

Tully Central School District
Annual Professional Performance Review (APPR) Plan - Teachers
July 1, 2019 - June 30, 2020



Introduction

The superintendent, in collaboration with teachers and administrators, developed this APPR plan. Per Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents, all districts must have an approved APPR plan by September 1, 2016. In order to meet this deadline, all plans must be submitted to NYSED for approval by June 30, 2016. Once approved by the Tully Teachers Association (TTA), the District, and the Commissioner of Education, this plan will be filed in the district office and posted to the district website. Copies of the approved APPR plan will be distributed to teachers and administrators by September 30, 2017.

This plan shall apply to all professionals who fall under Education Law 3012-d. Additional guidance on APPR rules and regulations can be found at www.engageny.org.

The governing body of each school district and BOCES shall ensure that the performance of all teachers providing instructional services or pupil personnel services is reviewed annually.

This APPR plan will be implemented effective September 1, 2017. While this plan remains in place, representatives of the TTA and the Tully Administrators' Association (TAA) will meet periodically with the Superintendent of Schools to review its implementation and contents.

New York Teaching Standards

The observational component of this Annual Professional Performance Review (APPR) plan is based upon the New York State Teaching Standards. These Standards, listed below, are the criteria that will be used to evaluate teachers' professional practices in the classroom:

- **Knowledge of Students and Student Learning:** Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.
- **Knowledge of Content and Instructional Planning:** Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.
- **Instructional Practice:** Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.
- **Learning Environment:** Teachers work with all students to create a dynamic learning environment that supports achievement and growth.
- **Assessment for Student Learning:** Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction. This includes assessment techniques based on appropriate learning standards designed to measure students' progress in learning and that he or she successfully utilizes analysis of available student performance data (for example: State test results, student work, school-developed assessments, teacher-developed assessments, etc.) and other relevant information (for example: documented health or nutrition needs, or other student characteristics affecting learning) when providing instruction.
- **Professional Responsibilities and Collaboration:** Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning. This includes the development of effective collaborative relationships with students, parents or caregivers, as needed, and appropriate support personnel to meet the learning needs of students; and
- **Professional Growth:** Teachers set informed goals and strive for continuous professional growth.

Teacher Effectiveness

Per Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents, teachers are to be evaluated based upon two (2) categories: the *Student Performance Category* and the *Classroom Observation Category*. The results of determinations made relative to these two (2) categories will be combined, as described in the chart on page 13 of this plan, to differentiate teachers' effectiveness using four (4) ratings categories: Highly Effective, Effective, Developing, and Ineffective.

Determinations relative to the *Student Performance Category* will be made using the following methodology:

- 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 of record are covered under the State-provided growth measure, such teachers shall have a State-provided growth score based on such model. Such a State-provided growth score will be used for advisory purposes only in 2017-18. For these teachers, the District-Wide SLO will be used to make determinations relative to the Student Performance Category.
- For teachers whose course does not end in a State created or administered test or where less than 50% of the teacher's students of record are covered under the State-provided growth measure, such teachers shall have a District-wide Student Learning Objective ("SLO") consistent with a goal setting process determined or developed by the Commissioner that results in a student growth score.
- 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, and this SLO will be constructed in accordance with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.
- If a teacher must use multiple SLOs, results from each SLO will be weighted proportional to the number of students covered in each SLO.

Determinations relative to the *Classroom Observation Category* will be made using the following methodology:

- Multiple observations will be conducted by a trained administrator, designated as a teacher's lead evaluator. At least one of these observations must be unannounced. The lead evaluator's observations will be weighted to count for 90% of the Classroom Observation Category.
- At least one additional observation will be conducted by a different trained administrator, designated as a teacher's additional evaluator. The additional evaluator's observations will be weighted to count for 10% of the Classroom Observation Category.
- All observations will be conducted using the 2014 Edition of the *NYSUT Teacher Practice Rubric (2014 Edition)*, and will be based only upon the 20 Components of Standards 3 & 4, listed in the *Rubric Summary Chart*, which can be found on page 14 of this plan. Each of these 20 components will be weighted equally, and converted into a HEDI rating, as per the conversion scale on the *Rubric Summary Chart* (see page 14 of this document).

- All classroom observations will be completed by June 1st, with year-end conferences occurring from June 1st through the end of the school year. Final determinations relative to the rubric will be shared by administrators during year-end conferences.
- Post-observation conferences should occur within five (5) days of an observation. Post-observation conferences will be scheduled by administrators.
- Administrators will share classroom observation notes with teachers, prior to post-observation conferences, and post-observation conference notes within five (5) days of the post-observation conference. Walk-through observations used for evaluative purposes will also have notes shared with teachers regarding the observation within five (5) days.
- Pre-observation conferences, when necessary, should be scheduled by administrators.
- Teachers or administrators may request additional observations.

Timely Provision of Feedback

Annual professional performance reviews for each teacher must be completed and results provided to the teacher by September 1st of the school year following the evaluation year. The rating on the *Classroom Observation Category* will be provided to teachers before the end of the school year for which the performance is being measured. If the rating on the *Student Performance Category* is available prior to the end of the school year for which the performance is being measured, then the teacher will be provided with this rating and with the *Overall Composite Rating* (i.e.: Highly Effective, Effective, Developing, and Ineffective).

Professional Development

All staff subject to this APPR process will be provided with training on this evaluation system that will include: a review of the content and use of the evaluation system, the NYS Teaching Standards, reporting forms and the procedures to be followed consistent with the approved APPR plan.

For newly hired teachers, training will be conducted by certified lead evaluators at the New Teacher Orientation or within 20 school days of employment if hired after the New Teacher Orientation.

Every teacher, upon his/her appointment or at the beginning of the school year, shall be informed of the specific criteria upon which they will be evaluated as described in the *NYSUT Teacher Practice Rubric (2014 Edition)*.

Teacher Improvement Plans (TIP)

If a teacher's performance is evaluated as "ineffective" or "developing", the evaluator is required to develop a Teacher Improvement Plan in consultation with the teacher. This plan will be shared with and implemented within ten (10) school days of the start of the school year within which the plan will be applied.

The plan shall include, but not be limited to, an identification of the area(s) in need of improvement, suggested strategies to improve the identified area(s), specific goals to achieve an effective rating, a timeline for achieving improvement, how improved will be measured and monitored, and materials, resources, and/or professional development that are needed.

The plan will describe the professional learning activities that must be completed in coordination with the areas needing improvement. Also included will be examples of evidence to be produced in order to demonstrate improvement and the achievement of benchmarks as evidence for the final stage of their improvement plan. The plan will define the additional support and assistance the teacher will receive to help them achieve success in the plan. In the final stage of the improvement plan, the teacher and evaluator will review the plan including any artifacts and evidence from evaluations in order to provide a final, summative rating for the teacher.

A support team will be established for any teacher who is subject to a Teacher Improvement Plan as described above.

The Teacher Improvement Plan Support Team will be comprised of the following:

- TIP Teacher
- Evaluator
- TTA Representative

Any modifications to this team must be agreed upon by the TIP Teacher and the Evaluator.

The TTA Building Representative and the TTA Vice President will be notified by the evaluator of any intent to place a teacher on a Teacher Improvement Plan. The Teacher Improvement Plan Support Team will develop a plan that clarifies areas in need of improvement and strategies to improve the teacher's performance to the level of Effective or Highly Effective.

All aspects of the TIP will be documented and placed in the teacher's personnel file. The plan will include:

1. A narrative statement that identifies and clarifies the area(s) in need of improvement.
2. Strategies designed to improve the identified area(s) in need of improvement. The strategies may include, but are not limited to:
 - the use of an outside resource person or specialist,
 - the use of another administrator within the district,
 - visits to other classrooms,
 - staff development opportunities.
3. Specific goals, expectations, benchmarks, and standards to achieve an effective rating.
4. A timeline that indicates the duration and schedule of events necessary to implement the strategies, as well as support team meetings.
5. How improvements will be measured and monitored.
6. Materials, resources, and/or professional development that are needed.

The Teacher Improvement Plan Support Team will review the progress made by the teacher, discuss whether the TIP should be modified and/or continued, and the evaluator may recommend termination of the plan.

In the case where a proposed TIP is perceived to be arbitrary or unreasonable, the teacher has the right to appeal to the Superintendent of Schools for a review and discussion about the concerns found in the TIP. Should there be evidence that the TIP has not been properly implemented according to regulations, the teacher may also

appeal this fact to the Superintendent of Schools for a review of the evidence supporting the appeal and any associated discussion. (See page 12 for copy of the TIP)

Appeals

Appeals of annual professional performance reviews shall be limited to those that rate a teacher as Ineffective or Developing only.

The scope of appeals under Education law 3012-d shall be limited to the following subjects:

1. The school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-d;
2. The adherence to the Commissioner's regulations, as applicable to such review;
3. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
4. The school district's issuance and/or implementation of the terms of the teacher improvement plan under Education law 3012-d.
5. The substance of the annual professional performance review; which shall include the following: (i) in the instance of a teacher rated Ineffective on the Student Performance category, but rated Highly Effective on the Observation category based on an anomaly, as determined locally.

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.

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

All appeals must be submitted in writing no later than ten (10) work days of the date when the teacher receives his/her annual professional performance review. If a teacher is challenging the issuance of an improvement plan, appeals must be filed within ten (10) work days of the issuance of such plan. Additionally, a teacher may file an appeal relative to implementation within ten (10) work days of discovery of the implementation issue. 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.

Appeal Process

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

After receiving a teacher appeal, the superintendent will convene a Review Team comprised of two (2) members of the Tully Teachers' Association (to be selected by the teacher bargaining unit) and two (2) members of the Administrator Bargaining Unit (to be selected by the administrator bargaining unit) within ten (10) work days of the receipt of the appeal. No teacher involved in the appeal may serve as a member of their

own Review Team. The role of the Review Team will be to evaluate facts and evidence submitted by the teacher and to make a decision on the appeal. In such instances where the Review Team is unable to reach a decision on an appeal due to a tied vote, the Superintendent of Schools (or the School Business Administrator in the absence of the Superintendent of Schools) will cast the tie breaking vote.

The presence of the appellant and the evaluator(s) are requested on the day of the Review Team meeting. If the person making the appeal chooses not to be present, the appeal moves directly to decision making by the Review Team on the basis of the written appeal submission. No other documentation or information may be used in the decision making process.

A written decision based on the merits of the appeal shall be rendered by the Review Team no later than ten (10) work days after the Review Team meeting. The appeal shall be based on the written record, submitted to the Review Team, comprised of the principal or teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and additional documentary evidence submitted with such papers to the Review Team. Such decision shall be final and binding and shall not be subject to further appeal under the collective bargaining agreement or in any administrative or judicial forum.

Evaluator Training

The superintendent will ensure that all evaluators have been trained and certified in accordance with regulations. The superintendent will ensure that evaluators participate in annual training and are re-certified on an annual basis. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations.

All evaluators (lead evaluators, evaluators, and independent evaluators) are trained through OCM BOCES. Lead evaluators are certified, or re-certified, annually by the District, upon documentation of completion of proper lead evaluator/evaluator training offered through OCM BOCES. This training is nine (9) hours in duration, and includes training activities to enable participants to have a high degree of inter-rater reliability. The nine elements to be addressed are:

1. The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable
2. Evidence-based observation techniques that are grounded in research
3. Application and use of the student growth percentile model and any other growth model approved by the Department as defined in section 30-3.2 of this Subpart
4. Application and use of the State-approved teacher rubric(s) selected by the district/BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher's practice
5. Application and use of any assessment tools that the school district/BOCES utilizes to evaluate its classroom teachers
6. Application and use of any locally selected measures of student growth used in the Optional subcomponent of the Student Performance category used by the district/BOCES to evaluate its teachers
7. Use of the Statewide Instructional Reporting System
8. The scoring methodology utilized by the Department and/or the district/BOCES to evaluate a teacher under this Subpart, including the weightings of each subcomponent within a category; how overall scores/ratings are generated for each subcomponent and category and application and use of the evaluation matrix(es) prescribed by the Commissioner for the four designated rating categories used for the teacher's overall rating and their category ratings
9. Specific considerations in evaluating teachers of English language learners and students with disabilities

Data Linkage

Working with the Central New York Regional Information Center (CNYRIC), the district will provide all of the data elements described by SED. Data will be submitted to the SED through the portal each year. This information includes a comprehensive course catalog, assessment scores, student enrollment information, and evaluation component scores.

It is the responsibility of every teacher to use his/her personal teacher PIN to access the New York State Education Department Information and Reporting Services Portal (IRSP) at <http://www.p12.nysed.gov/irs/teacher/>, create an account and verify the accuracy of the student roster and teacher-course information. This must be done at least once each semester (in October prior to BEDS day and again in February) for every course that is taught.

It is the responsibility of each teacher to report any irregularities, mistakes or admissions to his/her supervisor within ten (10) school days of their access to the IRSP. It is the responsibility of the building administration to promptly address any irregularities, mistakes or admissions.

Within ten (10) school days of the teacher's action an administrator will report to the teacher that the corrections have been made. In such cases, it is the responsibility of the teacher to return to the IRSP system to verify the accuracy of the student roster and teacher-course information.

Long Term Substitutes and Impact on Teacher of Record

To the extent possible, any teacher, who is the teacher of record will need to be evaluated pursuant to the requirements of Education Law section §3012-d and the requirements of the district's approved APPR plan. Districts will need to determine locally their processes for conducting observations, setting SLOs (e.g., shortterm SLOs), and other details about the APPR for these educators to ensure that, to the extent possible, they are evaluated pursuant to the requirements of Education Law section §3012-d and the district approved APPR plan. Please note that substitutes, long-term or otherwise, are not covered by §3012-d, unless they are also teachers of record.

In the Tully Central School District, any substitute teacher who is appointed to the same uninterrupted assignment for a complete academic calendar year will be the teacher of record for that assignment. As such they shall be evaluated pursuant to the requirements of Education Law section §3012-d and the district approved APPR plan.

If a teacher has their role fulfilled by a long-term substitute for an uninterrupted period of more than twelve consecutive weeks of the academic calendar, they shall not be evaluated pursuant to the requirements of Education Law section §3012-d and the district approved APPR plan.

If it is not possible, due to extenuating circumstances beyond the control of the school district as defined in the preceding paragraph, for an evaluation to be completed for a teacher who is a teacher of record but is out on a long-term absence, it is required that the bargaining unit and the district collaboratively track this information for auditing purposes.

As per Education Law section §3012-d, SED reserves the right to annually monitor and analyze trends and patterns in teacher evaluation results and data to identify school districts, BOCES and/or schools where evidence suggests that a more rigorous evaluation system is needed to improve educator effectiveness and student learning outcomes. Section 1 of Part A of Chapter 57 of the Laws of 2013 is a provision of permanent

law that links State aid increases to Commissioner's approval of documentation of full implementation by September 1 of each year, commencing with September 1, 2013. **Important Deadlines for the APPR**

Process

- P September 1st – APPR ratings from previous school year provided to teachers by the District
- T October 15th – Student Learning Objectives (SLOs) due to administrators
- T/P June 1st – Classroom Observations Completed
- T/P June (last day of school) – Year-end conferences completed and local evaluation information provided to teachers

KEY: T=Teacher; P=Principal

Suggested Lesson Plan Format

Name: _____

Date: _____

Position: _____

Title of Lesson:

Date and Time of Lesson: _____ Grade Level and Subject Area: _____

Developmental Characteristics of Age Group: *Describe the make-up of the class and how the lesson addresses the developmental characteristics of the age group.*

New York State Learning Standards: *List the standard(s) addressed in this lesson.*

21st Century Skill: *How does this lesson address these skills: critical thinking, problem solving, communication, collaboration, literacy information and technology, innovation, global awareness?*

Key Concepts: *The concept or topic of the lesson.*

Interdisciplinary Skills: *Describe the interdisciplinary skills in this lesson.*

(continued)

Goal and Lesson Objectives: *The lesson objectives must be clearly defined and in line with the New York State Learning Standards.*

Technology to be Used: *List the technology that will be utilized in this lesson.*

Materials: *List the supplies required to help your students achieve the stated lesson objectives.*

Vocabulary: *List the key terms and phrases used during the lesson*

Implementation:

- Introduction ○ Anticipatory Set – *Set the stage for your students by tapping into their prior knowledge.*
 - Essential Question for the lesson

- Direct Instruction – *Explain how the lesson concepts will be presented to your students.*

- Differentiation – *How will the instruction be differentiated to meet the needs of all students?*

- Closure – *Outline how you will wrap up the lesson by giving the concepts further meaning.*

(continued)

Evaluation:

Formal Assessment – *Describe how you will assess student knowledge to inform instruction.*

Summative Assessment – *Describe how you will assess student learning at the conclusion of this unit.*

Teacher Improvement Plan Form

Teacher: _____ Building: _____ Date: _____

1. Reason for Teacher Improvement Plan (*Narrative - identify the areas in need of improvement*)

2. Strategies/Suggestions (*to improve the identified area(s)*)

3. Specific Goals, Expectations, Benchmarks, Standards

4. Timeline

5. How will Improvements be Measured and Monitored (*Measurable outcomes for support and evaluation*)

6. Materials/Resources/Professional Development to Be Provided

7. Professional Learning Activities to be Completed

8. Examples of Evidence

Teacher Improvement Support Team

Evaluator	_____	_____	Date:	_____
	Name	Signature		
TIP Teacher	_____	_____	Date:	_____
	Name	Signature		
TTA Representative	_____	_____	Date:	_____
	Name	Signature		

cc: Personnel File (original) and TIP Teacher

Teacher Effectiveness Chart

Determinations made relative to the *Student Performance Category* and the *Classroom Observation Category*, are to be combined using the chart below

Teacher Name: _____ **Evaluator Name:** _____ **Date:** _____

Student Performance Category Rating: _____

Classroom Observation Category Rating: _____

(Lead Evaluator Score _____ x 0.9 + Secondary Evaluator Score _____ x 0.1 = Classroom Observation Category Rating)

Final HEDI Rating: _____

		Observation			
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
Standard	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D	D	I	I

By signing this form, I acknowledge having received the evaluation. My signature does not necessarily mean that I am in agreement with this information.

Please sign and return within five (5) working days. You may attach any comments you choose.

Teacher Signature

Date

Administrator Signature

Date

Rubric Summary Chart

Determinations made relative to the *Classroom Observation Category* are to be determined using the chart below

Teacher Name: _____ **Evaluator Name:** _____ **Date:** _____

Standard III - Instructional Practice

Standard IV - Learning Environment

Element III.1

1 2 3 4

Element IV.1

1 2 3 4

A. Aligns Instruction to Standards
 B. Engages Students
 C. Reinforces Positive

A. Interacts with Students
 B. Supports Student Diversity

Interactions Among Students

Element III.2

A. Provides Directions and

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Procedures

B. Uses Questioning Techniques to Engage Students

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Element IV.2

A. Promotes Student Pride in

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Work and Accomplishments

C. Responds to Students
 D. Communicates Content and

Promotes Student Curiosity and Enthusiasm

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Element III.3

A. Articulates Measures of Success
 A. Establishes Routines,

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Element IV.3

Procedures, Transitions and Expectations for Student

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B. Implements Challenging

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Learning Experiences

Behavior

B. Manages Instructional Groups

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Element III.4

A. Differentiates Instruction

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Element IV.4

A. Organizes Learning Environment

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Element III.5

A. Provides Synthesis, Critical Thinking, Problem-Solving & Opportunities for

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Add up totals from above and divide by 20

HEDI Score = /20 = **HEDI**

Level	Range
<i>Highly Effective</i>	3.5 - 4.0
<i>Effective</i>	2.5 - 3.49
<i>Developing</i>	1.5 - 2.49
<i>Ineffective</i>	0 - 1.49

Collaboration

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Element III.6

A. Uses Formative

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Assessment to Monitor and
Adjust Pacing

B. Provides Feedback During
and After Instruction