

Spencerport Central School District  
Annual Professional Performance Review Plan  
3012-d



Effective September 7, 2022

## Contents

### **PART 1 – For unit members covered by Education Law 3012-d**

Section A	Statement of Purpose.....	1
Section B	Plan Requirements.....	2
Section C	Levels of Performance.....	2
Section D	Collection and Reporting of Teacher and Student Data.....	3
Section E	Assessment Security.....	3
Section F	Training for Evaluators and Teachers.....	3
Section G	Student Performance Measures.....	4
Section H	Teacher Observation Rating.....	4
Section I	Observations.....	5
Section J	Reporting of Composite Score.....	7
Section K	Teacher Improvement Plans.....	7
Section L	Appeals Process.....	8
Section M	Teacher Practice Rubric.....	10
Appendices	Forms.....	11

## **PART 1**

This document is a guidance document to provide Spencerport staff covered by Education Law 3012-d with an understanding of the Annual Professional Performance Review (A.P.P.R.) process. Some components of this document are incorporated in the collective bargaining agreement that exists between the District and STA.

### **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:

- 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 overarching goal of the evaluation process is that teachers and evaluators examine the evidence obtained by multiple observations of teaching practice and student learning 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
- 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 a HEDI rating resulting in a single composite effectiveness score. The ratings will be one of the following; “highly effective,” “effective,” “developing,” or “ineffective.” The composite score will be determined by student performance (50%) and teacher observations (50%) using the following matrix:

STUDENT PERFORMANCE	OBSERVATIONS				
	SCORES	H	E	D	I
H	H	H	E	D	
E	H	E	E	D	
D	E	E	D	I	
I	D**	D**	I	I	

As an example, a teacher receiving a Student Performance rating of Effective and an Observation rating of Highly Effective will receive a composite effectiveness score of Highly Effective.

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. However, Spencerport Central School District retains the right to terminate probationers for lawful reasons.

The Spencerport Central School District Board of Education will adopt an APPR plan by July 1 of each school year. The District shall submit the plan on a form prescribed by the commissioner, to the State Education Department for approval. Should the plan be rejected, any deficiencies that are subject to negotiations shall be resolved through collective bargaining, and the plan resubmitted. If all the terms of the plan have not been finalized by July 1 as a result of pending collective bargaining, then the Spencerport Central School District shall submit the APPR to the commissioner upon resolution of all its terms, consistent with article fourteen of the civil service law. It is understood by both parties that the District cannot unilaterally impose APPR under any conditions and any changes to the APPR must be collectively bargained.

A joint committee selected by the association president and superintendent of schools will be maintained to annually review the APPR plan and suggest recommendations for modifications, if needed. Any modifications of such plan will be subject to negotiations as determined by the president of the association and the superintendent of schools.

## Section C: Levels of Performance

Each element of a NYS Standard has four levels of performance: ineffective, developing, effective, and highly effective. The four levels of performance will be referred to as the HEDI rating.

## **Section D: Collection and Reporting of Teacher and Student Data**

The District and the Association 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. Student data will not be shared with any third-party vendor and all parties including NYSED will adhere to guidelines outlined by EdLaw 2d. The District shall designate a point-person for roster verification who shall not be a teacher and who shall be responsible for this process. The roster verification point-person shall be in charge of monitoring the required data, overseeing changes in and maintenance of the student information system.

### Teacher of Record Determination Procedure

*Notification* – After SED has provided the District with the PIN letter for each teacher of record, the District will forward the PIN letter and instruction sheet to each teacher to setup his/her roster verification account.

*Modification* – The identified teacher of record shall notify 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. The notification shall be submitted to the roster verification coordinator.

*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 roster verification coordinator's attention prior to the administration of the State Assessment.

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

### Reporting Individual Subcomponent Scores

The District shall be responsible for reporting to the SED the individual scores for student performance and teacher observations for each covered classroom teacher in the District as established by regulations. This shall be done in a format and timeline prescribed by the Commissioner.

## **Section E: Assessment Security**

It is understood that any assessments or measures used for the purpose of teacher evaluation will not be disseminated in advance to students, teachers, or principals. Scoring of assessments must be done by educators who do not have a vested interest in the assessments they score.

## **Section F: Training for Evaluators and Teachers**

Only fully certified administrators may evaluate teachers. Any fully certified administrator who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be fully trained on the nine elements found in 30-2.9 of Commissioner's Regulations 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. Any evaluation or APPR rating that is determined 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 and shall be expunged from the teacher's record and will be inadmissible as evidence in any subsequent disciplinary proceeding. The invalidation of an evaluation or APPR rating for this reason shall also preclude its use in any and all other employment decisions.

The Superintendent will certify to the Board of Education all administrators who have successfully completed the state mandated evaluator training.

All professional staff subject to the district's APPR will be provided with an orientation and/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 prior to the commencement of the observation/evaluation process.

### **Section G: Student Performance Measures**

Student Performance Measures are intended to provide a standardized view of a student's academic performance within an academic year. The specific assessments and metrics used to determine the Student Performance Measures for any particular school year will be determined by NYSED (e.g. classroom teachers of grades 4-8 ELA and math, Regents Exams) or by the District. The District will adhere to the Student Learning Objectives (S.L.O.) provided by the State Education Department consistent with Commissioner's Regulations.

Unless there are changes to state regulations, student performance scores will be based on the percentage of the high school's general education students scoring 65 or higher and SWD/ELL students scoring 55 or higher on all Regents exams. The average of the percentage scoring above the performance target will be applied to the S.L.O. ranges.

#### **S.L.O. Ranges for Student Performance Rating**

The HEDI designation for student performance will be based on the following ranges:

- H – 90% or more of the students meet the performance target
- E – 75% to 89% of the students meet the performance target
- D – 60% to 74% of the student meet the performance target
- I – less than 60% of the student meet the performance target

### **Section H: Teacher Observation Rating**

1. Unit members' yearly teacher observation rating will consist of a minimum of two observations: one announced and one unannounced or two unannounced observations.
2. Unit members will be evaluated utilizing the NYSUT Teacher Practice Rubric (2011).

3. Standards 1 through 5 will be rated as H (4), E (3), D (2) or I (1) for each announced observation. Standards 3 through 5 will be rated as H (4), E (3), D (2) or I (1) for each unannounced observation.
4. For teachers that conduct a minimum of one announced and one unannounced observation, their announced observations will count for 90% of the teacher observation rating and unannounced will count for 10% of the rating. For teachers that conduct two unannounced observations, each will count for 50% of the teacher observation rating.
5. The weighted average will be applied to the following ranges to determine the Teacher Observation rating:
  - Highly Effective (H) – 3.5 to 4.0
  - Effective (E) – 2.5 to 3.49
  - Developing (D) – 1.5 to 2.49
  - Ineffective (I) - less than 1.5
6. A summary of the teacher observation ratings will be provided to the unit member prior to the end of each school year.

### **Section I: Observations**

For unit members in their probationary period and full-time long-term substitutes employed for the full school year there shall be a minimum of three announced and one unannounced observation each school year prior to April 15. The first observation for a first-year unit member shall be conducted prior to October 15.

For full-time long-term substitutes employed for less than the full school year, there shall be a minimum of one announced and one unannounced observation each school year prior to April 15.

For tenured unit members there shall be a minimum of one announced and one unannounced observation each school year prior to April 15. Tenured unit members may elect to have a minimum of two unannounced observations each school year. This process will be mutually agreed upon between the teacher and their immediate supervisor and the unit member understands that every fourth year they will need to engage in an announced observation. For unit members with two unannounced observations, the first will occur between October 1 and Thanksgiving recess and the second will take place between February 1 and April 15. For unit members with two unannounced observations, they may ask for one additional unannounced observation if their overall rating is below effective. Every attempt will be made to accommodate this request. If a tenured unit member receives an effective or highly effective rating for all the standards on their first unannounced observation and their first announced observation or both unannounced observations, there will be no further observations for the purposes of the APPR in that school year unless an administrator has a concern about the unit member's performance.

For part time unit members there shall be a minimum of one announced and one unannounced observation each school year. Whenever possible, the observation for a part time unit member in their first year of district employment shall be conducted prior to October 15.

Any unit member may request additional classroom observations. Reasonable requests will be accommodated when administratively possible. As outlined in this document, the purpose of this process is to foster a culture of continuous growth for professionals. Collegial conversations involving instructional practice are strongly encouraged to strengthen the learning experiences enjoyed by all Spencerport students.

1. Unannounced Observations:

During the school year the administrator will complete at least one (1) unannounced observation of all unit members. Unannounced observations shall be for a sufficient duration to collect evidence to support the evaluative rating of New York State Teaching Standards 3, 4 and 5. Unit members will receive electronic feedback within two school days and shall sign and return it within two school days. The evaluator may request that the unit member provide evidence of their planning for the lesson that they observed. If the evaluator has rated any component of the unannounced observation as ineffective or developing, a meeting will be scheduled to address the concern(s) within three school days of receipt of the unannounced observation feedback at which time the unit member will sign and return the report.

2. Announced Observations:

- A. All observations will be conducted openly and with the full knowledge of the unit member.
- B. For each observation there will be a pre-observation conference and a post-observation conference.
- C. All observations shall be conducted for the minimum length of time to conduct a full lesson.
- D. Prior to any observation, the unit member and the evaluator will discuss at least the following items:
  - 1. The day and time when the announced observation will be conducted.
  - 2. The subject and type of lesson to be observed.
  - 3. The part the particular lesson will play in the entire unit.
  - 4. The form(s) to be used by the evaluator in the observation. (This applies only to the first observation of a unit member new in the building.)
  - 5. The pre-observation conference will occur at least one (1) school day before the scheduled observation unless mutually agreed to by the unit member and administrator.
  - 6. The Lesson Plan Design Template will be completed and submitted electronically before the pre-observation conference. See Appendix A.
- E. Post-observation meeting

Within three school days after the announced observation is conducted, the initial observation report containing rubric elements and evidence will be provided to the unit member. The post observation conference will be conducted within five school days of the

announced observation. The final observation report will be provided to the unit member within five school days of the post observation conference. The unit member will sign and return the final observation report within five school days of receipt.

In the event of extenuating circumstances which prevent the administrator from returning the observation report within five days, the administrator will notify the unit member of the need for an extension up to five additional days.

After receipt of the final observation report, the unit member will have the opportunity to request a meeting to discuss, clarify and comment on the observation report before it is placed in the personnel file. Such meeting shall take place within five days, if requested.

The observation report shall be returned to the observer within five days with unit member's comments and signature. The observation report, with signatures of the unit member and observer, shall be filed in the unit member's personnel file. The unit member's signature shall acknowledge receipt of the observation report and shall not in and of itself signify agreement with the contents of the evaluation.

## **Section J: Reporting of Composite Score**

Composite scores will be communicated on or before September 1<sup>st</sup> following the school year. For those receiving a state provided student performance rating this information will be communicated within ten days of receipt from the State Education Department. These state provided student performance ratings are not part of the evaluation process and have no bearing on the teacher's composite score.

## **Section K: Teacher Improvement Plans**

1. Improvement Plans are intended to assist unit members with professional performance; they are not disciplinary tools. It is understood that improvement plans can be initiated for any reason and are not limited to those required by Education Law 3012-d.
2. Those improvement plans required by Education Law 3012-d and any implementing regulations, must be implemented within ten (10) school days after the start of the new school year. The initial meeting for such improvement plans shall occur no later than five (5) school days after the start of the new school year.
3. All improvement plans are to be collaboratively developed by the unit member and administrator(s). The unit member may bring a STA representative or designee to the meeting(s) to assist in the development of the improvement plan.
4. The process for developing an improvement plan should be a helpful, professional conversation, where the parties collaboratively identify possible solutions to concerns and resources that will assist the unit member.
5. The improvement plan will be drafted by the administrator and submitted electronically to the unit member and the STA president or designee for their review. Thereafter, the unit member

and the administrator (and STA representative, if requested) will refine and finalize the improvement plan within five (5) school days of the initial meeting.

6. The parties will collaboratively create an improvement plan utilizing one of the templates provided in the APPR. The improvement plan should include the following:
  - a. Identification of the specific concerns(s) If the improvement plan is developed pursuant to Education Law 3012-d, it shall include specific standards-based goals.
  - b. Evidence of growth/change, as identified by the parties.
  - c. Collaboratively developed timeline for accomplishing the growth/change, with benchmarks and checkpoints.
  - d. Signatures of agreement by the unit member and administrator(s) for the collaboratively developed content of the improvement plan.
  - e. Identification of others who might assist the unit member in the growth/change effort. Unit members identified to assist in the improvement plan will not be required to provide evaluative comments at any disciplinary hearing regarding this improvement process unless agreed to by those unit members.
  - f. Whenever appropriate, the unit member may have access to job-embedded professional development as a part of their improvement plan.
  - g. Identification of multiple resources\* and strategies to assist the unit member.
7. Improved performance by the unit member is the desired result of an improvement plan, and not the completion of the recommended strategies.
8. It is understood that unit members and STA representatives electing to work with an administrator in the creation of an improvement plan during the summer recess will not be eligible for compensation.
  - \* Resources may include other unit members, teacher leaders, grade level chairpersons, members, District Professional Development Plan, BOCES, Colleges/Universities, workshops, release time and professional readings.

## **Section L: Appeals Process**

All tenured unit members who meet the appeal process criteria identified below may use this appeal process.

Eligibility – Appeals are limited to tenured unit members whose overall APPR composite rating is Developing or Ineffective with a teacher observation rating of Developing or Ineffective. Unit members with an overall APPR composite rating of Effective or Highly Effective may not appeal their rating.

Subjects for Appeal - Appeals are limited to adherence to commissioner's regulations, compliance to negotiated procedures, and adherence to Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents. Additionally, teacher observation components designated by the unit member in the observation process that are contrary to the evaluator's ratings may be appealed. In such cases, supporting documentation must be submitted to the immediate

supervisor within five (5) school days after the meeting between the unit member and evaluator. This documentation shall serve as the basis for an appeal.

One Appeal - A unit member may not file multiple appeals regarding the same performance review. All grounds for appeal, as outlined above, must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

Burden of Proof - The unit member filing the appeal has the burden of demonstrating a right to the relief requested and the burden of establishing the facts upon which relief is sought.

Notification of the Appeal - In order to be timely, the notification of the APPR appeal shall be filed, in writing, within five (5) school days after the unit member has received their overall APPR composite rating. The teacher shall submit a detailed written statement with the specific point(s) of disagreement and information relevant to the resolution of the appeal consistent with Subject for Appeals (see above). Notification of the appeal shall be submitted to the immediate supervisor.

### Appeal Resolution Process

#### Step 1 – Conference with the Immediate Supervisor

Upon receipt of the unit member's notification of appeal, a conference with the immediate supervisor will be scheduled within five (5) school days. The conference shall be an informal meeting wherein the immediate supervisor and the unit member are able to discuss the evaluation and the areas of dispute. The immediate supervisor will provide the unit member with a written summary of their decision within five (5) school days after the conference that includes feedback for each of the points contained in the unit member's notification of appeal.

#### Step 2 – District and Association Panel

If the unit member is not satisfied with the outcome at Step 1, he/she may proceed to Step 2. Step 2 shall be initiated by the unit member within five (5) school days of the supervisor's written decision. The unit member shall submit a written appeal to the Panel with the specific point(s) of disagreement and information relevant to the resolution of the appeal. The Panel shall meet within five (5) school days after receipt of the appeal.

- a. Developing and first-year Ineffective ratings: Appeals shall be reviewed by a two-member panel consisting of one association member and one administrator from the pre-established list and mutually agreed upon by the Association President or designee and the Superintendent of Schools or designee. A pre-established list of association members and administrators who have been rated as Effective of Highly Effective shall be formed by joint agreement of the Association President and Superintendent. Such list shall be established by June 30 of the preceding school year.
- b. Second consecutive Ineffective ratings: Appeals shall be reviewed by a four-member panel consisting of two association members and two administrators from the pre-established list and mutually agreed upon by the Association President or designee and the Superintendent of Schools or designee. A pre-established list of association members and administrators who have been rated as Effective of Highly Effective shall be formed by joint agreement of the Association President and Superintendent. Such list shall be established by June 30 of the preceding school year. The decision shall set forth the reasons and factual basis for each

determination on each of the specific issues raised in the appeal. The Panel shall submit a written recommendation within five (5) school days of the panel meeting to the Superintendent to rescind, modify or affirm the rating.

### Step 3 – Superintendent of Schools

The Superintendent shall review the recommendation of the Panel and provide a written decision to the unit member within five (5) school days of receipt of the Panel's recommendation. This decision shall be binding and no further remedy shall be sought.

### **Section M: Teacher Practice Rubric**

NYSUT's teachers practice rubric (2011 edition) will be used by the Spencerport Central School District as a measure of teacher effectiveness. This rubric is aligned to the New York State teaching standards and has been approved by the New York State Education Department. This rubric will be used in all teacher training and awareness sessions for the implementation of the A.P.P.R. plan. The rubric may be found at <http://usny.nysed.gov/rttt/teachers-leaders/practicrubrics/Docs/nysut-rubric-2011.pdf>

## Appendices

Appendix A – Lesson Plan Design Template .....	13
Appendix B – Unannounced Observation Form.....	17
Appendix C – Announced Observation Form.....	18
Appendix D – Teacher Observation Rating Worksheet #1.....	20
Appendix E – Teacher Observation Rating Worksheet #2.....	21
Appendix F – Student Performance Worksheet.....	22
Appendix G – APPR Overall Composite Score Report.....	25
Appendix H – Teacher Improvement Plan Form.....	26

## Appendix A

Name \_\_\_\_\_

Date \_\_\_\_\_

### Lesson Plan Design Template Spencerport Central School District

<u>Big idea:</u>	<u>Objective(s):</u>
<u>Alignment to New York State and/or Common Core Learning Standards (CCLS) and Promoting College &amp; Career Readiness (CCR):</u>	
<u>Integrating 21<sup>st</sup> Century Skills in the Classroom (Communication, Collaboration, Creativity, Critical Thinking):</u>	<u>Anticipatory Set:</u>

<u>Essential Learnings</u> (Task Analysis)	<u>Input Methods</u> (What the student and/or teacher does...) instructional strategies, procedures, technology , materials	<u>Output Strategies</u> (What the learners do...) active participation, check for understanding, assessment
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.

Guided Practice:

Independent Practice:

Closure:

Evidence of Learning

1. How will you know the lesson's objectives have been achieved?
  
2. What will you bring to the post-observation conference to demonstrate student learning?

Meeting the Needs of All Learners

How are you using data about your students to differentiate your instruction to meet the needs of every learner?

<p><u>Reminders:</u></p> <ol style="list-style-type: none"><li>1. Have you created a lesson that is cognitively engaging?</li><li>2. Does this lesson align to the District's focus on literacy/ numeracy?</li><li>3. Is the lesson student centered? Have you established an explicit learning target using an "I can statement?"</li><li>4. Have you varied your teacher inputs and student outputs?</li><li>5. Have you included a variety of assessment opportunities?</li><li>6. Have you included a closure that addresses individual summarization/reflection?</li></ol>	<p><u>Materials:</u></p>
<p>What data, feedback or specific focus would you like from the observer?</p>	

## Appendix B

### UNANNOUNCED OBSERVATION REPORT

APPR Unannounced Observation	
Date of Unannounced Observation:	Click or tap to enter a date.
Location:	Choose an item.
Teacher Name:	Click or tap here to enter text.
Position:	Teacher
Subject/Grade Level:	Click or tap here to enter text.
School Year:	Enter school year
Evaluator Name:	Click or tap here to enter text.
Instructional Practice	Choose an item.
Standard 3 Evidence	<ul style="list-style-type: none"> <li>Choose an item.</li> <li>Choose an item.</li> <li> </li> </ul>
Learning Environment	Choose an item.
Standard 4 Evidence	<ul style="list-style-type: none"> <li>Choose an item.</li> <li>Choose an item.</li> <li> </li> </ul>
Assessment for Student Learning	Choose an item.
Standard 5 Evidence	<ul style="list-style-type: none"> <li>Choose an item.</li> <li>Choose an item.</li> <li> </li> </ul>

\_\_\_\_\_  
 Evaluator's Name, Evaluator's Title

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Signature of Teacher (indicates document has been received)

\_\_\_\_\_  
 Date

*Faculty member's comments/clarifications:* (use additional space as necessary)

## Appendix C

### ANNOUNCED OBSERVATION REPORT

Name: Click or tap here to enter text.

Ten.  Prob.  PT.  LTS.

Subject/Grade Level: Click to enter text.

Date of Observation: Click to enter Date

Observer: Click or tap here to enter text.

School: Choose an item.

*Brief summary of the observation:*

*The following are reflections of the instructional/professional practices observed:*

**I. Knowledge of Students and Student Learning (Rating - Choose an item.)**

- **Element and Indicator** Choose an item.
- **Element and Indicator** Choose an item.
- **Overview:**

**II. Knowledge of Content and Instructional Planning (Rating – Choose an item.)**

- **Element and Indicator** Choose an item.
- **Element and Indicator** Choose an item.
- **Overview:**

**III. Instructional Practice (Rating - Choose an item.)**

- **Element and Indicator** Choose an item.
- **Element and Indicator** Choose an item.
- **Overview:**

**IV. Learning Environment (Rating - Choose an item.)**

- **Element and Indicator** Choose an item.
- **Element and Indicator** Choose an item.
- **Overview:**

**V. Assessment for Student Learning (Rating - Choose an item.)**

- **Element and Indicator** Choose an item.
- **Element and Indicator** Choose an item.
- **Overview:**

**Conclusion and other comments including an overall HEDI rating (Rating - Choose an item.)**

(Overall rating will be determined after post-observation conference and a brief summary of the lesson will be provided here).

---

Supervisor, Title

---

Date

---

Signature of Teacher (indicates document has been received)

---

Date

**Faculty member's comments/clarifications:** (use additional space as necessary)

C: Personnel file via the Assistant Superintendent for Instruction, Observer, Faculty Member, and Principal

## Appendix D

TEACHERS'S NAME \_\_\_\_\_

BUILDING \_\_\_\_\_

### Teacher Observation Rating – Worksheet #1

1. Announced Observations – weighted average

AVERAGE OF ALL ANNOUNCED RATINGS x .90 =

2. Unannounced Observations – weighted average

AVERAGE OF ALL UNANNOUNCED RATINGS x .10 =

3. Total Teacher Observation Score

Announced Observation Weighted Average  
+ Unannounced Weighted Average =

4. Teacher Observation Rating Scale

<u>Total Score</u>	<u>Rating</u>
3.5 – 4.0	Highly Effective (HE)
2.5 - 3.49	Effective (E)
1.5 - 2.49	Developing (D)
Less than 1.5	Ineffective (I)

5. Teacher Observation Rating

## Appendix E

TEACHERS'S NAME \_\_\_\_\_

BUILDING \_\_\_\_\_

### Teacher Observation Rating – Worksheet #2

1. Unannounced Observations – weighted average

AVERAGE OF FIRST UNANNOUNCED RATINGS x .50 =

2. Unannounced Observations – weighted average

AVERAGE OF SECOND UNANNOUNCED RATINGS x .50 =

3. Total Teacher Observation Score

Unannounced Observation Weighted Average  
+ Unannounced Weighted Average =

4. Teacher Observation Rating Scale

<u>Total Score</u>	<u>Rating</u>
3.5 – 4.0	Highly Effective (HE)
2.5 - 3.49	Effective (E)
1.5 - 2.49	Developing (D)
Less than 1.5	Ineffective (I)

5. Teacher Observation Rating

## Appendix E

TEACHERS's NAME \_\_\_\_\_

BUILDING \_\_\_\_\_

### Student Performance Rating

- a) All K-5 teachers
- b) All 6-8 teachers
- c) All 9-12 teachers

1. Percentage of High School students meeting the student performance target

2. Student Performance Rating Scale

<u>% of students meeting target</u>	<u>Rating</u>
90% or higher	Highly Effective (HE)
75% to 90%	Effective (E)
60% to 75%	Developing (D)
Less than 60%	Ineffective (I)

3. Student Performance Rating

4. Teacher Observation Rating

STUDENT PERFORMANCE	OBSERVATIONS				
	SCORES	H	E	D	I
H	H	H	E	D	
E	H	E	E	D	
D	E	E	D	I	
I	D**	D**	I	I	

5. Overall APPR Rating

## **Calculating Student Performance Rating for individuals in Group A**

The student performance rating for all teachers; will be based on the percentage of the high school's general education students scoring 65 or higher and SWD/ELL students scoring 55 or higher on all Regents exams. The average of the percentage scoring above the performance target will be applied to the following S.L.O. ranges:

- H – 90% or more of the students meet the performance target
- E – 75% to 89% of the students meet the performance target
- D – 60% to 74% of the student meet the performance target
- I – less than 60% of the student meet the performance target

	<b>Explanation</b>	
Step 1	Percentage of students passing all Regents exams for the current year	
Step 2	Apply percentage to state provided conversion chart to determine HEDI rating	

<b>Score</b>

## Appendix G

### APPR COMPOSITE EFFECTIVENESS RATING

Teacher's Name: \_\_\_\_\_ ID# \_\_\_\_\_

Position: \_\_\_\_\_ Location: \_\_\_\_\_

Student Performance Rating	Teacher Observation Rating	Composite Effectiveness Rating
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Highly Effective
<input type="checkbox"/> Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Effective
<input type="checkbox"/> Developing	<input type="checkbox"/> Developing	<input type="checkbox"/> Developing
<input type="checkbox"/> Ineffective	<input type="checkbox"/> Ineffective	<input type="checkbox"/> Ineffective

STUDENT PERFORMANCE	OBSERVATIONS				
	SCORES	H	E	D	I
H	H	H	E	D	
E	H	E	E	D	
D	E	E	D	I	
I	D**	D**	I	I	

If overall composite effectiveness rating is Ineffective or Developing, a Teacher Improvement Plan (TIP) should be developed no later than 10 days after the first day of school.

Signature of Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Signature of Teacher \_\_\_\_\_ Date \_\_\_\_\_

*Signature indicates the composite rating has been received*

## Appendix H

### Teacher Improvement Plan Form

This (No.)-week Improvement Plan is individually developed to address performance areas in need of improvement. This Improvement Plan will be periodically reviewed in order to monitor the employee's progress in the areas identified as in need of improvement. A timeline with this (No.)-week period will be mutually established and agreed upon. Training and staff development opportunities as appropriate will be documented throughout this process.

NAME: \_\_\_\_\_

TITLE: \_\_\_\_\_

GRADE/DEPARTMENT: \_\_\_\_\_

SUPERVISOR: \_\_\_\_\_

<b>Learning Standard</b>	<b>Area of Concern (based on Element and Indicator)</b>	<b>Actions, Strategies and Resources</b>	<b>Timeline (Benchmark &amp; Checkpoints)</b>	<b>Evidence of Growth/Change (based on Effective criteria contained in the NYSUT Rubric)</b>

Comments:

*Signatures Acknowledge receipt of this document*

Employee's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_

Date: \_\_\_\_\_