

Lyons Central School District

August 16, 2016

Annual Professional Performance Review Plan

For Teachers Subject to the New Evaluation System

Annual Professional Performance Review Plan (APPR)

Section A: Statement of Purpose

The overarching goal of the teacher evaluation system is to promote student learning and improve teaching and professional practice. The APPR encourages professional growth and development through a process that is based on current research on best practices and aligned with New York State's 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.

The following principles will govern the APPR process:

- All tenured teachers are assumed to be competent and effective.
- It is every teacher's responsibility to continue to grow professionally.
- It is the district's responsibility to provide the resources and support for teachers to improve instruction and professional practice.
- The purpose 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.
- Evaluations will be conducted openly and objectively with the full involvement of the teacher.

Rationale:

- Motivate continuous professional growth of educators
- Facilitate student learning by creating optimal learning experiences for all students
- Improve the educational program for our students
- Stimulate self-reflection and evaluation
- Fulfill the District's mission
- Comply with legal and contractual requirements
- Provide an accurate written record
- Fulfill the minimum New York State Teaching Standards which includes but is not limited to:
 1. *Knowledge of Students & Student Learning*
 2. *Knowledge of Content & Instructional Planning*
 3. *Instructional Practice*
 4. *Learning Environment*
 5. *Assessment for Student Learning*
 6. *Professional Responsibilities & Collaboration*
 7. *Professional Growth*

Section B: 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:

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 and professional development. Each decision is to be made in accordance with locally developed procedures collectively bargained.

Section C: Content of the APPR

Subject	Section
Collection and reporting of teacher and student data	D
Training for evaluators and staff	E
Student Performance	F
Multiple Measures of Teaching Practice	G
Teacher Improvement Plan (TIP)	H
Professional Development	I
Appeals procedures	J
APPR Review Process	K

Section D: Collection and reporting of teacher and student data

The Lyons Central School District and the LTA shall use the following verification procedure to ensure that all Teachers of Record determinations have been made accurately and in a manner consistent with the standards established by the Commissioner's regulations prior to using student growth and/or achievement data in an APPR. The District shall designate a Data Coordinator who shall not be a unit member and who shall be in charge of this process. The Data Coordinator shall be in charge of collecting required data, overseeing changes in and maintenance of the local data management systems, and ensuring the accuracy of the data.

Teacher of Record Determination Procedure

Notification – After the District identifies the Teacher of Record for each student for each subject, the teacher shall be notified in writing the names of the students so designated:

- Full year or semester courses on or before the 20th school day of the school year or semester start.
 - Quarterly (10 wk.) courses on or before the 10th school day of the quarter start.

The Teacher of Record shall be notified of any subsequent addition(s) or deletion(s) from this list no more than five (5) school days after said determination(s) are made.

Modification- The District identified Teacher of Record shall have the right to challenge in writing the name of any student for which he/she is designated the Teacher of Record within five (5) school days of receiving the aforementioned written notice. Said challenge shall contain an explanation of why the determination is being contested (e.g.: the list is incorrect and/or inconsistent with the standards established by the Commissioner's regulations for making teacher-of-record determinations). Submission of written challenge shall be submitted to the Data Coordinator. The District response to this challenge and any modification shall be conveyed in writing no more than five (5) school days after the challenge is first received.

Verification – Prior to information being sent to the State concerning students and scores on state assessments, the Teacher of Record shall have the opportunity to verify the data contained therein. Any discrepancies must be brought to the Data Coordinator/Principal attention in writing within forty-eight (48) hours of receipt of the information from the District by the Teacher of Record.

State Assessment Dates – All District identified Teachers of Record whose student take a SED required state assessment will be provided the opportunity for an attendance review prior to exam; including confirmation that changes were made and a post-exam roster confirmation.

Reporting Individual Subcomponent Scores

The Data Coordinator shall be responsible for reporting to the SED the individual subcomponent scores and the total composite effectiveness score for each covered Teacher of Record in the Lyons Central School District. This shall be done in a format and timeline prescribed by the Commissioner. All Teachers of Record covered by this requirement will be afforded the opportunity to verify the final data attributed to them within five (5) school days before it is sent to the SED.

Furthermore, the District will adhere strictly to the requirements for reporting sub-component and composite scores to the New York State Department of Education established by regulations. A unique identifier will be used, and the names of individual teachers will not be provided. An administrator shall not submit any written assessment, sub-component or composite rating of an individual teacher to any outside agency or person, without the prior written authorization of the Association.

Section E: Training for evaluators and teachers (staff)

Evaluators

Only fully NYS certified administrators (SAS, CAS, SBL, SDL, etc.) may evaluate teachers. Administrators who hold an administrative certificate of internship may not evaluate teachers. Teachers in the district who hold administrative certificates may not evaluate other teachers.

Any fully certified administrator (see definition above) who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law §3012-d and the implementing Regulations of the Commissioner of Education prior to conducting a teacher evaluation. They shall also be trained/certified in the use of the chosen rubric.

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

The Superintendent will provide copies of all administrator certification and/or training completion documents for administrators evaluating teachers to the LTA President on the first day of work each school year. This includes new certification/training completions and renewal certification/training completion.

Teachers (staff)

All professional staff (teachers) subject to the district's APPR will be provided with an orientation and/or training on the evaluation system *annually* that will include: a review of the content and use of the evaluation system, the NYS Teaching 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 for newly hired professional staff (teachers) subject to the district's APPR will be conducted no later than fifteen (15) school days of the beginning of each subsequent school year or hire date if during

the school year.

Section F: Student Performance

The student performance score will be calculated for all members using the following calculation:

Average percent of passing scores from the following Ten (10) Exams:, Geometry, Trigonometry, Algebra, English 11, Global History, US History, Earth Science, Living Environment, Chemistry, and Physics.

District Level Goal

The target will be 80% of students reaching a 65 or better on the exam. Students who are not continuous students of record in the Regents level course or are retaking the exam will not be counted when calculating the exam passing rates.

Subjects that will fall under the District Level Goal that are tied to a State Assessment
Special Education, Literacy, AIS, RTI

50% Rule or Greater of Courses with a State Assessment:

The target is students will score a 65 or above or a 55 with an IEP or 504 variance.

Percent of target met	Score	Percent of target met	Score
0-4	0	49-54	11
5-8	1	55-59	12
9-12	2	60-66	13
13-16	3	67-74	14
17-20	4	75-79	15
21-24	5	80-84	16
25-28	6	85-89	17
29-33	7	90-92	18
34-38	8	93-96	19
39-43	9	97-100	20
44-48	10		

Overall Student Performance Category Score and Rating

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

Example: 76% of students pass the 11 Regents Exams with 65% or above. $76/80=95\%$ which leads to a score of 19 points.

The Lyons Central School District and the LTA agree that teachers will not be penalized in any way because of such data not being received in a timely manner, which results in an incomplete rating.

Overall Rating

The final rating will be determined using the following matrix. The teacher's rating for each category is applied to the rubric to determine the overall rating.

Matrix

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

Prohibited Elements

The new law contained a list of elements prohibited from being used in teacher evaluation. These include:

- Evidence of student development and performance derived from lesson plans and student portfolios that are not part of an approved rubric;
- Parent and student surveys;
- Professional goal setting;
- Any district or regional assessment not approved by SED; and
- Any growth or achievement target that does not meet minimum standards.

Section G: Multiple Measures of Teaching Practice

The Lyons Central School District and the LTA agree that a properly administered teaching practice appraisal program is desirable and that such program shall be a constructive attempt to aid unit members to develop toward their full potential. It shall be the District's responsibility to provide resources and services as appropriate, in an effort to help unit members develop towards that potential, as they work to meet the goals of the District. It shall be the unit members' responsibility to implement District curriculum and keep their skills current.

The Lyons Central School District and the LTA agree that the following rubric will be used for performance appraisal of unit members: Frontline- The Framework for Teaching 2013 revised, Charlotte Danielson.

Professional Conversations

Unit member appraisals will be based on professional conversations. Professional conversations shall be defined as ongoing conversations between a unit member and his/her supervising administrator that focus on professional practice, evidence collection, rubric scoring, necessary modifications, and professional development. This shall apply to all unit members as set forth below.

Framework

- a. Unit members' yearly evaluations will consist of observations that are announced and

unannounced and other structured review of multiple measures (e.g. Artifacts of teacher practice: lesson planning, curriculum work, professional development, communication, portfolios, etc.).

- b. Meetings: There will be a minimum 1 meeting between unit members and their supervising administrator each school year. Additional meetings may be scheduled as needed or desired by the unit member or supervising administrator. These meetings are exclusive of meetings scheduled in connection with observations.
- c. Unit members will be evaluated utilizing the Danielson rubric.
- d. Calculating Scores:
 - I) Scores will be calculated by assigning a rating to each component on the rubric observed of: 4 for Highly Effective, 3 for Effective, 2 for Developing or 1 for Ineffective. Components not observed will not be rated.
 - II) Once ratings are assigned within a domain, then the average of all of the ratings will be calculated to determine the score. If a component within a domain has multiple ratings, an average will be calculated for that component before calculating the average score for the entire domain.
- e. Evaluation ratings will be collaboratively recorded on a running record form or Frontline provided technological equivalent, with ratings and evidence recorded periodically throughout the school year as a result of observations and professional conversations.
- f. Tenured unit members will be observed a minimum of two (2) times throughout the school year. At least one (I) of the observations will be announced and at least one (I) of the observations will be unannounced. As a result of professional conversations, there will be the possibility of targeted follow up walk-through observations, to further document evidence needed.
- h. Non tenured unit members will be observed a minimum of three (3) times throughout the school year. At least two (2) of the observations will be announced and at least one (1) of the observations will be unannounced with the possibility of targeted follow-up observations to further document evidence needed.
- i. Both tenured and non-tenured unit members will gather evidence as a part of the structured review process that will be reflective of the components identified in the rubric.
- j. The formal evaluation will be made by the teacher's lead evaluator. The unannounced evaluation will be made by the supplemental evaluator.
- k. To assist each beginning probationary teacher in the District, the appropriate Building Principal or Administrator shall designate a tenured cooperating teacher to assist the beginning probationer. The Building Principal or Administrator will make such assignment during the first full week of the school year and these assignments will be made with the consent of the tenured cooperating teacher.
- l. Any Mentor Program implemented by the District shall maintain the highest level of confidentiality between the Mentor and the Intern. No Mentor shall be asked by or expected to give to any District Administrator any evaluation information on any Intern except with the consent of the Intern.

Meetings

a) Mid-year check/ Post-Observation Conference Meeting

Each unit member will meet with his/her supervising administrator by the end of February *to* discuss his/her progress in demonstrating evidence of good teaching practices, as measured on the Danielson rubric. If, at this time, the progress of the unit member is less than satisfactory, the concerns will be identified to the teacher on the running record/Frontline.

b) End of year evaluation and summary meeting

Each tenured unit member will meet with his/her supervising administrator by the conclusion of each school year for the purpose of completing the evaluation process. During the final year of probation, the unit member will meet with his/her supervising administrator prior to April 1st for the purpose of completing the evaluation process, and will be notified whether or not they are "on track" for tenure. At this meeting the unit member and administrator will complete the rating of the structured review on the running record/Frontline form and discuss the performance of the unit member within this system. The teachers shall be given a copy of the evaluation report. The evaluation form should be signed by both the evaluator and the teacher. The signature of the teacher does not necessarily indicate agreement with the contents thereof, but rather cognizance of the evaluation and post- evaluation conference. Written teacher comments which are received within 10 work days of the end of year evaluation conference shall be attached to the original and all copies of the year evaluation form(s). Each teacher will be given one copy of the evaluation and attachment.

Prior to the last scheduled teacher work day, the administrator will present the unit member with their Annual Teacher Evaluation Composite score on the Annual Teacher Evaluation Composite Score Form, unless Frontline provides a technological equivalent, found in **Appendix [L]** of this Agreement. A packet of all APPR documents will be given to the teacher and a copy will be placed in the official personnel folder.

Observations

No observations (announced or unannounced) will be conducted during the first two weeks of instruction or last two weeks of instruction, nor the day before or the day after a scheduled school break (e.g.: Thanksgiving, Winter Recess, Spring Break, etc.).

There will be at least one (1) announced observation and one (1) unannounced observation for all tenured unit members. There will be at least two (2) announced observations and one (1) unannounced observation for all non-tenured unit members. Observations are visits to the classroom made by an administrator to obtain information and evidence about the instructional program and teacher performance in the classroom as they relate to District goals. This information will be utilized to assist the teacher in the improvement of instruction and student achievement.

1. Announced and Unannounced Observations:

At least one observation for all tenured unit members must be completed by December 1st of each school year. The first scheduled observations for all non-tenured unit members must be completed by November 30th of each school year. Scheduling of the announced observation (see **Appendix [E]**)

will occur cooperatively between the administrator and unit member. Announced observations will last for the entirety of the scheduled time period. For each announced observation there will be a pre-observation meeting and a post-observation meeting. During the school year the administrator will complete at least one (1) unannounced observation of all unit members using the form in Frontline. These will follow no pattern and will be used in conjunction with the scheduled observation for teacher performance appraisal, to obtain information on the instructional program and to assist the teacher. Unannounced observations will last for no more than fifteen (15) minutes of any class period. Any changes in the unit members Frontline technological equivalent as a result of the unannounced observation will be discussed with that unit member at a meeting no more than five (5) days following the unannounced observation. All unit members will receive a one week window that unannounced observations will take place. The unit member can be observed at any time in that one week window. The administrator may conduct targeted follow up observations as necessary to collect further evidence.

a) Pre-observation meeting

The pre-observation meeting will take place no more than four (4) school days prior to the scheduled observation and preferably as close to the scheduled observation as possible.

The purpose of this meeting will be to discuss the teacher appraisal criteria (refer to Pre-Conference Observation Form-Appendix [F]), District goals and expectations, and appraisal instruments. In this meeting the unit member and supervising administrator will review relevant measurable criteria that may not be seen in the lesson, but are critical parts of the process. The Frontline technological equivalent will be utilized in this meeting to track any relevant criteria.

b) Classroom Observation

If the administrator or unit member is unable to meet the scheduled observation time and date, or the administrator is unable to stay for the entire scheduled time period, that observation will be rescheduled. The person that cancels an observation or the administrator that is unable to stay the entire period has the responsibility to reschedule the pre-observation meeting (as needed) and the observation within four (4) school days.

c) Post-observation meeting

The post-observation meeting will take place no more than ten (10) school days following the lesson that was observed (see Appendix [G] for post-observation form). Prior to the post-observation conference, the teachers shall be given a copy of the observation report.

The purpose of this meeting will be to discuss the criteria and evidence that were observed in the lesson. The administrator will discuss and review the ratings and evidence that are relevant to that particular observation. The Frontline technological equivalent will be utilized to record ratings in the components observed in the lesson.

The observation report shall be signed and dated by the teacher and the administrator at this time. The signature of the teacher does not necessarily indicate agreement with the contents thereof, but rather cognizance of the observation and post-observation conference. Evidence will be attached to the Frontline technological equivalent for the areas in which there are disagreement between the appraiser and the unit member. Copies of the Frontline technological equivalent will be made available to the unit member within ten (10) days following this meeting. Written teacher comments which are received

within (10) working days of the post-observation shall also be attached to the original and all copies of the observation forms. Each teacher will be given one copy of each observation report and all attachments.

If the administrator or unit member is not satisfied with the ratings assigned of the progress of the unit member either party may request one (1) additional announced observation. The additional announced observation will follow the same prescriptive pattern as the original announced observation. The purpose of the additional observation will be to address the areas of concern raised in the earlier post-observation meeting. The ratings will be recorded along with the ratings from the previous observation(s) on Frontline technological equivalent. The new ratings and evidence will be dated, and a copy provided to the teacher.

d) Open Communication

All monitoring or observation of the work performance of the teacher in or out of the classroom will be Conducted openly. The public address or audio systems shall not be used for this purpose.

Other Structured Review

Other Structured Review is defined as Evidence Collection in the Multiple Measures of Teaching Practice. Structured review will be an ongoing process as part of professional conversations throughout the year and will conclude at the end of year conference. Although there is no limit to the types of events, activities, projects, etc. (multiple measures) that a unit member may choose it is important to remember that the unit members rating will be based on the agreed upon criteria. The teacher and supervising administrator will provide evidence to support the unit member's progress. It is incumbent on the unit member, though, to provide sufficient evidence to support the ratings found in the rubric. Evidence can include, but is not limited to the following artifacts (refer to **Appendix [O]** for further examples):

- Lesson Planning
- Curriculum Work/Program Development
- Development of Student Learning Objectives
- Professional Development (Growth)
- Professional Contributions
- Student Activities
- Communication (Students, Colleagues, Families, etc)
- Professional Portfolio
- Community Involvement
- Professional Honors/Recognition

Also see resource in **Appendix [M]** for examples and alignment to the domains 1 and 4.

APPR Timeline

TIMELINE	ACTIVITY	SCORE/DOMAIN	WHO
SEPT/OCT/NOV	Unannounced Observation/ at least one to provide support /evidence for rating	I, II, III	Certified Administrator
OCT-March	Announced Observations / Rating for Observation and First use of Running Record or Frontline. Discussion of Evidence Collection -Multiple Measures utilized	I, II, III, IV Use of Ratings placed on Running Record or Frontline Evidence Discussed	Certified Administrator
MARCH/APRIL	Requested Additional Announced or Unannounced observations -needs specific - Focus on specific areas of identified concern Final Announced Observation for non-tenured unit members	I, II, III Additional Ratings placed on Running Record or Frontline	Certified Administrator
JUNE	End of Year Conference Review of Evidence Collection	I, IV Ratings placed on Running Record or Frontline	Certified Administrator
JUNE	Final Composite Score Rating Completed and Delivered	Summative Points	Certified Administrator

Section H: Teacher Improvement Plan (TIP) Process

The Lyons Central School District and the LTA view the Teacher Improvement Plan as a tool to assist professional staff with their performance in order to positively impact student achievement.

The NYS Commissioner's Regulation (30-2.10) requires that any teacher with an annual professional performance review rated as Developing or Ineffective shall receive a Teacher Improvement Plan. A TIP shall be developed in consultation with the teacher and union representation shall be afforded at the teacher's request. A TIP is not a disciplinary action. At the end of a mutually agreed upon timeline, the teacher, administrator and mentor (if one has been assigned), and a union representative (if requested by the teacher) shall meet to assess the effectiveness 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.

A. While not common, the situation does arise when a teacher's performance fails to meet district expectations and an instructional intervention is required. At any point during each probationary years, but prior to April 1st of the second year, probationary teachers shall be informed by their Supervising

Administrator as to whether or not they are "on track" for tenure. Should they not be "on track", then a Teacher Improvement Plan (TIP) shall be written by the Supervising Administrator, the teacher, and an LTA representative.

B. Upon a teacher's composite rating of "Developing" or "Ineffective" through the APPR Plan, the district shall develop and commence implementation of a Teacher Improvement Plan (TIP) for the individual teacher. The TIP will be created between the Supervising Administrator, an LTA representative, the teacher and other applicable personnel, to set professional goals to ensure growth toward improved student outcomes. Working towards this growth in an environment of professional respect is an expectation for all parties. Within a year from the start of the TIP, it is expected that improvement will occur and the established goals developed in the TIP will be accomplished.

The ultimate goal of the Teacher Improvement Plan is to raise performance to an acceptable level for continued employment in the district. The TIP's purpose is to improve professional performance of the teacher and learning outcomes of the students, not to be used as a disciplinary tool. The TIP addresses professional issues that impact student learning and have not been corrected after being previously addressed with the teacher.

The TIP should be developed any time after the final evaluation has been completed, but no later than the tenth (10th) day of the new school year. The TIP should be structured around four domains, which are inclusive of the seven teaching standards. TIP goals/activities should be structured so that no more than three at a time are addressed. The following should be included on the TIP:

- A timeframe for accomplishment
- Success measures
- Clear support from the administrator/designee
- Date of future meetings

All participants in the TIP meeting should be listed on the TIP. Periodic follow-up sessions should be conducted to assess the teacher's progress. For the Teacher Improvement Plan Form refer to **Appendix [J]** of this agreement.

Section I: Professional Development

The Lyons Central School District and the LTA agree that a major purpose of conducting an APPR is to improve both professional practice and student performance. APPR must therefore be a significant factor in shaping the professional development opportunities provided to teachers. The District and the Association shall cooperate in designing professional development activities that are appropriate for and responsive to the individual needs of each individual teacher as identified in his/her APPR.

The district professional development committee (as required by Part 100.2) shall be responsible for developing the various aspects of the district professional development plan. The responsibilities of the committee shall include but are not limited to: oversee the design, selection and implementation of all professional development activities; ensure that each teacher is afforded the opportunity to participate in selecting professional development activities that are appropriate for his/her needs; determine the appropriateness and/or effectiveness of existing professional development activities and to direct that changes be made where necessary; consult and advise in the selection of appropriate professional development activities to be used in Teacher Improvement Plans; ensure that professional development includes training on the Teaching Standards and rubric(s) used in the APPR process; and make decisions,

other than those requiring the expenditure of additional district funds, as may be necessary to ensure the continued implementation of effective professional development opportunities for all District teachers.

All costs associated with district professional development will be borne by the district. Professional development will be provided within the teachers' contractual day, during contractual after-school meeting times, or on days within the contractual work year that are designated for professional development.

Section J: Appeals Process

APPR Subject to Appeal Procedure

Pursuant to Education Law §3012-d, a teacher may only challenge the following in an appeal to their district/BOCES:(1) 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;(2) the school district's/BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d; and(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's/BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law §3012-d.

Notification of the Appeal

In order to be timely, the notification of the APPR appeal shall be filed, in writing, to the member's supervising administrator, within ten (10) schooldays after the teacher has received the Annual Professional Performance Review and/or completion of a Teacher Improvement Plan. The appeal must set forth the specific basis for the appeal. Notification of the appeal shall be provided to the superintendent of schools or his designee. Supervising Administrator's written response to Appeal within ten (10) school days of receipt of an appeal, the supervising administrator must submit a detailed written response. The response must include any and all additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. Material not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal.

Appeal Resolution Process

Step 1 – Conference with the Supervising Administrator

Upon receipt of the supervising administrator's written response, the unit member may request a conference with the supervising administrator. This request for a conference must be made in writing within five (5) school days of receipt of the written response . Upon receipt of the request, a conference must be scheduled within five (5) school days. The unit member shall upon request be entitled to an Association representative being present. The conference shall be an informal meeting wherein the supervising administrator and the employee are able to discuss the evaluation and the areas of dispute. The supervising administrator will issue a written decision within five (5) days after the meeting. If the bargaining unit member is not satisfied with the outcome, he/she may proceed to the second step. The second step shall be initiated by the unit member notifying the superintendent in writing, within five (5) school days of the receipt of the supervising administrator's written decision.

Step 2 – Conference with the Superintendent

Upon receipt of the request described in Step 1, a conference must be scheduled within five (5) school days. The bargaining unit member shall upon request be entitled to an Association representative being present. The conference shall be a formal meeting wherein the superintendent and the employee discuss the evaluation and the areas of dispute. The superintendent shall render his/her decision in writing within five (5) school days of the conference. If the bargaining unit member is not satisfied with the outcome he/she may proceed to the third step. The third step shall be initiated by the unit member notifying the superintendent and the association president in writing within five (5) school days of the receipt of the superintendent's written decision.

Step 3- Hearing with joint District and Association Panel

Upon receipt of the request described in Step 2, a hearing shall be scheduled within ten (10) school days. The panel will consist of two (2) association representatives designated by the association president or his/her designee, and two (2) administrative representatives certified to conduct evaluations designated by the superintendent of schools or his/her designee. The association representatives will include one unit member from each building and the administrative representatives may not be involved in any portion of the evaluation of the unit member filing the appeal. The panel shall render their decision in writing within ten(10) school days of the conclusion of hearing. The decision of the panel shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the appeal. The District and Association panel shall have the authority to rescind, modify, or affirm the rating of observations (announced and unannounced), TIPS and Annual Professional Performance Reviews. If the result is a 2-2 finding the superintendent and association president will mutually agree to select and appoint an independent evaluator that rescinds or modify, or affirm the rating of observation (announced and unannounced), TIPS, and Annual Professional Performance Reviews. A decision that rescinds or modifies the rating will require a revised evaluation. This process will be timely and expeditious according to Education Law 3012.d.

Section K: APPR Review Process

The District/Association Committee will convene in May of each school year for the purpose of reviewing the APPR plan. In the event that revisions to the APPR plan are recommended by the District/Association Committee, implementation of revisions will only occur after ratification by both parties; the District and LTA. Any changes to the APPR plan will be subject to approval by New York State Education Department as part of a material change request.

APPR
Appendix

Appendix

A

Multiple Measures of Effectiveness

Each teacher will receive a Final Composite Score rating in June of each school year. This score will include the multiple measures found in the Framework for the Evaluation System.

Overall Rubric Average Score	Rating
1-1.4	INEFFECTIVE
1.5-2.4	DEVELOPING
2.5-3.4	EFFECTIVE
3.5-4.0	HIGHLY EFFECTIVE

	Rubric Average	Weighting	Weighted Score (rubric average x percentage)
Domain 1 Planning and Preparation		25% (.25)	-- × .25 =
Domain2 The Classroom Environment		25% (.25)	-- × .25 =
Domain3 Instruction		25% (.25)	-- × .25 =
Domain4 Professional Development		25% (.25)	-- × .25 =
Final Score			
HEDI Score			

Appendix J

Lyons Central School District Annual Professional Performance Review (APPR) Plan Teacher Improvement Plan (TIP)

A. While not common, the situation does arise when a teacher's performance fails to meet district expectations and an instructional intervention is required. At any point during each probationary year, but prior to June 1st of the second year, teachers that the district plans to retain shall be informed by their Supervising Administrator as to whether or not they are "on track" for tenure. Should they not be "on track", then a Teacher Improvement Plan (TIP) shall be written by the Supervising Administrator, the teacher, and an LTA representative.

B. Upon a teacher's composite rating of "Developing" or "Ineffective" through the APPR, the district shall develop and commence implementation of a Teacher Improvement Plan (TIP) for the individual teacher. The TIP will be created between the Supervising Administrator, an LTA representative, the teacher and other applicable personnel before October 1st. They set professional goals to ensure growth toward improved student outcomes. Working towards this growth in an environment of professional respect is an expectation for all parties. Within a year from the start of the TIP, it is expected that improvement will occur and the established goals developed in the TIP will be accomplished.

The ultimate goal of the Teacher Improvement Plan is to raise performance to an acceptable level for continued employment in the district. The TIP's purpose is to improve professional performance of the teacher and improved learning outcomes for students, not to be used as a disciplinary tool. The TIP addresses professional issues that impact student learning and have not been corrected after being previously addressed with the teacher.

The TIP should be developed any time after the final evaluation has been completed, but no later than the tenth (10th) day of the new school year.

The following guidelines have been established for the creation of a Teacher Improvement Plan:

- The Criteria for Assessment in need of improvement will be identified
- The specific area(s) will have been identified through the APPR process
- The teacher shall receive a formal notification of the need for a TIP
- The teacher will work with the supervising administrator and other appropriate personnel to collaboratively develop the TIP
- Appropriate support will be provided to the teacher in order to address the identified areas
- The TIP shall describe the professional learning activities the educator is expected to complete and these shall be connected to the areas needing improvement (success measures)
- A timeline up to a year for accomplishing the change with intermediate benchmarks will be established
- "Artifacts" such as lessons, student work, or unit plans shall be described so that the individual can produce benchmarks of improvement and evidence for the final stage of his/her improvement plan
- Meetings will occur on a regular basis to review the status of the TIP and discuss/view evidence of growth
- In the final stages of the TIP, the teacher shall meet with his/her supervisor to review the plan alongside any artifacts and evidence from evaluations in order to provide a final, summative rating for the teacher

All participants in the TIP meeting should be listed on the TIP.

**Lyons Central School District
Annual Professional Performance Review (APPR) Plan**

Teacher Improvement Plan Notification

Teacher's Name : _____ Date: _____
 Administrator: _____ Assignment: _____

This form officially communicates that the Lyons Central School District believes you need to demonstrate professional growth in any specific area listed below. The purpose of this form is to demonstrate our desire to help you improve your professional skills.

Criteria for Assessment Identified for Improvement:

- Content Knowledge
- Preparation
- Instructional Delivery
- Classroom Management
- Student Development
- Student Assessment
- Collaboration
- Reflective and Responsive Practice

Specific area of concern within the Criteria for Assessment	Date of meeting/notification	Outcome and Results

The TIP will include the following components:

- The Criteria for Assessment in need of improvement will be identified
- The specific area(s) will have been identified through the APPR process
- The teacher shall receive a formal notification of the need for a TIP
- The teacher will work with the supervising administrator and other appropriate personnel to collaboratively develop the TIP
- Appropriate support will be provided to the teacher in order to address the identified areas
- The TIP shall describe the professional learning activities the educator is expected to complete and these shall be connected to the areas needing improvement (success measures)
- A timeline up to a year for accomplishing the change with intermediate benchmarks will be established
- "Artifacts" such as lessons, student work, or unit plans shall be described so that the individual can produce benchmarks of improvement and evidence for the final stage of his/her improvement plan
- Meetings will occur on a regular basis to review the status of the TIP and discuss/view evidence of growth

- In the final stages of the TIP, the teacher shall meet with his/her supervisor to review the plan alongside any artifacts and evidence from evaluations in order to provide a final, summative rating for the teacher

Lyons Central School District
 Annual Professional Performance Review (APPR) Plan
 Teacher Improvement Plan

Teacher _____

Assignment:

School Year

Date of Initial Planning

Meeting:

Teacher Signature _____

Administrator

Signature, _____

Criteria for Assessment Identified for Improvement:

_Content Knowledge

_Preparation

_Instructional Delivery

_Classroom Management

_Student Development

_Student Assessment

_Collaboration

_Reflective and Responsive Practice

Prioritized Measure for growth and evidence needed to show that the professional performance goals have been met and maintained.

Goals:	Teacher Plan for Goal and Achievement	Administrative support to be provided to the teacher	How will the improvement be assessed?	Evidence Required	Evidence Demonstrated	Timeline for achieving improvement TIP implemented before Oct. 1 st

Date of 1st Meeting
Administrator -----
LTA Representative _____

Comments:

Date of 2nd meeting _____
Teacher _____

Comments:

Administrator -----
LTA Representative _____

Date of 3rd meeting -----
Teacher _____

Comments:

Administrator -----
LTA Representative _____

Date of 4th_H
Teacher _____

Comments:

Administrator -----
LTA Representative _____

__has successfully met the expectation of this plan

__has not yet met expectations

Teacher _____

Date. _____

Administrator _____

Date _____

LTA Representative _____

Date _____

Overall Rating

The final rating will be determined using the following matrix. The teacher's rating for each category is applied to the rubric to determine the overall rating.

Matrix

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

Appendix M

A Framework for Teaching Components of Professional Practice Classroom Teacher

Domain 1: Planning and Preparation	Domain 2: Classroom Environment
<p>Ia. 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>Ib. 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>Ic. 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>IId. 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>Ile. 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>If. Designing student assessments</p> <ul style="list-style-type: none">• <i>congruence with instructional outcomes</i>• <i>criteria and standards</i>• <i>design of formative assessments</i>	<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>

Domain 4: Professional Responsibilities

- 4a. Reflecting on Teaching
 - *accuracy*
 - *use in jillure teaching*
- 4b. Maintaining accurate records
 - *student completion of assignments*
 - *student progress in learning*
 - *non-instructional records*
- 4c. Communicating with families
 - *information about the instructional program*
 - *il formation abollt individual students*
 - *engagement of families in the imtructional program*
- 4d. Participating in a professional community
 - *relationships with colleagues*
 - *involvement in a culture of professional inquiry*
 - *service to school*
 - *participation in school and district projects*
- 4e. Growing and developing professionally
 - *enhancement of content knowledge and pedagogical skill*
 - *receptivity to feedback from colleagues*
 - *service to profe ssion*
- 4f. Demonstrating professionalism
 - *illfegrity and ethical conduct*
 - *service to students*
 - *advocacy*
 - *decision making*

Domain 3: Instruction

- 3a. Communicating with students
 - *expectationsfor leaming*
 - *directions and procedures*
 - *explanations of co//lent*
 - *use of oral and written language*
- 3b. Using questioning and discussion techniques
 - *quality of questions*
 - *discussion techniques*
 - *student participation*
- 3c. Engaging students in learning
 - *activities and assignments*
 - *grouping of students*
 - *instructional materials and resources*
 - *structure and pacing*
- 3d. Using assessment in instruction
 - *assessme/11 criteria*
 - *monitoring ofstudentleaming*
 - *feedback to students*
 - *student self-assessment and monitoring of progress*
- 3e. Demonstrating flexibility and responsiveness
 - *lesson adjustment*
 - *response to students*
 - *persistence*

Appendix 0

Sample of Artifacts for Teacher's Collection Alignment to Domains 1 and 4

This list includes, but is not limited to, teacher and student artifacts that may be used to document skill in one or more .t.-components from Domains 1 and 4.

ARTIFACT	COMPONENTS
Unit plan, lesson plan	1 lb, lc, ld, 1 If
Handouts, worksheets, assignments	la, Id, le, If
Written feedback to students	la, lb
Reading lists	la, lb, ld
Copies of quizzes, tests, performance assessments	la, lb, lc, le, If
Homework policy	lb,4b
Grading policy	lb,4b
Student achievement dLTA	lb, lf,4b
Parent, student surveys	lb,4c
List of resources	lc, Id
Written feedback to students	lb, lf
Samples of student work	lf
Video or audio of student performance	lf
Journal	4a

Reflection Form

4a

Post-observation comments	4a
Grade book	4b
Notes, newsletters, messages to parents	4c
Back to school night, open house agendas	4c
Participation in Alternative to Observation	1a,4a,4d,4e
Participation in building/district committees	4d,4e
Participation in local, state or national professional organizations	4d,4e
Participation in IST, CSE	4d
Curriculum leadership	1a,4d,4e
Hosting a student teacher	1a, 1b,4d,4e
Class/club advisor	4d
Attendance at workshops, conferences	4e
Graduate work	4e
Professional reading/membership	1a,4e
Writing letters of recommendation (college, summer enrichment, People to People program, science fairs)	4f
Development of student learning objectives.	See appendix ()
Conversations or meetings with: counselors, health professionals, other staff members, parents, community support agencies	4f