

**Cortland Enlarged City School District**

Teacher Annual Professional Performance Review Plan (APPR)

2021-2022

## Teacher Effectiveness

Annual professional performance reviews, APPRs, shall differentiate teacher effectiveness using a composite effectiveness rating. Based on such a composite effectiveness rating a classroom teacher shall be rated as Highly Effective, Effective, Developing, or Ineffective.

Regulation requires a composite rating be comprised of *two* categories: *Student Performance and Observation*. These *two* parts *determine a teacher’s composite rating as per the NYSED matrix below.*

|  |  |
| --- | --- |
|  | **Observation** |
|  |  | Highly Effective(H) | Effective(E) | Developing(D) | Ineffective(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 |

Regulation requires that a probationary (non-tenured) faculty member must demonstrate proficiency in all seven (7) New York State Teaching Standards by the end of their probationary period in order for tenure to be granted. *As of July 1, 2015,* New York State law requires *four* *(4)* years to tenure except for faculty members who have been *previously* awarded tenure who may be eligible for tenure in *three (3)* years. *In order for a teacher to be eligible for tenure, he/she must receive a composite rating of either Effective or Highly Effective in at least three (3) of the four (4) probationary years, including the final year. A teacher who receives an Ineffective composite rating in the final year cannot be recommended for tenure.* In the case where tenure has not been recommended, an additional probationary year may be offered by the district *by Juul agreement*. The APPR process must be a significant factor in tenure decisions.

The regulation also stipulates that two *(2)* consecutive years with an Ineffective *composite rating* may result in the District filing for an expedited 3020-a (formal dismissal process for tenured faculty). *Three (3) consecutive years with an Ineffective composite rating requires the District to file an expedited 3020-a.*

**Observation**

Based on its inclusion in the SED-approved list of rubrics, A Framework for Teaching (Danielson, 2011) will be used to evaluate all teachers consistent with the Commissioner’s regulations. (Danielson, 2011 rubric can be located on the district website or <http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/Docs/Teachscape_Rubric.pdf> .)

Regulation requires at least one announced and one unannounced observation of every faculty member. *A waiver was submitted to release the district from including an Independent Evaluator as part of the process.* In order to support continuous professional growth, observations will consist of a combination of formal (period-length) and shorter (classroom visits and walk-through) observations. For the formal evaluation(s), a pre and post observation conference will occur, at which time the teacher will provide the evaluator with evidence of planning and preparation.

*Observation Types and Timeline for feedback*

* Formal Announced Observation:
	+ All faculty members will be formally observed by an appropriately trained administrator minimally one (1) time per year for a minimum of thirty (30) minutes. Probationary faculty members (including Long-term Substitute Teachers) will be formally observed minimally two (2) times per year.
	+ A post-observation meeting is required for all formal observations and should be held within five (5) school days of the observation. At the post-observation, the teacher and administrator will review the lesson in regards to components of the evaluation rubric.
	+ The staff member will receive the completed Classroom Observation Form typically within five (5) school days of the post-observation conference. The staff member will sign and return the form within ten (10) school days of receipt of the completed form.
	+ Please note that evidence can only be submitted when tied to an observation cycle – “Stand alone” artifacts will no longer be submitted to address component deficits.
* Walk-Through
	+ In accordance with 3012-d regulations, there must be a minimum of one (1)

unannounced observation.

* + The unannounced observation will consist of at least 15 minutes in the classroom.
	+ This will be conducted via a walk-through observation with a focus on the following rubric elements: (Domains 2 and 3)

2A: Creating an environment of respect and rapport

2B: Establishing a culture for learning

2C: Managing classroom procedures

2D: Managing student behavior

2E: Organizing physical space

3A: Communicating with students

3B: Using questioning and discussion techniques

3C: Engaging students in learning

3D: Using assessment in instruction

3E: Demonstrating flexibility and responsiveness

* + The staff member will receive the completed walk-through feedback form typically within three (3) school days.
	+ Pre- or post- meetings are not required for a walk-through; however, a staff member or principal may request a meeting to discuss the feedback.
* Please note these are ***minimum*** observations required under NYS regulations; NYS does not restrict any administrator from determining more observations are necessary.
* Mid and end of year Progress Meeting
	+ Presentation and discussion of Domain 4 evidence related to professional goal(s), classroom observations, and/or building/district initiatives will be conducted during mid and end of year meetings.

**Overall Rating from Rubric Chart**

|  |  |
| --- | --- |
|  | **Overall Rating from Rubrics** |
|  | Minimum | Maximum |
| (highly effective) **H** | 3.5 | 4.00 |
| (effective) **E** | 2.5 | 3.49 |
| (developing) **D** | 1.5 | 2.49 |
| (ineffective) **I** | 0.0 | 1.49 |

**Student Performance**

Regulation requires districts to utilize a student performance measure within the APPR process for professional staff. The CECSD APPR committee has identified a district-wide measure which is the aggregate on five Regents exams listed below:

|  |
| --- |
| **Assessment** |
| ELA 11 |
| Algebra I |
| Global Studies |
| US History & Government |
| Living Environment |

\*\*Select staff, with a state exam at the end of a course, will continue to construct a SLO:

* Courses with a Regents exam
* Science 8, Science 4, 3rd Grade
* NYSESLAT
* NYSAA

The following chart identifies the point allocation based on the aggregate student performance.

**3012-d Point to HEDI Conversion**

|  |  |  |
| --- | --- | --- |
| **HEDI Rating** | **Success Percentage** | **HEDI Point Score** |
| Highly Effective | 97-100% | 20 |
|  | 93-96% | 19 |
|  | 90-92% | 18 |
| Effective | 83-89% | 17 |
|  | 80-82% | 16 |
|  | 75-79% | 15 |
| Developing | 67-74% | 14 |
|  | 60-66% | 13 |
| Ineffective | 55-59% | 12 |
|  | 49-54% | 11 |
|  | 44-48% | 10 |
|  | 37-43% | 9 |
|  | 34-36% | 8 |
|  | 29-33% | 7 |
|  | 25-28% | 6 |
|  | 21-24% | 5 |
|  | 17-20% | 4 |
|  | 13-16% | 3 |
|  | 9-12% | 2 |
|  | 5-8% | 1 |
|  | 0-4% | 0 |

[Above chart based on NYSED Regulations June 2015]

Please note: State growth ratings will continue to be calculated where at least 50% of a teacher’s or at least 30% of a Principal’s students participate in a State Assessment. The rating will serve as advisory for the 2017-18 school year.

**Professional Development**

In addition to school and/or district priorities, professional development objectives for the teacher will be based on the evaluation.

## Evaluator Training

The Superintendent will ensure that all evaluators have been trained, including independent evaluators, and that all lead evaluators have been trained and certified in accordance with regulation. The District will ensure evaluator training, independent/lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluator training will include training on:

1. The New York State Teaching Standards and Leadership Standards;
2. Evidence-based observation;
3. Application and use of Student Growth Percentile method;
4. Application and use of the State-approved teacher or principal rubrics;
5. Application and use of assessment tools the district employs;
6. Application and use of State-approved teacher or principal rubrics;
7. Use of the Statewide Instructional Reporting System;
8. The scoring methodology used by the state and the district
9. Specific considerations in evaluating teachers and principals of English Language Learners and Students with Disabilities.

The superintendent will ensure that lead 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.

## Data Linkage

Working with the Central New York Regional Information Center, the District will provide all of the data elements described by SED. Data will be submitted to the SED through the portal each year.

## Professional Improvement Plans

Upon rating a teacher as Developing or Ineffective through APPR, the District is required to develop a teacher improvement plan (TIP) for the teacher (Appendix B). The TIP must be developed and implemented no later than October 1st in the school year following the school year for which such teacher’s performance is being measured, or as soon as practicable thereafter.

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

The plan shall describe the professional learning activities the educator must complete that are directly related to areas needing improvement and identify artifacts the teacher must produce that will serve as documentation of improvement and as evidence for the final stage of the improvement plan. In addition, the plan will clearly state the additional support and assistance the educator will receive.

The existing PGAP Individual Support Plan, ISP, (Appendix C) can be implemented for teachers at the request of a principal or teacher any time during the school year. The ISP is not associated with a composite rating.

## Appeals

Appeals of APPRs should be limited only to those that rate a teacher as Ineffective. Appeal procedures should limit the scope of appeals under Education Law §3012-d to the following subjects:

* 1. the District’s adherence to the standards and methodologies required for such reviews,

 pursuant to Education Law §3012-d;

* 1. the adherence to the Commissioner’s regulations, as applicable to such reviews;
	2. compliance with any applicable locally negotiated procedures applicable to annual

 professional performance reviews or improvement plans; and

* 1. the District’s issuance and/or implementation of the terms of the teacher improvement

 plan under Education Law §3012-d.

A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived. In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

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

## Timeframe for Filing an Appeal

## Notification of an Ineffective or Developing rating as a result of the composite rating will be sent via registered, return receipt required mail. An appeal of an Ineffective rating must be submitted in writing no later than 15 calendar days of the date when the teacher receives his or her notification of APPR rating. A teacher may request a meeting with the principal or evaluator to seek clarification or resolution regarding the evaluation at any time.

If a teacher is challenging the issuance of a TIP, an appeal must be filed with 15 calendar days of issuance of such plan. (Appendix D). The failure to file an appeal within these time frames shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. The teacher will remain on a TIP throughout the 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.

Within 15 calendar days of receipt of an appeal, the administrator who issued the performance review or is responsible for either the issuance and/or implementation of the terms of the teacher’s improvement plan must submit a detailed written response to the appeal.

The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the District’s response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the District, and any and all additional information submitted with the response, at the same time the District files its response.

## Appeals Process

**Level I: Principal Review**

After receipt of the appeal documentation, an Appeal Meeting will be scheduled between the teacher and principal within 10 calendar days.

A written decision shall be rendered by the principal regarding the appeal within 10 calendar days. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the teacher and forwarded to the teacher’s personnel file.

## Level II: Superintendent Review

If the appeal is not sustained, the teacher may request a review by the Superintendent. The request for a superintendent review must be made in writing within 5 calendar days of receipt of the principal’s decision. All materials submitted at the time of the original appeal will be forwarded to the Superintendent by the teacher.

A written decision shall be rendered by the Superintendent within 10 calendar days except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. In such case, the board of education shall appoint another person to decide the appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the teacher and forwarded to the teacher’s personnel file.

## Level III: Mediation

If the appeal is not sustained, the teacher can request mediation in which case, the cost will be shared by the District and the Association. The request for mediation must be submitted in writing within 5 calendar days of the receipt of the Superintendent’s decision.

A written recommendation on the merits of the appeal shall be rendered by the mediator no later than 30 calendar days from the date of mediation. The appeal shall be based on the documentation requested by the mediator. The mediator’s recommendation shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher’s appeal and shall be advisory in nature to the Superintendent. A written decision shall be issued by the Superintendent within 10 calendar days after receipt of the mediator’s recommendation. The Superintendent’s decision shall be final and binding.

**Appendix A**

Charlotte Danielson's FRAMEWORK FOR TEACHI NG

|  |  |
| --- | --- |
| DOMAIN 1: Planning and Preparation1a Demonstrating Knowledge of Content and Pedagogy* Content knowledge • Prerequisite relationships • Content pedagogy

1b Demonstrating Knowledge of Students* Child development • Learning process • Special needs
* Student skills, knowledge, and proficiency
* Interests and cultural heritage

1c Setting Instructional Outcomes* Value, sequence, and alignment • Clarity • Balance
* Suitability for diverse learners

1d Demonstrating Knowledge of Resources* For classroom • To extend content knowledge • For students

1e Designing Coherent Instruction* Learning activities • Instructional materials and resources
* Instructional groups • Lesson and unit structure

1f Designing Student Assessments* Congruence with outcomes • Criteria and standards
* Formative assessments • Use for planning
 | DOMAIN 2:The Classroom Environment2a Creating an Environment of Respect and Rapport* Teacher interaction with students • Student interaction with students

2b Establishing a Culture for Learning* Importance of content • Expectations for learning, and achievement
* Student pride in work

2c Managing Classroom Procedures* Instructional groups • Transitions
* Materials and supplies • Non-instructional duties
* Supervision of volunteers and paraprofessionals

2d Managing Student Behavior* Expectations • Monitoring behavior • Response to misbehavior

2e Organizing Physical Space* Safety and accessibility •·Arrangement of furniture and resources
 |
| DOMAIN 4: Professional Responsibilities4a Reflecting on TeachingAccuracy • Use in future teaching4b Maintaining Accurate Records* Student completion of assignments
* Student progress in learning • Non-instructional records

4c Communicating with Families* About instructional program • About individual students
* Engagement of families in instructional program

4d Participating in a Professional Community* Relationships with colleagues • Participation in school projects
* Involvement in culture of professional inquiry • Service to school

4e Growing and Developing Professionally* Enhancement of content knowledge and pedagogical skill
* Receptivity to feedback from colleagues • Service to the profession

4f Showing Professionalism* Integrity/ethical conduct • Service to students • Advocacy
* Decision-making • Compliance with school/district regulations
 | DOMAIN 3: Instruction3a Communicating With Students* Expectations for learning • Directions and procedures
* Explanations of content • 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 • Student groups
* Instructional materials and resources • Structure and pacing

3d Using Assessment in Instruction* Assessment criteria • Monitoring of student learning
* Feedback to students • Student self-assessment and monitoring

3e Demonstrating Flexibility and Responsiveness* Lesson adjustment • Response to students • Persistence
 |

[www.danielsongroup.org](http://www.danielsongroup.org/)

**Appendix B**

# APPR Teacher Improvement Plan

(To be developed collaboratively and implemented no later than October 1st

in the school year following the school year for which such teacher’s performance is being measured, or as soon as practicable thereafter.)

Teacher Name:

School:

Principal/Evaluator:

Initial Meeting Date:

|  |  |
| --- | --- |
| Area(s) in Need of Improvement |  |
| Desired Outcomes |  |
| Activities to Support Reaching Desired Outcomes |  |
| Timeline for Completion |  |
| Resources to be Provided by District |  |
| Evidence to Support Achievement of Goal |  |

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**Appendix C**

**Cortland Enlarged City School District Individual Support Plan (ISP)**

**EXPLANATION:**

The purpose of this option is to provide a more structured and mode of supervision. This may include probationary staff who require greater specificity to meet tenure status, or a staff member whose competence is in question. The administrative supervisor will specify timelines and objectives, and may request involvement of others.

Ideally individual support is characterized by recognition on the part of the staff member and the administrator that the individual needs assistance to be successful. Observations and supervision will be frequent and all observations will be used as the basis for summative evaluation. Feedback will be immediate and specific. All available and appropriate resources will be utilized for support.

The decision about implementation of an Individual Support Plan should be collaborative, but may be directive. Individual support is intended to provide the best possible likelihood for professional growth; but it may lead to a recommendation for dismissal or non-tenure. It should maintain the supportive climate inherent in the supportive supervision process for as long as is feasible to foster growth.

**STEPS IN THE PROCESS:**

**STEP 1: Placement**

1. Based on administrative summative documentation of the lack of employee effectiveness, the administrator will assign the staff member to the *Individual Support Plan* option. A letter will be sent to the staff member to formally notify him/her of placement into the *Individual Support Plan* option. A copy of the letter will be forward to the superintendent and the personnel file.
2. The staff member will opt to have a team or one-on-one approach to the plan. A team approach is highly recommended if an *Individual Support Plan* is recommended beyond one year. The employee’s selection will be verified in writing and a copy will be forwarded to the superintendent, CUT representative, team participant, and personnel file. In addition to the staff member and administrator the team will be comprised of the following:

|  |  |  |
| --- | --- | --- |
| ***Team Composition*** | ***Selected By*** | ***Role*** |
| *Building Colleague* | *Staff member* | *Instructional support* |
| *Building CUT Representative* | *Staff member* | *Offers instructional support and monitors process* |
| *Administrator Colleague* | *Administrator* | *Offers instructional support and monitors process* |

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## Step 2: Conference and Goal Setting

1. A conference will be held with the staff member, administrator and the review team (if selected) to develop the employee’s annual goals.
2. The administrator, with input from the staff member and the review team (if selected), will write the staff member’s Annual Action Plan. The Action Plan will be specific and detailed, and written within ten days of the conference. Copies will be distributed to team members.
3. A specific and detailed timeline will be worked out for the teacher and administrator to review progress. This should be in intervals of no longer than three to four weeks.

## STEP 3: Feedback and Review

1. Formal observations and evaluations will be conducted by the administrators.
2. Administrators will provide written feedback and specific suggestions after each set of formal observations and evaluations.
3. The administrator will share a written, mid-year progress report with staff member and the review team (if selected). The conference will be an analysis of performance and the degree of achievement of previously stated goals.
4. Copies of this document will be added to the staff member’s personnel file.
5. Adjustments and refocusing of the plan can occur at anytime in response to the staff member’s growth.

**STEP 4: Evaluation Report**

1. The staff member will write a self-reflective narrative and the administrator will write a summative narrative. Both will be reviewed with staff member and the review team (if selected). This must be completed by April 1st and 15th for probationary employees, and June 1st for tenured employees.
2. Evaluations will be performance-based and will discuss the degree of attainment of the annual goals, including significant professional activities.
3. Staff member and/or administrator comments related to the conference should be attached to evaluations to form the evaluation report.
4. The evaluation report will include the supervision-evaluation option recommended. The administrator will recommend continuation in the Individual Support Plan or staff member selected option.
5. If it is determined that the staff member is not able to meet the district’s professional standards, the administrator will share his/her recommendation with the staff member and the superintendent.
6. Copies of this evaluation report will be forwarded by the administrator to the central office and a copy given to the staff member.

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**Appendix D**

**Cortland Enlarged City School District**

**Appeal Form**

|  |  |
| --- | --- |
| **Teacher’s Name**: |  |
|  |  |
| **Evaluator’s Name**: |  |

All supporting documentation for appeal shall be attached to this form at the time it is submitted to the District. Any information not submitted attached to the appeal may not be considered at a future time. **An appeal must be filed by registered mail (return receipt) within fifteen (15) calendar days of receiving notification (signing receipt) of an Ineffective Rating or issuance of TIP.**

 **Form of Appeal**: (Please check one.)

* Overall Composite Rating of “Ineffective” 🞎 TIP (Developing or Ineffective Rating)

 **Date Ineffective Rating received: \_\_\_\_\_\_\_\_ Date TIP issued: \_\_\_\_\_\_\_\_**

**Basis of the Appeal**: (Please check one.)

* The District’s adherence to the standards and methodologies required for such reviews; pursuant to Education Law §3012-d.
* The District’s issuance and/or implementation of the terms of the teacher improvement plan under Education Law §3012-d.

**Date appeal with supporting documentation submitted to the District**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Evaluator’s written response with all supporting documentation relevant to appeal must be filed within 15 calendar days of receipt of appeal.*

**Date of Evaluator’s Response**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Level I***: The teacher may request an Appeal Meeting with Principal within 10 calendar days.*

* **Yes, I request an Appeal Meeting. 🞎 No, I waive my right to an Appeal Meeting**.

**Date Appeal Meeting Requested**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*A written decision on the merits of the appeal shall be rendered no later than 10 calendar days from receipt of the teacher’s appeal.*

* **Appeal Sustained** 🞎 **Appeal Not Sustained Date Response Issued**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **Level II**: The teacher may request an Appeal Meeting with Superintendent within five calendar days of receipt of Principal’s Response.

* **Yes, I request an Appeal Meeting**. 🞎 **No, I waive my right to an Appeal Meeting**.

**Date Level II Appeal Meeting Requested**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date Superintendent Response Issued**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *(within 10 calendar days of request)*

**Level III:** Request for Mediator Recommendation within five calendar days of receipt of Superintendent’s Response.

🞎 **Yes, I request Mediation** 🞎 **No, I am not requesting Mediation**

**Mediation Date**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **Mediator’s Recommendation**: |
|  |
|  |
|  |
|  |

**Date Recommendation Received**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Level IV:** Superintendent’s final and binding decision shall be rendered in writing within ten (10) calendar days of receipt of Mediator’s recommendation.

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