Mount Morris Central Schools

Guide to the Annual Professional Performance Review

Effective 9-1-2016
3012-d

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Introduction to the APPR Plan (3012-d)

The goal of this document is to present an outline of the Annual Professional Performance Review (APPR) which is consistent with the new education laws of the State of New York (3012-d) and the Commissioner of Education's regulations. This plan is set forth by the Mt. Morris Central School District in order to comply with the mandates of the law. The APPR committee met to develop the APPR plan to present to the district and the Mt. Morris Teachers' Association. The committee worked collaboratively to develop an outline of the APPR plan based on the multiple measures of the new requirements under the law.

Members of the APPR Committee

Mrs. Donna Todd, Elementary Teacher
Mrs. Becky Chenaille, High School Principal
Mr. Greg Bump, Superintendent of Schools
Mrs. Judi Wheeler, MMTA Co-President
Mrs. Danielle Dean, MMTA Co-President
Mrs. Rachael Greene, Elementary School Principal
Mr. Shawn Monahan, NYSUT Labor Relations Specialist
Mr. Carl Irwin, Music Teacher
Mrs. Cassie Montemarano, Elementary Teacher
Mr. Mark Gardner, High School Teacher

The new system replaces the three subcomponent system (20% state growth or Student Learning Objectives (SLO), 20% student achievement or growth on locally selected measures, 60% evidence of teaching practice) with a two category matrix system that includes student performance and teacher observation. (Note: The matrix appears on page 15 of this document).This APPR procedure will result in teachers of the Mount Morris Central School District receiving an annual rating of Highly Effective, Effective, Developing or Ineffective. Ratings will be determined by the following measures:

Student Performance: This portion of the plan is based upon student growth measured by New York State assessments and/or Student Learning Objectives (SLO).

Teacher Observation: This portion of the plan includes teacher observations by school administrators. Each teacher will be observed multiple times throughout the school year via walk-through observations and/or formal observations. These observations will be rated using the Revised Danielson Framework for Teachers.

All portions of this plan will be explained in the pages that follow.

Please note that this document is a user-friendly summary of the APPR plan for teachers and administrators in the Mount Morris Central School District. The document that will be submitted to the State Education Department is quite lengthy and complex. Therefore, the committee believed it necessary to create a more accessible document for teacher and administrator use. The district will submit the original document to the State Education Department for approval and that document will become available on the school website once it has been approved.

Explanation of Student Performance Component

This portion of the APPR has been dictated by the state and is centered on student growth measured by New York State assessments or a group student learning objective (SLO):

PK-12 Teachers: The Group SLO is based on ALL of the following components:

1. 80% students will meet the target on all New York State Regents Exams and the 4th grade science assessment.

***Teachers of Grades 4-8 ELA and Math:**

Teachers of grades 4-8 ELA and math will receive a New York State assigned growth score at the conclusion of the instructional year after all New York State assessments are scored. The state will issue the score. However, this score will be used for information purposes only and can not be used for evaluative purposes.

Once all New York State assessments have been completed and scored, your HEDI rating will be determined using the chart below.

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

Explanation of Teacher Observations

Observations:
All tenured teacher observations will consist of the following components: 1 Formal and 2 Walk-Throughs
All non-tenured teacher observations will consist of the following components: 2 Formals & 2 Walk-Throughs
The weighting of observations will be as follows:
90% based upon primary evaluator (1 formal 80% & 1 walk-through 10%)
10% based upon independent evaluator (1 walk-through 10%)

Explanation of Observations:
As per New York State Regulations, all teachers must be observed multiple times throughout the school year. You will be observed by a district certified evaluator via walk-through observations or formal observations. All observations will be assessed using the Danielson Revised Framework for Teachers, Domains 1-4.

Observations should occur with a minimum of three weeks between each evaluation.

Formal Observation:
Probationary teachers will be formally observed at least 2 times per year, the second formal observation will be reflected as the observation score. Probationary teachers will be formally observed at least once by November 15. Tenured teachers will be formally observed at least 1 time per year. All teachers must be formally observed by June 1st unless unforeseen circumstances prohibit the completion by this deadline.

- Teachers will be notified no less than 5 school days prior to the formal observations.
- A pre-observation conference will take place at least 2 school days before the observation. Lesson plans will be submitted at this time.
- The teacher will receive the evidence collected during the observation within 5 school days of the formal observation.
- The post-observation conference will take place within 5 school days of receiving the evidence report.
- The teacher will complete the reflection form prior to the post observation conference. The planning form, lesson plan, and reflection should be uploaded into Teachscape before the conference. All other lesson materials used to support the rubrics may be brought and submitted as evidence.
- The teacher and evaluator will certify and submit the observation report in Teachscape, signifying the completion of the evaluation.

Walk-Through Observation:
All teachers will have 2 unannounced walk-through observations. One will occur between September 15th and February 1st. The other will occur between February 2nd and June 15th. Email notices will be sent to teachers to inform them of their completion of their walkthrough by 3:00 that school day. Written feedback will be provided to the teacher (in Teachscape) within 5 school days. Either the teacher or the evaluator can initiate a meeting regarding the observation.

Who will Observe Teachers:
New York State requires that teachers are observed by multiple certified evaluators. Evaluators include Primary Observers and Independent Observers. Primary Observers are the principals within the building where you teach. Independent Observers are evaluators who are NOT in the building in which you teach. Within the Mount Morris Central School District, the following people are classified under these two titles:

Primary Observer K-6: K-6 Principal Independent Observer K-6: 7-12 Principal or Superintendent	Primary Observer 7-12: 7-12 Principal Independent Observer 7-12: K-6 Principal or Superintendent

*Walk-Through Observations are unannounced.

Domain 4: Education law 3012-d requires that evidence of Domain 4 be collected in a different manner. Domain 4 evidence will be documented within classroom observations, pre-observation meetings/conversations and post-observations meetings/conversations. (End of year portfolio development and review is no longer permitted as part of the APPR process.) The following are state guidelines regarding Domain 4:

- Observations must be based only on observable rubric subcomponents and all observable teaching standards must be addressed across the total number of annual observations. However, not every element or indicator needs to be observed or included in each observation.
- Teaching standards that are part of the rubric but are not observable during the classroom observation may be observed during any optional pre-observation or post-observation review or other natural conversations between the teacher and evaluator and incorporated into the observation score.
- Under Education Law 3012-d, artifacts are a prohibited element of teacher evaluations. However, an artifact may be documented as part of an observation cycle (e.g., a lesson plan viewed during the course of the observation cycle may constitute evidence of professional planning).

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

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

Observation Rubric Components:

Observation	1c: Setting Instructional Outcomes 1f: Designing Student Assessment 2b: Establishing a Culture for Learning 3c: Engaging Students in Learning 4a: Reflecting on Teaching	80 percent of Observation Score
Walk-through #1	2b: Establishing a Culture for Learning 2d: Managing Student Behavior 3c: Engaging Students in Learning	10 Percent of Observation Score
Walk-through #2	2b: Establishing a Culture for Learning 2d: Managing Student Behavior 3c: Engaging Students in Learning	10 Percent of Observation Score

How Observations will be rated:

Each observation will receive an average rating of each Danielson component that is observed/discussed during observation. From each observation your scores (each ranging from 1 to 4) will be averaged together based on the percentages described in each observation method.

	Observation HEDI Ranges
Highly Effective (H)	**3.5 - 4**
Effective (E)	**2.5 - 3.49**
Developing (D)	**1.5 - 2.49**
Ineffective (I)	**0 - 1.49**

The Protocol for the Pre-Observation (Planning) Conference is available in Teachscape.
The Protocol for a Post-Observation (Reflection) Conference is available in Teachscape.
The form for the Formal Observation is available in Teachscape.
The form for the Walk-Through Observation is available in Teachscape.

Overall Performance Rating

A teacher's overall performance rating will be determined using the following matrix that combines the Student Performance HEDI rating and Teacher Observation HEDI rating:

	Teacher Observation				
Student Performance		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D	D	I	I

A teacher's overall performance rating will become available when all state testing data has been returned to the school district by the Department of Education.

Teacher Improvement Plan (TIP)

If a teacher receives an annual rating of "developing" or "ineffective" through the Annual Professional Performance Review, a Teacher Improvement Plan (TIP) shall be developed. According to the regulations, a district must develop and implement a teacher improvement plan for teachers receiving a rating of developing or ineffective from an APPR conducted under section 3012-d by October 1st, in the school year following the school year the teacher received the rating. The improvement plan "shall be developed by the superintendent or his or her designee in the exercise of their pedagogical judgment" and must include at a minimum:

- The identification of areas that need improvement
- Differentiated activities to support improvements in these areas
- A timeline for achieving improvement, with the following individuals present at all meetings: teacher, supervisor and union representative
    - An initial meeting to discuss the areas in need of improvement
    - A follow up meeting(s) to monitor the progress of the teacher
- The manner in which achievement will be assessed
- The plan will clearly describe the professional learning activities that the teacher must complete. These activities should be connected directly to the areas needing improvement.
- The additional assistance and support that the teacher will receive will be clearly stated in the TIP.

Please see the attached TIP form that will be completed should a TIP need to be implemented.

Teacher Improvement Plan (TIP) Form

Name: _____ _____
TIP is based on the overall performance rating from the _____ school year.
School year TIP will be implemented: _____
Date of initial TIP conference: _____

School: _____
Grade/Subject: _____
Grade/Subject: _____
Date(s) of Follow-up Meeting(s): _____

GOAL (S) FOR IMPROVEMENT	ACTION PLAN (Detail Steps to be taken)	TIMELINE FOR COMPLETION

Teacher Comments:

Administrator Comments:

-To be signed to indicate awareness by all parties as to the terms of the Teacher Improvement Plan:

Teacher Signature: _____ Date _____

Union Representative Signature: _____ Date _____

Administrator Signature: _____ Date _____

Appeals Process

Pursuant to Education Law §3012-d, a teacher may only challenge the following in an appeal to their district/BOCES:

(1) the substance of the annual professional performance review; which shall include the following:

(i) in the instance of a teacher rated Ineffective on the Student Performance category, but rated Highly Effective on the Observation category based on an anomaly, as determined locally;

(2) the school district's/BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d; and

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's/BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law §3012-d.

Below is a description of the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way:

WHO MAY APPEAL

Any teacher receiving an APPR rating of ineffective or developing may file an appeal.

GROUNDS FOR APPEAL

The district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-d; The adherence to the Commissioner's regulations, as applicable to such reviews; Compliance with locally negotiated procedures; The district's issuance and/or implementation of the terms of the improvement plan under Education Law 3012-d.

TIMEFRAME FOR APPEAL

Each appeal must be filed with the superintendent within 15 calendar days of receiving the final APPR rating /TIP. Within 15 calendar days of receipt of the appeal the administrator who issued the evaluation and/or TIP in question must submit a detailed written response to the appeal. The Superintendent will render a decision in writing no later than 30 calendar days from the date the teacher filed the appeal. All decisions shall be considered final. All decisions regarding the denial of tenure will be for statutorily and constitutionally permissible reasons. In accordance with Educational Law 3012-d.

- The following procedures are the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a tenured teacher's annual professional performance review. The procedures contained herein are not available to probationary teachers.
- The grievance and/or arbitration procedures in any negotiated agreement shall not be used to appeal or review a tenured teacher's annual professional performance review. To the extent that a conflict exists between a negotiated agreement and this procedure, the terms and conditions of this procedure shall prevail and be applied.
- This procedure shall be in effect unless changed by the parties or until the requirement to have such a procedure under Education Law §3012-d is repealed by law, regulation or a valid ruling by a court or administrative agency with jurisdiction.

(1) A teacher who receives a final overall rating of "ineffective" or "developing" may appeal his or her final overall rating. Ratings of "highly effective" or "effective" cannot be appealed.

(2) A teacher may appeal only the substance of his or her performance review, the school district's adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the commissioner of education, and compliance with the procedures for the conduct of performance reviews set forth in the annual professional performance review plan and/or any appeal allowed to the State of New York Education Department as set forth in the regulations issued by the New York State Board of Regents
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(3) A teacher may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

(4) Appeals concerning a teacher performance review must be received in the office of the Superintendent of Schools no later than fifteen (15) calendar days after the date when the teacher/principal receives his/her performance review. The failure to submit an appeal to the
Superintendent of Schools within this time frame shall result in a waiver of the teacher's right to appeal that performance review. All timeframes will be timely and expeditious in accordance with Education Law Section 3012-d.

(5) A teacher wishing to initiate an appeal must submit, in writing (e-mail or other electronic submissions are not permitted), to the
Superintendent or his/her designee, with a copy to the staff member whose performance review is being appealed, a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

(6) Within fifteen (15) calendar days of the Superintendent's receipt of an appeal, the staff member responsible for the performance review being appealed shall submit to the Superintendent or his/her designee a detailed response to the appeal, including copies of any and all documents or information used to develop the performance review being appealed.

(7) Under this appeals process the teacher appealing the review has the burden of proving a clear legal right to the relief requested and the burden of establishing the facts upon which he/she seeks relief. The burden of proof shall be by the preponderance of the credible evidence.

(8) The Superintendent or his or her designee shall issue a written decision on the merits of the appeal no later than thirty (30) calendar days from the date when the teacher filed his or her appeal. When the Superintendent is the person who has prepared a performance review, and that review is subject to appeal, his/her designee shall determine the appeal.

(9) The decision of the Superintendent or the Superintendent's designee shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the Superintendent or the Superintendent's designee shall not be subject to any further appeal. A copy of the decision shall be provided to the teacher and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

(10) If the appeal is sustained, the original performance review shall be expunged and replaced with the performance review drafted by the Superintendent or the Superintendent's designee. This performance review may not be reviewed or appealed under this procedure.

The failure of a teacher to comply with the requirements of these procedures shall result in a waiver and/or denial of the appeal.

_____ _____

_____ Superintendent

MMTA Presidents

_____

Board of Education President