improvement & Accountability

Jay Hillman – Director of Educational Services

Annual Professional Performance Review Plan (APPR)

STATEMENT OF PURPOSE

Recognizing that the goal of a unit member's evaluation is to further the positive and continued growth of the District's professional staff and the resulting improvement of instruction, the District and the Elmira Teachers Association agree to the following procedures with respect to unit member's evaluation using the Annual Professional Performance Review Plan (APPR).

The APPR encourages professional growth and development through a process that is based on current research on best practices and aligned with the New York State Teaching Standards. It assures a common language, and common expectations among all teachers and evaluators. It is intentionally linked with the district's Professional Development Plan to ensure teacher-driven professional development and support.

Rationale

The APPR will recognize the need for evaluation and professional improvement. The system includes clearly defined criteria which shall be communicated to all ETA unit members and district administrators. The APPR recognizes the needs of both the tenured and non-tenured unit member and provides procedures and guidelines which will allow for professional improvement and continued student success.

The intent of the evaluation system is to foster a culture of continuous growth for professionals. The APPR is required to be a significant factor in employment decisions including, but not limited to: retention, tenure determination, termination, professional development. Each decision is to be made in accordance with locally developed procedures collectively bargained.

The Elmira City School District will adopt an APPR plan each school year. The district shall submit the plan on a form prescribed by the commissioner, to the State Education Department for approval. Should the plan be rejected, any deficiencies that are subject to negotiations shall be resolved through collective bargaining, and the plan resubmitted. Education Law §3012-d was approved to establish a new evaluation system for classroom teachers.

The following principles will govern the APPR process:

1. It is every teacher's responsibility to continue to grow professionally.
2. It is the district's responsibility to provide the resources and support for teachers to improve instruction and professional practice.
3. The overarching goal of the evaluation process is that teachers and evaluators examine the evidence obtained by multiple measures of teaching practice and student achievement to plan for meaningful professional learning and improvement of instruction.
4. Evaluations will be conducted openly and objectively with the full involvement of the teacher.

APPR Review Committee

The Elmira City School District will form a joint APPR review committee. This committee for the initial two years of the plan will be comprised of a minimum of three (3) original APPR committee members. This Committee will be responsible for reviewing 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 a mutual agreement on any change. Either party may request that the joint APPR review committee meet to 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.

PLAN REQUIREMENTS

The new law requires teachers and principals to be evaluated based on two categories: the Student Performance Category and the Observation/School Visit Category, each of which are explained in further detail throughout this document. Under the new law, New York State continues to differentiate teacher and principal effectiveness using four rating categories – Highly Effective, Effective, Developing, and Ineffective. Education Law §3012-d requires APPRs to result in a single composite teacher or principal effectiveness rating that incorporates multiple measures of effectiveness. As in the past, the results of the evaluations shall be a significant factor in employment decisions, including but not limited to promotion, retention, tenure determination, termination, and supplemental compensation, as well as teacher and principal professional development (including coaching, induction support (mentoring), and differentiated professional development).

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

The new law requires teachers to be evaluated based on two categories: the Student Performance Category and the Teacher Observation Category.

Student Performance Category

Teachers shall be evaluated as follows:

For teachers whose courses end in a State created or administered test for which there is a State-provided growth model and at least 50% of a teacher’s students are covered under the State-provided growth measure, such teachers shall have a State-provided growth (SPG) score based on such model. The SPG will only be used in the transitional score. All such teachers will receive alternate scores based on assessments as approved by NYSED.

For teachers whose course does not end in a State created or administered test or where less than 50% of the teacher’s students are covered under the State-provided growth measure, such teachers shall have a Student Learning Objective (“SLO”) consistent with a goal setting process determined or developed by the Commissioner that results in a student growth score; provided that for any teacher whose course ends in a State

created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO.

Student performance scores may include:

a teacher-specific growth score computed by the State based on percentage of students who achieve a State-determined level of growth (e.g., percentage of students whose growth is above the median for similar students);

school-wide growth results based on a State-provided school-wide growth score for all students attributable to the school who took the State English language arts or math assessment in grades 4-8; or

school-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed;

A growth score based on a state designed supplemental assessment calculated using a State provided or approved growth model.

The law requires the Commissioner to establish weightings and scoring ranges for the subcomponents of the student performance category. The regulations apply the following weights to each of the subcomponents:

RATING	POINTS	% STUDENTS MEETING TARGET
H	18-20	90-100
E	15-17	75-89
D	13-14	60-74
I	0- 12	0 - 59

Teacher Observation Category

The second category is comprised of 2 subcomponents. The two mandatory subcomponents shall be based on:

one observation that shall be conducted by a principal or other trained administrator and;

a second observation that shall be conducted by one or more impartial independent trained evaluator(s) selected and trained by the district. An independent trained evaluator may be employed within the district, but may not be assigned to the same school building as the teacher being evaluated.

One of the mandatory observations must be unannounced.

The regulations allow the frequency and duration of observations to be established locally.

This section also requires all observations to be conducted using a teacher practice rubric (Danielson,2013) approved by the commissioner pursuant to a Request for Qualification (“RFQ”) process, unless the district has an approved variance from the Commissioner and prescribes parameters for the observations category.

The law further requires the Commissioner to establish weightings and scoring ranges for the subcomponents of the teacher observations category. The regulations provide that the weighting of the subcomponents within the teacher observation category shall be established locally within the following constraints:

Observations conducted by a principal or other trained administrator shall be weighted at 80%.

Observations conducted by independent impartial observers shall be weighted at 20%.

	POINT RANGE MIN	POINT RANGE MAX
H	3.50	4.0
E	2.50	3.49
D	1.50	2.49
I	0*	1.49

Internal assessment development and assessment security

The measures of student achievement shall be determined for each grade level and subject area as they conform with Regulation.

- Must use a state-approved student assessment.
- Consistent across district.
- Will have the same parts.
- Develop a back-up SLO for all teachers whose courses end in a State created or administered test for which there is a State-provided growth model.

The measures of student achievement include: ***Student Learning Objectives (SLOs as required for NYS student growth assessment)***. It is understood that any standardized assessment used for the purpose of teacher evaluation will not be disseminated in advance to students, teachers or principals. Scoring of assessments must be done by educators who do not have a vested interest in the assessment they score.

TRAINING FOR EVALUATORS OF STAFF

Any Trained district administrator who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be fully trained and certified as required by Education Law 3012-d and the implementing Regulations of the Commission of Education prior to conducting a teacher evaluation in accordance with the Commissioner's Regulations. Each trained district administrator must attend ongoing training or inter-rater reliability, including an annual re-certification training. A copy of the certification and log of refresher training will be maintained on file in the district office. Lead evaluators and evaluators will be recertified on an annual basis.

A lead evaluator who is certified by the State as a school administrator or superintendent of schools may conduct classroom observations or school visits as part of an APPR prior to completion of the required training provided such training is successfully completed before completion of the evaluation.

Any evaluation or APPR rating that is determined in whole or in part by an trained district administrator who is not fully trained and certified to conduct such evaluations in accordance with the regulations of the commissioner shall, upon appeal by the subject of the evaluation or APPR rating, be deemed to be invalid and shall be expunged from the teacher's record and will be inadmissible as evidence in any subsequent disciplinary proceeding. The invalidation of an evaluation of APPR rating for this reason shall also preclude its use in any and all other employment decisions.

All professional staff subject to the district's APPR will be provided with an orientation and/or training of the evaluation system that will include: a review of the content and use of the evaluation system, the NYS Common Core Learning Standards, the district's teacher practice rubric, forms and the procedures to be followed consistent with the approved APPR plan and associated contractual provisions. All training for current staff will be conducted prior to the implementation of the APPR process. Training will be conducted for new staff after the beginning of the school year. Staff hired during the school year will be trained as soon as possible.

Training will be ongoing throughout each school year.

EVALUATION PROCESS

Analysis of Teaching Practice through Multiple Measures

The teacher and evaluator shall confer in preparation for the evaluation measures. The conferences include identifying the measures, the expectations of both parties, and the provision of any relevant documentation. Evidence is collected during announced/unannounced classroom observations and other planned activities. Each unit members annual composite score will be based on the following NYS required measures of teacher effectiveness:

Non-Growth Measures of Teacher Effectiveness

- Evidence of professional practice shall be obtained through multiple measures.
- Tenured unit members will be evaluated twice each year, one announced and one unannounced. All non-tenured members will be evaluated a minimum of three times each year, two announced and one unannounced.
- The process of evaluation should foster continued growth and development.
- Evidence of teacher effectiveness will be based on the Danielson 2013 rubric aligned with the seven New York State Teaching Standards.
- The teacher acquires knowledge of each student and demonstrates knowledge of student development and learning to promote achievement for all students.
- The teacher knows the content he/she is responsible for teaching and plans effective instruction that ensures growth and achievement for all students.
- The teacher implements instruction that engages and challenges all students to meet or exceed the learning standards.
- The teacher works with all students to create a dynamic learning environment that supports achievement and growth.
- The teacher uses multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.
- The teacher demonstrates professional responsibility and engages relevant stakeholders to maximize student growth, development and learning.
- The teacher sets informed goals and strives for continuous professional growth.

Critical to this component is the selection of the rubric to collect evidence of teacher effectiveness.

The APPR Committee has selected the Danielson 2013 Revised Rubric for Teacher Evaluation (Appendix A) from the list of state approved rubrics. The rating of the unit member's evaluation will constitute **100** points allocated and converted using the attached methodology.

The Elmira City School District recognizes that effective assessment of teaching practice is a progression and have agreed to utilize a teacher evaluation and development process supported by the collection and analysis of evidence. The forms for the evaluation process are included in the Appendix B.

PROCEDURES FOR DETERMINING TEACHER RATING VIA DANIELSON RUBRIC

Establish a Time-frame for Conducting Observations

- A. Tenured unit members will be observed twice each year, one announced and one unannounced. All non-tenured members will be observed a minimum of three times each year, two announced and one unannounced. Announced and unannounced scores will be weighted based on the allowable percentages as set forth by NYSED.
- B. For all unit members:
Evaluations can begin **October 1, 2018** and must be completed **May 31, 2019**.
Unannounced observations will be scheduled per the following calendar. Each successive year, the unannounced observation calendar will be mutually agreed upon. (Appendix I)
Unannounced observations for any classes that do not run for full year (10 week or semestered) can begin after the 6th class days or 10 days including weekends.
Evaluators will use the Frontline Program for recording and documenting both announced and unannounced observations.
The **post conference** will occur **within ten (10) school days** after the completion of the observation. At this time, the teacher and evaluator will assess student work; make preliminary ratings; and discuss next steps for the teacher's professional growth.

OBSERVATION PROTOCOL

Formally Announced Visit

The following are procedures and guidelines for the formally announced visit:

Concluded with the open and full knowledge of the unit member with a mutually agreed upon date and time.
Preceded by a pre-conference meeting which shall occur at least **one (1) day** prior but **no more than 3 days** prior to the observation. Pre-conference will be conducted no earlier than 5 school days from the initial notification of the observation.

A minimum of **30 minutes** and a maximum of **80 minutes**.

It is the evaluator of record's responsibility to provide unit member **24 hour notice** of cancellation of the formally scheduled observation. For those observations that are not cancelled within this time period, the unit member is not required to do an additional pre-conference meeting. The evaluator of record will then reschedule the visit for an agreed upon date and time and will be provided with a new lesson plan upon entering classroom or workstation.

Unannounced Visit

The following are procedures and guidelines for the unannounced visit:

Conducted during a specific 10 school day time period for which prior notification has been given.

No less than **20 minutes**

Calculated as a separate evaluation

Evaluator of record will provide Unit Member with documented reflection from unannounced visit **within ten (10) school days** of said visit. A post conference will be a required component of the unannounced visit and will use the same post conference form as the announced observation. (Appendix F)

In the event that an educator or lead evaluator, observer or supervisor are not in attendance during a regularly scheduled work day, this day or multiple day(s) are not to count toward the 10 day window in which the post conference is to take place. If an educator is out on medical leave during the observation process, the post conference is to take place within 10 days of the educator returning to work.

Summative Evaluation

The classroom observation score (including announced and unannounced) will be provided no later than June 15th.

District administrators conducting observations will complete an excel spreadsheet for the calculation of a raw score based on the observations (announced and unannounced). The raw score garnered from the spreadsheet will then be converted using a NYSED approved conversion chart. The number earned from the conversion chart will be used in the calculation of each teacher's composite score.

Overall HEDI Rating

The rating system will be that which is approved by NYSED.

The complete APPR shall be provided to the teacher as soon as practicable but no later than the date provided and determined by NYSED following the year of the evaluation. The teacher's rating and score on the other measures of teacher effectiveness shall be computed and provided to the teacher, in writing, no later than the last day of the school year for which the teacher is being evaluated. The purpose of this notification is to give teachers sufficient time to assess their practice and plan accordingly, including seeking professional development and other supports during the summer.

SCORES	H	E	D	I
H	H	H	E	D
E	H	E	E	D
D	E	E	D	I
I	D	D	I	I



- Step #1- Identify Evaluation(s) total weighted Score
- Step #2- Identify Student Performance score
- Step #3- Determine overall HEDI rating using matrix

Teacher Improvement Plan (TIP)

A teacher who received a “developing” or “ineffective” rating on their overall APPR will be required to comply with the prescribed Teacher Improvement Plan (TIP) (Appendix D) which must be formulated, by both the unit member and the evaluator of record with both parties providing input and reaching agreement on the contents of the TIP, and implemented by law within **ten (10) workdays** of the new school year. In extreme cases out of the districts’ control, the administrator monitoring the TIP will be the lead evaluator who conducts the classroom observation.

An educator with a TIP will not be assigned a student teacher during the school year in which their TIP is in effect.

Upon receiving a rating of “developing” or “ineffective”, a teacher shall be provided with a TIP by a building level administrator. (Form provided in Appendix D). The TIP shall be provided as soon as practicable, but in **no case later than October 1** of the following school year (except in the case of a first year, probationary teacher). The Parties understand and agree that the sole and exclusive purpose of a TIP is the improvement of teaching practices and that the issuance of a TIP is not a disciplinary action. The TIP shall be developed in consultation with the teacher, and Association representation shall be afforded at the teacher’s request. The Association president shall be informed in a timely manner whenever a teacher is placed on a TIP.

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

*The initial TIP meeting will include an administrator, teacher/TA, Union President, and Director of Educational Services.

*All elements of the TIP will be carried out in full fidelity unless agreed upon by both parties.

*A copy of each TIP will be provided to the union President prior to meeting with individual teachers for review and mutual revision.

After the TIP is in place, the teacher, administrator, mentor (if one has been assigned) and an Association representative (if requested by the teacher) shall meet, according to the schedule identified in the TIP, to assess the effectiveness and appropriateness of the TIP, for the purpose of assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of such assessment(s), the TIP shall be modified accordingly.

A teacher who believes that the terms of a TIP are arbitrary, unreasonable, inappropriate or defective or that the District has failed to meet its obligations to properly implement the terms of a TIP may seek relief from an appeal to the District APPR Appeals Committee.

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. No disciplinary action shall be taken by the District against a teacher predicated on an “ineffective” rating who has met the performance expectations set by a TIP. Teachers on a TIP and their Lead Evaluator will

have an end of the year evaluation meeting no later than the last day of School. This meeting is designed to review the effectiveness of the Teacher Improvement Plan.

TERMINATION AND TENURE DETERMINATION 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, it is agreed that the teacher will be invited to a conference with the evaluator, appropriate administrator (if different from the evaluator), and the Association president or his/her designee as early in the school year as reasonable, preferably by February 1. The conference will result in an intervention and TIP being developed.

A probationary teacher, who is disciplined, not renewed, or denied tenure, based in whole or in part upon classroom performance or any other factor measured by the APPR, shall have the right to appeal such action through the APPR Appeals procedure. Nothing therein relieves the District of its obligations under New York State Education Law Sections 3012-d(2) and sub part 3031.

The parties agree that in cases of teacher appointed to a probationary term at the start of a school year, notification dates shall be as follows:

- *The initial TIP meeting will include an administrator, teacher/TA, Union President, and Director of Administration.
- *all elements of the TIP will be carried out in full fidelity unless agreed upon by both parties.
- *A copy of each TIP will be provided to the union President prior to meeting with individual teachers for review and mutual revision.
- *The notice of the superintendent's recommendation to grant or deny tenure shall be provided to the unit member by **March 1** of the final probationary year.
- *A probationary teacher shall be informed of the final action of the Board of Education on the granting or denial of his/her tenure by **May 1** 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 by the first day of the month four months prior to the conclusion of their final probationary year (for example, a teacher who commences their probationary employment on **January 1** shall receive the notice of intent by the preceding **September 1**).
- *A probationary teacher shall be informed of the final action of the Board of Education on the granting or denial of his/her tenure a minimum of **sixty (60) days** prior to the conclusion of their final probationary year.

In cases where the unit member is not recommended for continued employment, the Evaluator of Record shall make said recommendation to the Superintendent of Schools/Designee and simultaneously, in writing, inform the affected unit member of the recommendation.

Notice of the recommendation shall be given to the Superintendent of Schools/Designee and the affected unit member not later than **sixty (60) days** immediately preceding the discontinuance of the probationary service.

Each probationary unit member who is not to be recommended for permanent appointment or tenure shall be so notified in writing by the District Superintendent of Schools/Designee no later than **sixty (60) days** immediately preceding the discontinuance of the probationary service.

APPEALS PROCESS

The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. All tenured and probationary employees who meet the appeal process criteria identified below may use this appeal process. A teacher may not file multiple appeals regarding the same performance review or TIP. All grounds for appeal must be raised within one appeal, provided that the teacher knew or could have reasonably known the ground(s) existed at the time the appeal was initiated, in which instance a further appeal may be filed but only based upon such previously unknown ground(s). (Appendix G)

APPR Subject to Appeal Procedure

Any non-tenured or tenured unit member receiving an over-all composite APPR rating of “developing” or “ineffective” may appeal that APPR.

Ratings of Highly effective or Effective are not appealable.

In accordance with Education Law §3012-d, an APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Education Law §3020-d proceeding, or any locally negotiated discipline procedure, until the appeal process is concluded.

An appeal may be filed challenging the APPR based upon one or more of the following grounds:

- a) The district’s failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law §3012-d and applicable rules and regulations;
- b) The district’s failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures;
- c) The district’s failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under Education Law §3012-d.

Multiple Appeals

A teacher may not file multiple appeals regarding the same performance review or improvement plan. 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 null and void.

Appeals Process

This appeal process shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher performance review or improvement plan. The teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review or improvement plan, except as otherwise authorized by law.

In order to be timely, the APPR appeal process begins when the educator files, in writing, a request for an informal conference, with the evaluator or record(s). This request must be filed, in writing, within **fifteen (15) school days** after the teacher has received the final composite rating.

Step 1: Informal Conference

The bargaining unit member shall upon request be entitled to a member of the Elmira Teacher's Association representative being present. The conference shall be an informal meeting wherein the Lead Evaluator or Observer and the employee are able to discuss the evaluation and the areas of dispute.

Within 5 days of the Informal Conference, the bargaining unit member will provide to the Lead Evaluator or Observer a detailed written description of the specific areas of disagreement over his or her performance review, any additional documents or materials relevant to the appeal and the performance review and/or improvement plan being challenged which should be considered in the deliberation of the Teacher Effectiveness Rating. Material not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal.

After receipt of the evidence the Lead Evaluator or observer has five (5) school days to review the submitted written material and adjust or confirm the summative assessment. The Lead Evaluator will issue a response to the Step 1 appeal within 5 school days of receipt of the written materials.

If the bargaining unit member is unsatisfied with Step 1 written appeal, he/she may file a Step 2 appeal. Such appeal must be filed within five (5) school days after receipt of the Step 1 response.

Step 2: APPR Hearing Committee

The APPR Hearing Committee make up shall be

- a) One administrative representative (current or recently retired administrator) certified to conduct evaluations, appointed by the Superintendent or his/her designee. The administrator appointed shall not be the Lead Evaluator or Observer of the evaluation.
- b) One teacher representative (current or recently retired teacher) that has been trained in the agreed upon Rubric and APPR process appointed by the Elmira Teacher's Association President or his/her designee.

Within ten (10) school days after receiving the Step 2 appeal, the hearing committee shall hold a hearing on the appeal. Either side may make oral arguments and or present evidence to support or reject the appeal. Formal rules of evidence shall not apply. The hearing will take place during one school day.

Within ten (10) school days after the completion of the hearing, the APPR hearing committee shall reach its finding. The determination may be to deny the appeal; to sustain the appeal and grant the remedy sought; or sustain the appeal and modify the remedy. If consensus is not reached, within ten (10) days of the hearing, the Committee shall write up the opposing viewpoints within five (5) days of failure to reach consensus and submit the opposing viewpoints to the Supervising Administrator, the employee, the Elmira Teacher's Association President, and the Superintendent. Material not submitted at the time the response is filed in Step 1 shall not be considered in the deliberations related to the resolution of the appeal.

If the response at Step 2 is not acceptable to the teacher or if the Step 2 APPR Hearing Committee is unable to reach consensus, the teacher shall have the right to move on to a Step 3 hearing. This request must be filed by submitting a written request to the Superintendent and Elmira Teacher's Association President expressing the desire to move to Step 3 within five (5) days of receipt of the Step 2 decision.

Step 3: Appeal to the Superintendent:

Within five (5) school days of the receipt of the APPR Hearing Committee Step 2 response, if a teacher is not satisfied with such response, the teacher must submit a written appeal to the Superintendent or designee.

Within five (5) school days of the receipt of the written Step 2 responses, the Superintendent will review the full record of the appeal. Material not submitted at the time the response is filed in Step 1 shall not be considered in the deliberations related to the resolution of the appeal.

Within ten (10) school days of the receipt of the Step 3 appeal, the Superintendent shall issue a written determination to the teacher, the Elmira Teachers' Association President and the Lead Evaluator or Observer. The determination may be to deny the appeal; to sustain the appeal and grant the remedy sought; or sustain the appeal and modify the remedy.

The Superintendents decision is final and binding.

Records

The entire appeal record will be sealed and placed in the bargaining unit member's APPR file. A carbon copy of the final APPR outcome will be provided to the bargaining unit member and the administrator of record.

Appendix A
Danielson 2013 Revised Rubric
For Teacher Evaluation
<http://danielsongroup.org/framework/>

Appendix B
Danielson 2013 Revised Rubric for Teacher Evaluation
Rubric Conversion Score Chart

Example

Example

	Components	Weight	Announced (80%)	Weighted score	Weight	Un Announced (20%)	Weighted score
	Instructional Practice		Score			Score	
Domain 1	1a	.02	3	.06			
	1b	.04	2	.08			
	1c	.05	3	.15	.20	3	.60
	1d	.02	3	.06			
	1e	.02	2	.04			
	1f	.04	2	.08			
Domain 2	2a	.06	3	.18			
	2b	.08	4	.32	.20	3	.60
	2c	.05	4	.20			
	2d	.06	4	.24			
	2e	.02	3	.06			
Domain 3	3a	.08	3	.24			
	3b	.08	3	.24	.20	4	.80
	3c	.12	1	.12	.20	4	.80
	3d	.10	2	.20	.20	3	.60
	3e	.06	1	.06			
Domain 4	4a	.10	3	.30			
	Totals			2.63			3.40
	HEDI			E			E
			2.63 x.80 =	2.104		3.40 x.20 =	.68
	Overall Evaluation Score				2.78 = E		

Appendix C

Components of Professional Practice: Charlotte Danielson

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

Appendix D Teacher Improvement Plan

(To be completed jointly by teacher and administration)

Name: _____

School: _____

School Year: _____

Assignment: _____

Plan implementation year: _____

Grade/Subject: _____

Date of related APPR: _____

Date of TIP Conference: _____

Danielson Domain/Subcategory in need of improvement	1.
	2.
Improvement Goal/Outcome	1.
	2.
Method of Assessing Improvement	1.
	2.
Timeline for Achieving Improvement	1.
	2.
Evidence aligned with Domain/Subcategory	1.
	2.

Differentiated Activities that Support teacher Improvement	
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Teacher Comments:

Administrator Comments:

Teacher Signature: _____

Date: _____

Administrator's Name: _____

Title: _____

Administrator Signature: _____

Date: _____

End of Year Summary of the TIP:

Teacher Comments:

Administrator Comments:

Teacher Signature: _____

Date: _____

Administrator's Signature: _____

Date: _____

Appendix E

Pre-conference question 2018-2019

1. What do you want students to learn to do, (skill), to learn about (content) and to learn that (conceptual knowledge) at the conclusion of this lesson while addressing the NYS Common Core Standards? **1A & 1C**
2. Describe how you use data to differentiate your instruction to meet the needs of all learners, including struggling students and high achieving students in your classroom? **1B**
3. Describe the strengths and interests of your students and how you incorporate that in your instruction? **1B**
4. Explain how students will be intellectually engaged in their learning (collaboration, discussion, debate, discovery, reflection) and how they will have opportunities to demonstrate higher-level thinking using multiple resources & materials (texts, technology, rubrics,)? **1D & 1E**
5. By what methods will students be assessed, by you and themselves, during the lesson (formative assessment) and at the conclusion of the lesson to ensure the learning objectives were met? **1F**

Appendix F

Post-conference questions 2018-2019

1. Describe the effectiveness of the lesson and the extent to which it achieved its instructional outcomes? 4A
2. Based on your lesson reflection, what professional development and/or resources would support your continued growth in pedagogy? 4A
3. As you reflect on the lesson, explain how students were productively and intellectually engaged in learning? 4A
4. Explain how students were empowered to take responsibility for their own learning? 4A

Please discuss these questions with teachers you observe during the post-conference for the announced observation.

1. How do you keep and maintain accurate records? (4B)
2. Describe how you communicate and involve families with your classroom? (4C)
3. Describe your participation in professional learning communities/grade level meetings? (4D)
4. What do you do to grow and develop professionally? (4E)
5. How do you show professionalism? (4F)

Appendix G

APPR Appeals Form

- Submit the signed and completed form to the Superintendent, and Association President within _____ workdays of receiving the evaluation you are appealing.
- Review the Evaluation Appeals Process found in the APPR plan
- Attach evaluation being appealed and any supporting documentation for the Appeals Committee.

1. Evaluation Appeal Information

I request the APPR Appeals Committee review the evaluation attached to determine if the evaluation in question should be affirmed or overturned.

Member Name: (please print) _____

Member Title: _____

Member Building: _____

Authoring Administrator Name and Title: _____

Date of Evaluation: _____ Date member received evaluation results from Administrator _____

Type of Evaluation: _____ Announced _____ Unannounced

Date Appeal submitted: _____

2. Type of Appeal

Procedural Appeal

Explanation of why member believes the observation is procedurally flawed. Please include contractual language that member believes was violated. (Attach any supporting documentation for committee review)

Substantive Appeal

The category being appealed is:

Content Knowledge Preparation Instruction Delivery Classroom Management

Student Development Student Assessment Student Growth Collaborative

Reflective and Responsive Practice

Rating being appealed:

Developing

Ineffective

Rating you are requesting:

Highly Effective

Effective

Developing

Explain reason for requested review: (Attach any supporting documentation for committee review)

Appendix H

Elmira City School District

Student Performance Goal Determinations

Elmira City School District's Target Expectations of Student Growth from Baseline through Target Assessments				
Starting/Ending Performance	End: 1 st Quartile (0-54)	End 2: 2 nd Quartile (55-64)	End 3: 3 rd Quartile (65-84)	End 4: 4 th Quartile (85-100)
Start 1: 1 st Quartile	NO	YES	YES	YES
Start 2: 2 nd Quartile	NO	NO	YES	YES
Start 3: 3 rd Quartile	NO	NO	YES	YES
Start 4: 4 th Quartile	NO	NO	YES	YES

Quartiles will be based on the NYSED cut points for passing and mastery. The starting and ending points will be listed on the SLO templates when using this growth format. After calculating the percentage of students meeting the goal the score will be determined per the charts below

SLOs		Scoring Range	State-Provided Growth Scores	
Rating	Percent of Students Meeting Target		MGP Range	Rating
I	0-4%	0	3-23	I
I	5-8%	1	24	I
I	9-12%	2	25	I
I	13-16%	3	26	I
I	17-20%	4	27	I
I	21-24%	5	28	I
I	25-28%	6	29	I
I	29-33%	7	30	I
I	34-38%	8	31	I
I	39-43%	9	32	I
I	44-48%	10	33	I
I	49-54%	11	34	I
I	55-59%	12	35	I
D	60-66%	13	29-37	D
D	67-74%	14	38-40	D
E	75-79%	15	36-48	E
E	80-84%	16	49-55	E
E	85-89%	17	56-68	E
H	90-92%	18	67-68	H
H	93-96%	19	69-72	H
H	97-100%	20	73-94	H

Appendix I Unannounced Blackout Dates Highlighted



Elmira City School District 2018-2019 School Calendar

September 2018	February
S M T W T F S	S M T W T F S
1	1 2
2 ③ 4 5 6 7 8	3 4 5 6 7 8 9
9 10 11 12 13 14 15	10 11 12 13 14 15 16
16 17 18 19 20 21 22	17 ⑱ ⑲ ⑳ ㉑ ㉒ 23
23 24 25 26 27 28 29	24 25 26 27 28
30	
October	March
S M T W T F S	S M T W T F S
1 2 3 4 5 6	1 2
7 ⑧ 9 10 11 12 13	3 4 5 6 7 8 9
14 15 16 17 18 19 20	10 11 12 13 14 15 16
21 22 23 24 25 26 27	17 18 19 20 21 22 23
28 29 30 31	24 25 26 27 28 29 30
	31
November	April
S M T W T F S	S M T W T F S
1 2 3	1 2 3 4 5 6
4 5 6 7 8 9 10	7 8 9 10 11 12 13
11 ⑫ 13 14 15 16 17	14 ⑮ ⑯ ⑰ ⑱ 20
18 19 20 21 22 23 24	21 22 23 24 25 26 27
25 26 27 28 29 30	28 29 30
December	May
S M T W T F S	S M T W T F S
1	1 2 3 4
2 3 4 5 6 7 8	5 6 7 8 9 10 11
9 10 11 12 13 14 15	12 13 14 15 16 17 18
16 17 18 19 20 21 22	19 20 21 22 23 24 25
23 24 25 26 27 28 29	26 27 28 29 30 31
30 31	
January 2019	June
S M T W T F S	S M T W T F S
1 2 3 4 5	1
6 7 8 9 10 11 12	2 3 4 5 6 7 8
13 14 15 16 17 18 19	9 10 11 12 13 14 15
20 21 22 23 24 25 26	16 17 18 19 20 21 22
27 28 29 30 31	23 24 25 26 27 28 29
	30

09/03/18	Labor Day
09/04/18	Conference Day
10/08/18	Columbus Day
10/19/18	Conference Day
11/12/18	Veterans Day
11/21/18-	Thanksgiving
11/23/18	Recess
12/24/18-	Winter
01/04/19	Recess
01/21/19	Martin Luther King Day
01/28/19	Conference Day
02/18/19-	Mid Winter
02/22/19	Recess
03/15/19	Conference Day
04/15/19-	Spring
04/19/19	Recess
05/27/19	Memorial Day
06/26/19	Last Day of School

○ Holiday or Recess

□ Conference Day

*October 12 will be the emergency early release day. Students will be dismissed 15 minutes early.

Regents Exams - January 22-25, 2019

Regents Exams - June 3, 18-25, 2019

Rating Day - June 26, 2019

Regents Exam Testing Days are Underlined



Lesson Plan

This template is provided to teachers for their announced classroom observation(s). It is aligned to Danielson's Framework for Teaching Rubric, 2013.

Teacher:

Lesson/Unit Title:

Grade Level/Subject Area:

Common Core and Content Area Standards, Literacy or Math addressed in this lesson:

Consider the Reading Writing, Listening & Speaking Anchor Standards for Literacy. Consider the 8 Standards of Mathematical Practice. Danielson, 1A & 1C

Learning Objectives:

What will students know and be able to do as a result of this lesson? Why are these outcomes essential for future learning? How do they relate to prior learning? How will the purpose of the lesson be communicated to students? What long term learning targets (standards) is this lesson aligned to that may not be observable in this lesson? Include student "I can..." statements in the lesson objectives.

Danielson, 1C

Lesson Overview/Organization of the Lesson:

Provide a complete overview of the lesson. This can be narrative or a bulleted list of the lesson. This should include a description of the lesson's content, the teacher's pedagogy and lesson procedures. Organize the lesson into segments and include approximate pacing. This should include content being introduced, classroom procedures, along with the effective elements of instruction such as but not limited to, student engagement, sequence of learning activities, close reading of text, text based-questions, mini-lesson, and higher order thinking questions, discussion, application, & closure.

Danielson, 1A, 1C, 1D, 1E & 3B

Assessment:

How will you formatively assess student learning during the lesson? How will you and your students know if they have successfully met the learning objectives? What specific criteria will be expected for success? Will a model be demonstrated for students? Will a rubric be used? How will students receive feedback regarding their learning? Danielson, 1F





Lesson Plan

Closure/Synthesis:

What opportunities will students have to solidify their learning? How will students reflect and make connections to new and prior learning? Danielson, 1E



Class information:

Provide any pertinent information or insight you believe the observer should know about students in the class in regard to unique characteristics or challenges. Danielson, 1B



Modifications/ Accommodations and Access for All:

What curriculum and/or classroom accommodations will you make for students with disabilities in your class? What will differentiation look like in the classroom to meet the learning abilities of all students, (high, medium & low)? How will you scaffold this learning for students with disabilities? Danielson, 1B & 1E



