



**Teacher**

**Annual Professional Performance Review**

**(APPR)**

## Table of Contents

- I. Introduction
- II. Requirements for Evaluation
- III. Teacher Evaluation Process
- IV. Professional Development
- V. Evaluator and Staff Training
- VI. Inter-Rater Reliability
- VII. Data Submission to NYS Education Department
- VIII. Teacher Verification of Subjects and Roster
- IX. Reporting Teacher's Subcomponents and Composite Scores
- X. Test Development, Security and Scoring
- XI. Student Growth Measures (NYS 20%)
- XII. Student Achievement Measures (Locally Selected 20%)
- XIII. Multiple Measures of Effectiveness
- XIV. Subcomponent and Composite Scoring Ranges
- XV. Timely Feedback
- XVI. Teacher Improvement Plans
- XVII. Appeals
- XVIII. Appendices
  - A- Charlotte Danielson Rubric
  - B- NYS Standards
  - C- Scoring Methodology and Scoring Rubric
  - D- APPR and TIP Appeals Form

## **I. Introduction**

The goal of the Horseheads Central School District Annual Professional Performance Review (APPR) teacher evaluation method is to provide a process in which professional growth is encouraged, teaching and professional practice is enhanced and student learning is promoted and developed through and aligned with New York State's Teaching Standards. The APPR also assures that there is a common language and common expectations among all teachers and evaluators. The District's Professional Development Plan (PDP) will be linked to the APPR to ensure targeted and focused professional development and support.

## **II. Requirements for Evaluation**

a) In accordance with Education Law §3012-c, each teacher is required to receive an APPR. Each APPR reflects a composite score rating effectiveness on a scale from "Highly Effective", "Effective", "Developing", or "Ineffective". The composite score will be determined based on the following:

- 60 percent of the composite score is based on a multitude of measures evaluating effective teacher practices aligned with New York State Teaching Standards; these measures are to be established locally through collective bargaining.
- 20 percent of the score is based on student growth on State assessments or locally developed Student Learning Objectives (SLOs) comparable method of assessment of student growth and teacher self-reflection and goal setting as required by the New York State Education Department.
- 20 percent of the score is based on locally selected measures of student achievement that are deemed to be rigorous and comparable across curricular areas and grade levels.

The purpose of the evaluation system is to ensure that there is an effective teacher in every classroom in every school. The evaluation system will also foster a culture of continuous professional growth for educators to grow and improve their instructional practices. Education Law §3012-c(2)(a) requires annual professional performance reviews (APPRs) to result in a single

composite teacher score that incorporates multiple measures of effectiveness. The results of the evaluations shall be a significant factor in employment decisions, including but not limited to promotion, retention, tenure determination, termination, and supplemental compensation, as well as teacher professional development (including coaching, induction support, and differentiated professional development).

The objective of the method of evaluation is to create an opportunity for professional enhancement through professional development, self-reflection and collaboration between staff and administration.

## b) **Teacher Evaluation**

### **New York State Teaching Standards**

The Annual Professional Performance Review is in alignment with the New York State Teaching Standards and thus are the basis for teacher evaluation.

#### **Standard I. 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.

#### **Standard II. 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.

#### **Standard III. Instructional Practice:**

Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

#### **Standard IV. Learning Environment:**

Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

#### **Standard V. Assessment for Student Learning:**

Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

#### **Standard VI. Professional Responsibilities and Collaboration:**

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

#### **Standard VII. Professional Growth:**

Teachers set informed goals and strive for continuous professional growth.

### **III. Teacher Evaluation Process**

#### **a) Professional Growth Program Components:**

- Annual Professional Growth Plan - Formal Observations and Walk-throughs
  - At least 2 full observations for Tenured Teachers (Probationary Teachers will have 2 full observations until their final probationary year in which they will receive 3 full observations). One observation will be unannounced.  
  
(NOTE: A full observation is a full lesson period or a period of time equal in length to a lesson. Lesson length may vary, but in most cases will not be less than 40 minutes in duration.)
  - Walk-throughs will occur at least one time during the school year. Walk-throughs must be at least 15 minutes in length and may be announced or unannounced.
- Pre (where applicable) and Post-Observation Discussion and Reflection
- APPR Summative Evaluation (comprised of a cumulative score using the agreed upon rubric, student growth and achievement scores per SED, and other 5 points (see page 13 for a description of the 5 points). The total score will be out of 100.
- All observation forms, feedback and information will be facilitated through the use of the agreed upon digital platform (IObservation) that corresponds with the agreed upon teaching rubric (Danielson 2007).

#### **b) Tenured and Non-Tenured Teacher Evaluations for staff under 3012-c**

- Develop an annual professional growth plan in alignment with the NYS standards and the District's PDP.
- Participate in multiple observations per the APPR Plan
- Participate in an annual Learning Framework Summative Assessment. Rubric and scoring will occur using the evaluation platform.

**c) Teacher Evaluations for staff NOT covered under 3012-c (including School Psychologists, Counselors, Attendance Teachers, Speech Pathologists, Librarians)**

- Evaluations for staff not covered under 3012-c shall be conducted under the procedure(s) and forms of the 2010 APPR plan.

**d) For faculty members possessing an initial or transitional certificate, the evaluation process is required. Additionally, a portfolio review in compliance with Commissioner's Regulation is required. The portfolio shall include the following:**

- Samples of student work
- Samples of student assessment instruments
- Samples of parent communications
- Submission of post-conference reflection form
- Sample of lesson plans (choice of format by faculty member)
- Other artifacts as deemed appropriate/applicable by the teacher or upon the request of an administrator

## **IV. Professional Development**

The APPR has been created to serve as a means to improve professional practice and increase student performance and therefore is a tool that must be utilized to build the professional development opportunities provided to teachers. The District's Professional Development Committee (as required by Part 100.2 dd 3 (a) (b)) shall be responsible for developing all aspects of the professional development plan and in accordance with the committee(s) established through the collective bargaining agreement.

## **III. Evaluator and Staff Training**

The District will certify lead evaluators as qualified to conduct teacher observations/evaluations under §3012-c and Commissioner's Regulation 30-2. The District will provide training to evaluators and lead evaluators through the GST BOCES RTTT Evaluator Training Program or any other approved/certified training program. It is

understood that any administrator who is regularly assigned to the District and has been certified as qualified to conduct teacher observations may do teacher observations. (In the 2012-13 school year, this shall include Thomas Morrell and Tiffany Henry). In subsequent years, the District shall inform the HTA of those Administrators who are certified to do observations prior to the Board taking action to approve them as Evaluators.

If a school building has more than one administrator, then the Lead Evaluator shall do at least one formal observation and shall complete the annual Learning Framework Summative Assessment. Whenever possible, the Lead Evaluator may rotate each year.

All professional staff subject to the District's APPR plan will be provided with an orientation or training on the evaluation system 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 will be conducted within 30 calendar days of the beginning of each subsequent school year for newly hired staff or within 30 days of hire for staff hired during the school year.

#### **IV. Inter-Rater Reliability**

Lead evaluators will maintain inter-rater reliability over time. Evaluators and lead evaluators will be trained through the GST BOCES RTTT Evaluator Training Program or any other approved/certified training program.

#### **V. Data Submission to NYS Department of Education**

The District will ensure that the NYS Department of Education receives accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course and teacher/student linkage data necessary to comply with Commissioner's Regulations in a format and on a timeline prescribed by the Commissioner.

#### **VI. Teacher Verification of Subjects Taught and Roster**



Classroom teachers to whom this plan applies shall verify the subjects and students assigned to them. The teacher shall review and make corrections to their roster on a timeline prescribed by the Commissioner. The attendance records kept by the teacher for each class in the District adopted student management system will constitute verification of subjects taught and students assigned.

## **VII. Reporting Teachers' Subcomponent and Composite Scores**

The District will report to SED the individual subcomponent scores and the composite effectiveness score for each teacher to whom this plan applies in a format and on a timeline prescribed by the Commissioner. The District will use its adopted student management system to establish and track the teacher/student course linkage as required by law and said data will be uploaded when the NYSED system is ready to receive the data.

## **VIII. Test Development, Security and Scoring**

Tests or Assessments may be developed by BOCES, classroom teachers, groups of teachers or grade level teams with administrative input. Any 3<sup>rd</sup> party tests/assessments that may be used will be selected from the SED approved list of 3<sup>rd</sup> party vendors. Tests or Assessments will be submitted, reviewed and approved by the Superintendent of Schools in accordance with 3012-c and Commissioner's Rules and Regulations. Teachers will not be able to score their own student's work if the results of the assessment will factor into any part of their evaluation. Assessments will be secure and not disseminated to students prior to the assessment administration. Any approved assessments cannot be the grounds for an appeal, nor can the process by which an assessment is scored be used as the grounds for an appeal.

## **IX. Student Growth Measures (New York State 20%)**

Twenty percent (20%) is based on student growth on State assessments. Student growth means the change in student achievement for an individual student between two or more points in time. Student growth percentile score shall mean the result of a statistical model that calculates each student's change in achievement between two or more points in time on a State assessment. Data that are provided by SED will provide

the number of points (out of the possible 20) toward the composite score a teacher will be awarded for the student growth portion. The State will assign a score of 0-20 points for this subcomponent, which will contribute to the teacher’s composite effectiveness score using the standards and scoring ranges for this subcomponent as prescribed in regulation.

For classroom teachers of grades 4-8 ELA and math, State assessments will be used for the growth component. All other teachers will need Student Learning Objectives (hereinafter “SLOs”). Teachers of subjects where there is no State-provided measure of student growth on State assessments (i.e., subjects without a State assessment and subjects where a State-provided growth measure has not yet been created based on the State assessment, such as the Regents exams or the NYSESLAT) must use other comparable measures of growth. These teachers will have a growth measure based on SLOs.

All teachers will have either a State-provided growth measure or at least one SLO. Teachers with 50-100 percent of students covered by a state-provided growth measure will receive a growth score from the State. Teachers with less than 50 percent of their students covered by State-provided growth measures will be required to have SLOs.

When NYS adopts a value added model, the 20% growth measure will be adjusted to 25%.

## New York State Student Learning Objective Template

<u>All SLOs MUST include the following basic components:</u>	
<b>Population</b>	<i>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s). (Full class rosters of all students must be provided for all included course sections.)</i>
<b>Learning Content</b>	<i>What is being taught over the instructional period covered? Common Core/National/State standards? Will it be aligned to a course or just to specific priority standards?</i>

<b>Interval of Instructional Time</b>	<i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?</i>														
<b>Evidence</b>	<i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning goal.</i>														
<b>Baseline</b>	<i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i>														
<b>Target(s)</b>	<i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</i>														
<b>HEDI Scoring</b>	<i>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" and "well-above" (highly effective)?</i>														
	<b>HIGHLY EFFECTIVE</b>			<b>EFFECTIVE</b>									<b>DEVELOPING</b>		
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6
	99-100%	97-98%	95-96%	92-94%	88-91%	85-87%	82-84%	79-81%	76-78%	73-75%	71-72%	68-70%	64-67%	60-63%	57-59%
<b>Rationale</b>	<i>Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used to measure future growth and development in subsequent grades/courses, as well as college and career readiness.</i>														

--	--

## X. Student Achievement Measures (Locally Selected 20%)

20% of the composite effectiveness score is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner. A District committee of teachers and administrators will recommend to the superintendent, for his or her approval, the common local assessments that will be used for this purpose. The following scoring mechanism will be used to identify the relationship between achievement on the assessment and the translation to the subcomponent composite scoring ranges.

When NYS adopts a value added growth model, the parties will negotiate the changes that will result in the local assessment measures moving to 15% for 4-8 ELA & Math.

### Performance Index Calculation

Assessment Score	Performance Level
0-54	1
55-64	2
65-84	3
85-100	4

$$\frac{((\# \text{ students scoring } 2,3,4) + (\# \text{ students scoring } 3,4)) \times 10}{\# \text{ of students tested}}$$

# of students tested

(All scores are rounded to the nearest tenth)

### Locally Developed Controls

Scores of students identified by the CSE as having a disability will be adjusted using the same criteria and calculations as those used by the SED when scores on 4-8 math and ELA assessments were adjusted for purposes of accountability, each raw score increased by a factor of 1.17. This will be done because students with disabilities, by virtue of their designation of requiring an Individualized Education Plan, have different goals and instructional supports in the educational setting in comparison to the general population. Students identified as English Language Learners and assigned to the K-12 Program for English Language Learners will have their raw scores adjusted in the same manner as students with a disability because achievement of their learning goals is compromised by their lack of facility with the English language; thus requiring different instructional supports.

### Attendance

For any credit-bearing courses, a student must have been in attendance in the teacher's classroom for eighty percent (80%) of the total number of classes to be counted.

For non-credit bearing courses, a teacher may request that a chronically absent (less than 80% attendance) student's scores be excluded from the calculation. The request shall be made to the Lead Evaluator.

### Initial Assessment

Within thirty (30) days of a student enrolling at Horseheads Central Schools, the student shall be given a pre-assessment to be used as a baseline score for showing growth, if applicable. The teacher shall use the appropriate and agreed upon assessment dependent upon the grade and subject taught.

## **XI. Multiple Measures of Effectiveness**

The remaining sixty percent (60%) of the composite effectiveness score is based on other measures of teacher effectiveness consistent with standards prescribed by the Commissioner in regulation. Based on its inclusion in the SED-approved list of rubrics,

**Components of Professional Practice: Danielson: *Enhancing Professional Practice-A Framework of Teaching(2007)*** rubric will be used to evaluate classroom teachers.

In order to support continuous professional growth, 55 of these 60 points shall be based on observations, formal and walk-throughs, of teachers. (Appendix A) These observations will provide the evaluator with the evidence to complete the rubric. For the announced observation, a pre-observation and post-observation conference will occur. For the unannounced observation, a post-observation will be granted upon request by either the teacher or evaluator.

The remaining 5 out of the 60 points will be comprised as follows:

5 points: Teachers shall develop professional growth goals and a corresponding annual professional growth plan in alignment with the NYS standards and the District's PDP. (up to 5 points) (mandatory). The Rubric for the formation of the professional growth goals is found at Appendix D.

**Beginning in the 2013-14 school year**, 50 of the 60 points shall be based on observations, formal and walk-throughs, of teachers (Appendix A). The remaining 10 out of the 60 points shall be comprised as follows:

5 points: Teachers shall develop professional growth goals and a corresponding annual professional growth plan in alignment with the NYS standards and the District's PDP. (up to 5 points) (mandatory)

5 points (choose 1 of the 2 options below):

- Structured review of lesson plans, student portfolios or other teacher artifacts. (up to 5 points) OR
- Structured review from student and parent surveys as approved by SED. Until such surveys are approved by SED, teachers may use district approved surveys for feedback (up to 5 points)

Within each domain of the rubric and elements thereof, each teacher will receive a rating as follows:

**Element Score**

1  
2  
3  
4

**Performance Level**

Ineffective  
Developing  
Effective  
Highly Effective

**(Please note:** Every element of every domain may not receive a score.)

## **XII. Subcomponent and Composite Scoring Ranges**

The State Education Department has set the following scoring ranges for the overall rating categories and the rating categories for the State assessment and other comparable measures subcomponent and the locally selected measures subcomponent.

Level	Student Growth on State Assessments or Other Comparable Measures	Locally Selected Measures of Student Achievement	60% Other Measures
Ineffective	Results are well-below State average for similar students (or district goals if no State test).	Results are well-below district expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results are well below standards.
Developing	Results are below State average for similar students (or district goals if no State test).	Results are below district expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results need improvement in order to meet standards.
Effective	Results meet State average for similar students (or district goals if no State test).	Results meet district expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results meet standards.
Highly Effective	Results are well-above State average for similar students (or district goals if no State test).	Results are well above district expectations for growth or achievement of student learning standards	Overall performance and results exceed standards.

		for grade/subject.	
--	--	--------------------	--



Level	Student Growth on State Assessments or Other Comparable Measures (20%)	Locally Selected Measures of Student Achievement (20%)	Other 60 Points (55 observation/rubric + 5 other)
Ineffective	0-2	0-2	0-49
Developing	3-8	3-8	50-56
Effective	9-17	9-17	57-58
Highly Effective	18-20	18-20	59-60

The State Education Department is responsible for determining the above subcomponent scoring ranges for student growth on state assessments or other comparable measures and the locally selected measures of student achievement. It is also responsible for determining the ranges outlined above for overall composite score. The subcomponent scoring ranges in the above chart for the other 60 points have been developed locally.

**\*\*A teacher's score shall be a total of the student growth score, plus the score for the locally selected measures plus the other 60 points. The total of those scores shall be used to arrive at the overall composite score.**

### **XIII. Timely Feedback**

Teachers will be observed at least twice each school year. Evaluations/ observations will be done by building principals, assistant principals, District administrators, or other trained evaluators in accordance with Section V of this APPR Plan.

Effective July 1, 2012, the first observation of all teachers will be completed by January 31st. The second observation will be completed by May 31. Additional observations shall be scheduled at the convenience of the Administrators. Teachers hired between January 31 and May 31 shall receive one observation by May 31. It is agreed that these timelines may need to be adjusted during the first year of implementation.

The summative evaluation, including composite effectiveness score, will be presented by the Lead Evaluator and discussed with the teacher during a summative evaluation meeting. The summative annual evaluation learning framework will be completed for each teacher as soon as practicable, but in no case later than September 1, of the school year following the school year for which the teacher's performance is being evaluated.

Teachers may be invited to attend a summative evaluation meeting in the summer at a mutually convenient time. Alternatively, the Lead Evaluator will send the scores to the teacher.

When scores are available between the end of the school year and prior to the beginning of the next school year, and in the event that a teacher receives a rating of "ineffective" or "developing", the Lead Evaluator will so notify the teacher in writing at their home address via certified mail, return receipt. A meeting will be scheduled within five (5) school days after the beginning of the school year to discuss the summative evaluation and develop a timeline to create and implement a TIP Plan in accordance with Section XVI. Teachers may bring Union representation to the meeting.

Should scores not be available until after the beginning of the next school year, and in the event that a teacher receives a rating of "ineffective" or "developing", the Lead Evaluator will personally so notify the teacher of the rating.

#### **XIV. Teacher Improvement Plans (TIP)**

A TIP may be initiated by the administrator of record to address "ineffective" areas. If an overall summative rating of "developing" or "ineffective" is received at the conclusion of a school year, a TIP shall be in place as soon as practicable, but in no case later than 10 school days after the date on which teachers are required to report prior to the opening of classes for the school year. The administration and teacher understand and agree that the sole and exclusive purpose of a TIP is the improvement of teaching practice and that the issuance of a TIP is not a disciplinary action. The administrator shall determine the area(s) in need of improvement. The TIP shall then be developed in collaboration with the administrator, the teacher and representation by the Horseheads Teacher's Association upon the teacher's request. The Horseheads Teacher's Association President shall be timely informed whenever a teacher is placed on a TIP and, with the agreement of the teacher, shall be provided with a copy of the TIP.

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

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

## **XV. Appeals Process**

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

### ***APPR Subject to Appeal Procedure***

Any teacher receiving an over-all composite APPR rating of “ineffective” or “developing” may appeal that APPR. Ratings of “highly effective” or “effective” are not appealable.

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

### ***Grounds for an Appeal***

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

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

### **Notification of the Appeal**

In order to be timely, the notification of the APPR appeal shall be filed, in writing, within twenty (20) calendar days after the teacher has received and signed the certified return receipt letter. Copies of the appeal shall be provided to the Superintendent of Schools or his/her designee and the President of the Association at the earliest possible stage.

### **Multiple Appeals**

A teacher may not file multiple appeals regarding the same performance review or improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed null and void.

### **Appeals Process**

This appeal process shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher performance review or improvement plan. The teacher may not resort to any other contractual grievance

procedures for the resolution of challenges and appeals related to a professional performance review or improvement plan, except as otherwise authorized by law.

### **Step 1- Written Appeal to authoring administrator**

In the event that a teacher receives either an “ineffective” or “developing” on his/her overall composite score, he/she may initiate an appeal. The first step shall be initiated by the teacher by filing the written appeal (Appendix E) to the evaluator of record within twenty (20) calendar days after receiving and signing the certified return receipt notification from his or her evaluator of record. The evaluator of record will respond in writing within seven (7) calendar days after the written appeal has been filed with a detailed explanation as to why the appeal was denied or upheld.

### **Step 2 – APPR Appeal Committee; the Committee make up shall be:**

- a) One administrative representative (current or recently retired administrator) certified to conduct evaluations, appointed by the Superintendent. The administrator appointed shall not be the evaluator of record of the evaluation.**
- b) One teacher representative (current or recently retired teacher) that has been trained in the agreed upon Rubric and APPR process appointed by the President of the Horseheads Teacher’s Organization.**

If the teacher is unsatisfied with the Step 1 written appeal, he/she may file a Step 2 appeal. Such appeal must be filed within seven (7) calendar days after receipt of the Step 1 appeal. (Appendix H) Within fifteen (15) calendar days after receiving the Step 2 appeal, the Appeal Committee shall hold a meeting on the appeal. Either side may make oral arguments and or present material(s) to support or reject the appeal.

Formal rules of evidence shall not apply. Within ten (10) calendar days after the completion of the meeting, the APPR Appeal Committee shall reach its finding. The determination may be to deny the appeal; to sustain the appeal and grant the remedy sought; or sustain the appeal and modify the remedy. If consensus is not reached, the Committee shall write up the opposing viewpoints. Findings from the Appeal

Committee shall be submitted to the Lead Evaluator, the teacher, the Horseheads Teacher's Association President, and the Superintendent.

### **Step 3 –Appeal to the Superintendent**

Within seven (7) calendar days of the receipt of the APPR Appeal Committee Level 2 response, if a teacher is not satisfied with such response, the teacher may submit a written appeal to the Superintendent.

Within seven (7) calendar days of receiving the appeal from the teacher, the Superintendent (or his/her designee) shall issue a written determination to the teacher, the Teachers' Association President and the Lead Evaluator. The determination may be to deny the appeal; to sustain the appeal and grant the remedy sought; or sustain the appeal and modify the remedy.

The Superintendent's decision is final and binding.

### **Records**

The entire appeal record will be part of the teacher's APPR.

After entering or noting a document into the record at Step 1 of the appeals process, the District shall maintain copies of all the documents/information for all further steps of the appeals process.

# APPENDICES

## Appendix A

### Charlotte Danielson – Enhancing Professional Practice: A Framework For Teaching

#### Domains and Components

(55 points)

<b>DOMAIN 1: Planning and Preparation (18 points)</b>	<b>DOMAIN 2: The Classroom Environment ( 14 points)</b>
<p><i>1a: Demonstrating Knowledge of Content and Pedagogy (4)</i>  Knowledge of content and the structure of the discipline  Knowledge of prerequisite relationships  Knowledge of content-related pedagogy</p> <p><i>1b: Demonstrating Knowledge of Students(2)</i>  Knowledge of child and adolescent development  Knowledge of the learning process  Knowledge of students' skills, knowledge, and language proficiency  Knowledge of students' interests and cultural heritage  Knowledge of students' special needs</p> <p><i>1c: Selecting Instructional Outcomes(2)</i>  Value, sequence and alignment  Clarity  Balance  Suitability for diverse students</p> <p><i>1d: Demonstrating Knowledge of Resources(2)</i>  Resources for classroom use  Resources to extend content knowledge and pedagogy  Resources for students</p> <p><i>1e: Designing Coherent Instruction(4)</i>  Learning activities  Instructional materials and resources  Instructional groups  Lesson and unit structure</p> <p><i>1f: Designing Student Assessments(4)</i>  Congruence with instructional outcomes  Criteria and standards  Design of formative assessments  Use for planning</p>	<p><i>2a: Creating an Environment of Respect and Rapport(2)</i>  Teacher interaction with students  Student interaction with other students</p> <p><i>2b: Establishing a Culture for Learning(4)</i>  Importance of the content  Expectations for learning and achievement  Student pride in work</p> <p><i>2c: Managing Classroom Procedures(4)</i>  Management of instructional groups  Management of transitions  Management of materials and supplies  Performance of non-instructional duties  Supervision of volunteers and paraprofessionals</p> <p><i>2d: Managing Student Behavior (2)</i>  Expectations  Monitoring of student behavior  Response to student misbehavior</p> <p><i>2e: Organizing Physical Space(2)</i>  Safety and accessibility  Arrangement of furniture and use of physical resources</p>
<b>DOMAIN 4: Professional Responsibilities (5 points)</b>	<b>DOMAIN 3: Instruction (18 points)</b>
<p><i>4a: Reflecting on Teaching(1)</i>  Accuracy  Use in future teaching</p> <p><i>4b: Maintaining accurate Records(1.5)</i>  Student completion of assignments  Student progress in learning  Non-instructional records</p> <p><i>4c: Communicating with Families(.25)</i>  Information about the instructional program  Information about individual students  Engagement of families in the instructional program</p> <p><i>4d: Participating in a Professional Community(.25)</i>  Relationships with colleagues  Involvement in a culture of professional inquiry  Service to the school  Participation in school and district projects</p> <p><i>4e: Growing and Developing Professionally(1.5)</i>  Enhancement of content knowledge and pedagogical skill  Receptivity to feedback from colleagues  Service to the profession</p> <p><i>4f: Showing Professionalism (.5)</i>  Integrity and ethical conduct  Service to students  Advocacy  Decision making  Compliance with school and district regulations</p>	<p><i>3a: Communicating with Students(3)</i>  Expectations for learning  Directions and procedures  Explanations of content  Use of oral and written language</p> <p><i>3b: Using Questioning and Discussion Techniques(2)</i>  Quality of questions  Discussion techniques  Student participation</p> <p><i>3c: Engaging Students in Learning(6)</i>  Activities and assignments  Grouping of students  Instructional materials and resources  Structure and pacing</p> <p><i>3d: Using Assessment in Instruction(4)</i>  Assessment criteria  Monitoring of student learning  Feedback to students  Student self-assessment and monitoring of progress</p> <p><i>3e: Demonstrating Flexibility and Responsiveness(3)</i>  Lesson adjustment  Response to Students  Persistence</p>



## Appendix B

### Annual Professional Performance Review (APPR) Standards

APPR Standard	Description
Content Knowledge (1a, 4e)*	The teacher shall demonstrate a thorough knowledge of the subject matter area and curriculum.
Preparation (1c, 1d, 1e)*	The teacher shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction.
Instructional Delivery (3a,3b, 3c, 3d, 3e)*	The teacher shall demonstrate that the delivery of instruction results in active student involvement, appropriate teacher/student interaction and meaningful lesson plans resulting in student learning.
Classroom Management (2a, 2b, 2c, 2d, 2e)*	The teacher shall demonstrate classroom management skills supportive of diverse student learning needs which create an environment conducive to student learning.
Student Development (1b)*	The teacher shall demonstrate knowledge of student development, and understanding and appreciation of diversity and the regular application of developmentally appropriate instructional strategies for the benefit of all students.
Student Assessment (1f, 3d, 4b)*	The teacher shall demonstrate implementation of assessment techniques based on appropriate learning standards designed to measure student progress in learning and exhibit successful utilization of analysis of available student performance data (i.e.: State test results, student work, school-development assessments, teacher-created assessments, etc.); and other relevant information (i.e.: student health and nutrition needs or other characteristics affecting learning during instruction)
Collaboration (4c, 4d, 4f)*	The teacher shall demonstrate development of effective collaborative relationships with students, parents, or caregivers, as needed and appropriate support personnel to meet the learning needs of students.
Reflective and Responsive Practice (4a, 3e)*	The teacher shall demonstrate that practice is reviewed, effectively assessed and appropriate adjustments are made on a continuing basis.
* <u>Enhancing Professional Practice: A Framework for Teaching – 2<sup>nd</sup> Edition</u> - Danielson	

## **Appendix C**

### **Horseheads School District**

#### **Scoring Methodology for the 60% Teacher Effectiveness**

The outcomes/scores of the 60% Teacher Effectiveness will be tied to an average rubric score from 1-4. Using these standard scores will make the conversion to a rating easier to understand and compute.

##### **Converting points to a rating**

The teacher's rating will drive how many points the teacher will receive toward the composite score. In this subcomponent, the teacher should first be rated according to the rubric, that rating would determine where the teacher falls in the HEDI categories, and then the points are applied. For example, a teacher that scores 3.0 on the rubric would translate to a score in the "effective" range. The teacher would then receive 58 points toward the composite score.

#### **Teacher Effectiveness Conversion Scale**

<b>Level</b>	<b>Overall rubric average score</b>	<b>60 point distribution for composite</b>
Ineffective	1-1.4	0-49
Developing	1.5-2.4	50-56
Effective	2.5-3.4	57-58
Highly Effective	3.5-4	59-60

**Rubrics for Enhancing Professional Practice: A Framework for Teaching**

**Danielson Rubric**

<b>Danielson Performance Level</b>	<b>SED Performance Level</b>	<b>Rating</b>
Unsatisfactory	Ineffective	1
Basic	Developing	2
Proficient	Effective	3
Distinguished	Highly Effective	4

<b>Assessment of teacher effectiveness</b>	<b>Observation/Evidence</b>	
<b>Domain Scores</b>	<b>Average</b>	<b>Weighting</b>
Domain 1 Planning and Preparation (18)	2.4	30% = 0.72
Domain 2 The Classroom Environment (14)	3.1	23% = 0.47
Domain 3 Instruction (5)	2.6	8% = 0.21
Domain 4 Professional Responsibilities (18)	2.1	30% = 0.63
Other Evidence (5)	3.4	8% = .58
Subtotal		2.61
Final score		2.6
		<b>Weighted</b>
HEDI Rating		Effective
Sub-component score (using conversion chart)		57.2

**Rubric Score to Sub-Component Conversion Chart**

<b>Total Average Rubric Score</b>	<b>Category</b>	<b>Conversion score for composite</b>
<b>Ineffective 0-49</b>		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49

Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)



## APPENDIX D – Professional Development Rubric

POSSIBLE POINTS	PROFESSIONAL DEVELOPMENT	
	Ineffective 1	Developing 2
Uncovering Goals	"does" goal setting in order to be in compliance with mandates	completes goal setting activities to satisfy external expectations and assumptions about the connection between teacher practice and student Achievement
	operates from own opinion and perceptions without attending to building or district vision or data	considers data gathered about student achievement in isolation of the school and district vision
	extracts goals from own interests	establishes goals that focus on improving teacher practices and student achievement
	goals are isolated action steps, unaligned to a goal that can actually be worked toward	goals are broad, general, aspirational statements that are too big to be assessed
TAKING ACTION	refers in general to working toward goals, but is unable to articulate related steps or strategies	identifies a series of individual actions for each goal without specifying whether goals are long or short

		Term
	changes goals to better match what is currently happening or uses what is happening to rationalize giving up	adjusts goals and actions based upon instinct and self-perception
<b>Evaluating and Reflecting</b>	documentation is a beginning and end event and focuses on restating actions taken and noting obstacles to goal Achievement	sporadically documents thinking related to key moments, obstacles or Achievements
	categorically claims goal attainment or uses failure to meet goals as evidence that goal setting process does not work	evaluates goals and goal attainment based on own impressions of what success should have looked like and what was actually achieved

TOTAL Points for all items on the Rubric  
Points Awarded

0-6	1
7-13	2



14-19

3

20-25

4

26-32

5

## Appendix H

### APPR Appeals Form

- **Submit the signed and completed form to the authoring administrator or APPR Committee within the timelines outline in Section XVI of the APPR.**

#### Appeal Information:

Date of Appeal: \_\_\_\_\_

Appellant Name: \_\_\_\_\_

Authoring Evaluator: \_\_\_\_\_

Building: \_\_\_\_\_

Date APPR or TIP was received: \_\_\_\_\_

Stage: ☐ Stage 1

☐ Stage 2

☐ Stage 3

Disclaimer: By submitting this appeal, I am requesting that the authoring administrator, APPR Committee or Superintendent to deny the appeal, to sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy. \_\_\_\_\_ Appellant Signature \_\_\_\_\_ Date

#### Type of Appeal:

☐ Procedural Appeal

Please explain why the evaluation process was procedurally flawed (Include CBA Language, Relevant documents and the evaluation or TIP under appeal)

---

---

---

☐ Substantive Appeal (Check the all the boxes below that are being appealed)

☐ Planning and Preparation

☐ Classroom Environment

☐ Instruction

☐ Professional Responsibility

☐ TIP Plan

☐ PDP Plan

Rating Being Appealed: ☐ Ineffective ☐ Developing

Remedy Being Sought: ☐ Developing ☐ Effective ☐ Highly Effective ☐ TIP Removal

Explain why you believe the Appeal being sought should be granted:

---

---

---

---

