



**Greenville Central School District and
Greenville Faculty Association**

Annual Professional Performance Review Plan II



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Introduction

Pursuant to Section 3012-d of the Education Law, the Greenville Central School District and the Greenville Faculty Association have established a comprehensive evaluation system for classroom teachers. The District and Association will continuously evaluate this new system. Changes to this agreement may be made with the mutual agreement of the parties.

Definitions

Teacher:

Teachers covered by the new APPR regulation are all classroom teachers, including non-tested subjects. "Classroom teacher" is defined as a teacher in the classroom teaching service who is a teacher of record. This includes school librarians, career and technical teachers, and speech teachers if they are teachers of record. Part-time teachers, who are teachers in the classroom teaching service for 40% or more of a full-time position, and who are teachers of record, are also subject to the evaluation system.

Teachers not included and who will continue to be evaluated according to the parties' collective bargaining agreement are substitute teachers (unless they are also a teacher in the classroom teaching service and are serving as the teacher of record), teaching assistants, pre-kindergarten teachers, teachers on special assignment, teachers performing instructional support services, pupil personnel service providers (such as social workers, school psychologists, and guidance counselors), licensed speech language pathologists, teachers of GED courses, and teachers of adult, community, and continuing education.

A teacher performing instructional support services for more than 40% of his/her time will continue to be evaluated according to the existing APPR procedures unless he/she is also serving as a teacher in the classroom teaching service for 40% or more of his/her time and is a teacher of record.

Evaluator:

Any administrator who conducts an evaluation of a teacher, including one who conducts an observation as part of a teacher evaluation. For teachers, an evaluator must be a principal, other trained administrator, or other trained independent evaluator. Except for when an impartial independent trained evaluator is required, the evaluator for teachers providing instructional services will be the building principal, and for teachers providing special education services the evaluator will be the building principal or the special education administrator in consultation with the building principal.

Lead Evaluator:

An administrator who is certified to conduct evaluations and is primarily responsible for conducting and completing a teacher's evaluation. The building principal is the lead evaluator of a classroom teacher and will complete and sign the summative APPR. In extenuating or extraordinary circumstances (such as a long-term absence), a trained administrator serving as the building principal's designee will be the lead evaluator of a classroom teacher. All District evaluators will be certified as Lead Evaluators.

Impartial Independent Trained Evaluator:

An evaluator who is trained and selected by the district. This evaluator may be employed within the district but may not be assigned to the same school building, as defined by the BEDS code, as the teacher being evaluated. Unless extraordinary circumstances exist (such as a long-term absence), this evaluator will be employed by Greenville Central School District.

Danielson Performance Levels:

Teachers will be evaluated using the Danielson's Framework for Teaching Rubric (2013 Edition). The Danielson Performance Levels correspond to the State Education Department (SED) Performance Levels as defined below:

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

Student Performance Category:

An overall Student Performance Category score between 0 and 20 is determined from student growth on State Assessments or growth determined by the use of the Student Learning Objective (SLO) process. This overall Student Performance score will be converted into a HEDI rating based on the ranges listed below:

Overall Student Performance Category Score and Rating	
Highly Effective (H)	18-20
Effective (E)	15-17
Developing (D)	13-14
Ineffective (I)	0-12

Student Learning Objective (SLO):

An academic goal set for an educator's students at the start of a course. It represents the most important learning that is aligned to Common Core, national, or state standards, as well as any other school and district priorities. SLOs must include baseline performance data for each student, benchmarks to assess progress, and growth goal targets. SLOs are developed and approved by the superintendent or his/her designee.

Teacher Observation Category:

An overall Teacher Observation Category score between 0 and 4 is determined by finding the sum of the weighted observation scores. This overall score will be converted into a HEDI rating based on the ranges listed below:

Overall Observation Category Score and Rating	
Highly Effective (H)	3.50-4.00
Effective (E)	2.50-3.49
Developing (D)	1.50-2.49
Ineffective (I)	0.00-1.49

Overall Rating:

Once the overall Student Performance and Teacher Observation Category ratings are determined, the overall rating is found using the scoring matrix below:

Category	Teacher Observation				
		H	E	D	I
Student Performance	H	H	H	E	D
	E	H	E	E	D
	D	E	E	D	I
	I	D	D	I	I

APPR Electronic Binder:

A folder provided electronically by the District to all teachers (including those teachers who are covered under APPR Plan I and Teaching Assistants covered under their evaluation system) containing APPR-related documents such as but not limited to APPR Plan II, APPR Plan I, Teaching Assistants' evaluation system, Danielson's Framework for Teaching Rubric (2013 Edition), and finalized SLO template(s).

Teacher Improvement Plan (TIP):

A plan initiated as a result of an ineffective or developing overall rating and mutually developed by the District and the Association.

Ensuring Accurate Teacher and Student Data

The District will designate a Data Coordinator (a non-GFA member) who shall ensure that the SED 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 the Regulations of the Board of Regents by providing such data in a format and timeline prescribed by the Commissioner. In addition to collecting the required data and ensuring the accuracy of the data, the Data Coordinator shall oversee changes in and maintenance of the local data management systems.

Teacher Verification

On a regular basis, every classroom teacher will verify the subjects and/or student rosters assigned to them including but not limited to which students are linked to them with what start and end dates and linkage durations or the total course time. Teachers will report, in writing, any inaccuracies to the Data Coordinator for review and correction if applicable. Prior to the administration of State Assessments, teachers in tested subject areas will also verify subjects and/or student rosters assigned to them.

Assessment Security and Scoring

The District shall ensure that all security requirements set forth in the SED Administrative Manuals are strictly followed for NYS Assessments administered in the District. The established

protocols for storage, distribution, and administration of the assessments prohibit the possible dissemination to students before administration of the assessments.

The District shall also organize scoring procedures in order to ensure that District scorers of any assessment and/or measure used toward a teacher's overall rating are trained to score assessments and that they have no vested interest in the outcome of the assessments they score and to ensure that students have no knowledge of assessment tasks.

The District will create a plan for the scoring of all assessments, including the scoring of NYS Assessments, and/or other measures used toward a teacher's overall rating. This plan will be mutually agreed upon by the Superintendent and the Association President.

Duration and Nature of Training Provided to Evaluators and Lead Evaluators

The District shall ensure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and re-certified as necessary in accordance with the SED regulations. Such training shall include application and use of the Danielson's Framework for Teaching Rubric (2013 Edition).

The District shall ensure that all evaluators are also trained and certified as lead evaluators.

The District will ensure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers of English Language Learners and students with disabilities.

All evaluators and lead evaluators shall be appropriately trained and certified by September 30th of each school year or thirty (30) days after appointment and receive updated training on any changes in the law, regulations, or the collective bargaining agreement. A copy of the certification and training log will be maintained on file in the District Office. Any evaluation or APPR rating that is determined in whole or in part by an evaluator who is not fully trained and certified to conduct evaluations shall be deemed invalid and shall 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 District will establish a process to ensure that all evaluators maintain inter-rater reliability over time in accordance with SED guidance and protocols recommended in training for lead evaluators. These protocols shall include measures such as data analysis to detect disparities on the part of one or more evaluators, periodic comparisons of assessments of the same classroom teacher by different evaluators, annual calibration sessions across evaluators, and annual evaluator training sessions to ensure that evaluations are performed accurately and consistently and judgments are based on evidence. The District will schedule an annual session to occur between July 1 and June 30 in which all evaluators will participate. Other sessions will be scheduled throughout the school year as deemed necessary by the District. These in-house sessions will be in addition to training and certification and recertification sessions provided by Questar III BOCES or other qualified organizations.

Details of the District's Evaluation System

Each teacher will be awarded an Overall HEDI Rating. This rating will be comprised of the following categories:

Student Performance Category

A. For the Required subcomponent of the Student Performance Category, a score between 0 and 20 will be determined based on student growth on State Assessments or other comparable measures.

The District must utilize a State-provided growth score where one exists (i.e., for teachers in grades 4-8 ELA and/or math). While most teachers of 4-8 Common Branch ELA and math will have State-provided measures, some may teach other courses in addition where there is no State-provided measure. In instances where State-provided growth scores cover at least 50% of a teacher's students, such growth score will be used as the sole measure for the Required subcomponent of the Student Performance Category. In instances where a teacher receives a State-provided growth score, but that growth score does not cover at least 50% of a teacher's students, that teacher must have Student Learning Objectives (SLOs) and one SLO must use the State-provided measure if applicable for any courses.

Starting in the 2019-2020 school year, all teachers who receive a State-provided growth score must also have a back-up SLO set by the superintendent or his/her designee in case there are not enough students, not enough scores, or other unforeseen data issues that will not allow the SED to generate a growth score.

For the State to provide a growth score for a teacher, students and the teacher must be linked for at least 60% of the course duration. Each eligible student's enrollment and attendance then factor into producing the final teacher score. Furthermore, the minimum number of student scores ("n" size) required to generate a State-provided growth score for a teacher is 16, and students must have at least two consecutive years of State ELA assessment data or math assessment data in order to generate a student score.

For all other teachers, SLOs will be used to measure student growth. For teachers with more than one grade and subject, SLOs must cover the grades/courses taught with the largest number of students, combining sections with common assessments, until a majority of students on a teacher's course roster are covered. If any of the largest courses has a State Assessment, but does not have a State-provided growth measure, the State Assessment must be used as the underlying evidence for the SLO. For these teachers, the superintendent or his/her designee will develop one (1) SLO averaging the District-wide results on the required content-specific State Assessment(s) and the District-wide results on the following Regents Exams: Algebra I (Common Core), Living Environment, United States History and Government, and English Language Arts (Common Core). Where there is not a State assessment, the same District-wide results on the Algebra I (Common Core), Living Environment, United States History and Government, and English Language Arts (Common Core) Regents Exams will be used as the underlying evidence for the SLO. For these teachers, the superintendent or his/her designee will develop one (1) SLO averaging the District-wide results of these four (4) Regents Exams.

Assessment modifications and/or accommodations are provided to students as outlined in their IEP or 504 Plan.

Teachers who must use SLOs as part of their APPR process will be notified that SLOs are required and for which classes they are required. This notification shall be when they receive their assignment for the following school year by June 15th, as per Article 5.6 of the collective bargaining agreement. Should the District make changes in this teaching assignment after June 15th, these changes will be for sound educational reasons and the teacher will be notified and the changes discussed no later than August 15th. As part of this notification and discussion process, the teacher will also receive updated required SLO information. If changes in enrollment necessitate changing the assigned classes which require SLOs, the teacher shall be notified by the building principal no later than fifteen (15) school days after the enrollment change occurred.

Student Learning Objectives will be developed and approved by the superintendent or another trained administrator acting as his/her designee according to the rules and/or guidance established by the SED which includes guidance on alternative target setting models for use within SLOs particularly for teachers with small "n" sizes (e.g., special education/AIS teachers/ELL teachers etc.). The District may seek Association contribution for completion of the NYS SLO Template(s). The SLO template is found on pages 22-23 of this plan. During development, careful consideration will be given to student population (set on BEDS Day), the process and tool for collecting baseline data, and target setting.

Timeline for SLO creation

- No pre-assessments will be administered
- Final SLO template(s) distributed to teachers – by October 31st

General SLO procedures

- Student population is defined on BEDS Day.
New-entrants after BEDS Day will not be included in the SLO.
Students who withdraw will be removed from the SLO assessments.
- Students with 504 Plans or IEPs will receive their accommodations throughout the SLO process.
- Revisions of the finalized SLO may be deemed necessary by the superintendent or his/her designee.
- District SLO procedures need to be flexible to allow for adjustments as SLOs are a work in progress.
- Following SED's recommendation and guidance, alternative target setting models within SLOs for courses with small "n" sizes will be used in instances deemed appropriate by the superintendent or his/her designee.

SLO targets should reflect a year of expected student growth which will vary by a student's academic preparedness and learning needs; therefore, targets for all students should be differentiated based on baseline data. Targets should take into consideration student characteristics such as student prior academic history, students with disabilities, English language learner status, students in poverty/economic disadvantage, and, in the future, any other

student, classroom, and school-level characteristics approved by the Board of Regents. These considerations for Comparable Growth Measures are those used in State Growth Measures.

For small numbers of students, student performance measures will be adjusted to ensure fairness. Back-up SLOs will be used if a State-provided growth score cannot be generated. Parameters will continue to be provided by SED on how to set SLOs in classrooms with small “n” sizes.

Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring bands listed below and on the SLO template will be utilized to determine the number of points between 0 and 20 assigned to teachers. (When the District uses the Alternative Target Setting for teachers with small classes, it will use the companion SED Model(s) to convert the results to a HEDI rating and points earned.)

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

In instances where teachers have multiple SLOs that will need to be translated into one overall score, the evaluator will assess the results of each SLO separately, arriving at a point value between 0-20 points. Each SLO must then be weighted proportionately based on the number of students included in all SLOs. This will provide one overall Student Performance Category score between 0-20 points. The rating always rounds to the nearest whole number (although rounding up cannot result in a teacher moving from one HEDI rating category to a higher rating category).

Sample Teacher with Three SLOs	SLO 1: (30 students)	SLO 2: (25 students)	SLO 3: (20 Students)
Step 1: Assess results of each SLO separately	17/20 points Effective	15/20 points Effective	19/20 points Highly Effective
Step 2: Weight each SLO proportionately	30 students/75 TOTAL students = 40% of overall	25 students/75 TOTAL students = 33% of overall	20 students/75 TOTAL students = 27% of overall
Step 3: Calculate proportional points for each SLO	17 points x 40% = 6.8 points	15 points x 33% = 5 points	19 points x 27% = 5.06 points
Overall Required Student Performance Category Score/Rating (Round to nearest whole number): 17 points; Effective			

This overall Student Performance Category score will then be converted into a HEDI rating using the chart shown below:

	Overall Student Performance Category Score & Rating	
	Minimum	Maximum
H	18	20
E	15	17
D	13	14
I	0	12

The evaluator will provide the teacher with a copy of the documentation provided by the State or if applicable, the finalized SLO template(s) and all corresponding documentation and other evidence used for the teacher's Student Performance Category score.

B. Transition scores and ratings during the 2016-17 through 2018-19 school years

Transition scores and ratings will be determined that are not based on 3-8 ELA and math State assessments and the use of State-provided growth scores on Regents Exams.

For teachers who receive a State-provided growth score (i.e., grades 4-8 ELA and math teachers) the growth score will be excluded from the scores and ratings used to calculate the transition score and rating. Since there are no remaining student performance measures needed to calculate transition scores and ratings, an alternate SLO(s) will be developed by the superintendent or his/her designee.

For teachers who do not receive their own State-provided growth scores (e.g., grade 3 ELA and math teachers), the results of the grades 3-8 ELA and math State assessments and any State-provided growth scores must be excluded when calculating the transition score and rating. If necessary, these teachers will also have an alternate SLO(s) developed by the superintendent or his/her designee.

For the purposes of developing alternate SLOs, the requirement that common branch teachers have one SLO for ELA and one SLO for math is replaced with a **single** required SLO (content area to be determined in the development process).

During the transition period, all K-12 original and alternate SLOs will use District-wide results and will be developed by the superintendent or his/her designee in the following manner:

For teachers whose course ends with a Regents Exam(s) or the 8th grade Science Exam, one (1) SLO will be developed averaging the District-wide results on the required content-specific State Assessment(s) and the District-wide results on the following Regents Exams: Algebra I (Common Core), Living Environment, United States History and Government, and English Language Arts (Common Core).

For teachers who course does not end with a Regents Exam or the 8th grade Science Exam, one (1) SLO averaging the District-wide results of the Algebra I (Common Core), Living



Environment, United States History and Government, and English Language Arts (Common Core) Regents Exams will be developed.

In addition to the documentation stated in Section A, the evaluator will provide original scores and ratings to affected teachers for advisory purposes only.

C. Optional Subcomponent – Not applicable

Teacher Observation Category

A. Each teacher will be formally observed in person in their classroom two times each school year. One observation will be announced; the other observation will be unannounced. If the Overall Observation Score for the two observations does not result in an Overall Observation Rating of Highly Effective or Effective, then an additional announced observation will be performed. No video recording will be used. The duration of all observations will be the entire instructional period (no more than sixty (60) minutes). The evaluator will collect evidence via observation notes and assess performance using Danielson's Framework for Teaching (2013 Edition) rubric. Each piece of collected evidence will be assigned to a component in the Framework thus the observation notes will include clearly marked specific references to the Domain subcomponents being measured in the observation. If applicable, a single piece of evidence may be assigned to more than one component.

1. For the announced observation of the school year, the teacher will receive notice from the building principal to schedule an observation. This observation will be completed by January 31 (February 28 for the 2016-17 year only). The teacher may select the lesson to be observed. A pre-observation conference between the teacher and evaluator will be scheduled upon the request of the teacher. If such conference is scheduled, the teacher should bring lesson-specific notes and any supportive planning documents to the pre-observation conference where the lesson to be observed and any planning and preparatory information will be discussed. All subcomponents in Domains 2 and 3 will be observed and assessed in this observation and related conferencing unless no evidence for a subcomponent is evident. In that instance, no score will be recorded for that subcomponent. All subcomponent scores will be weighted equally and averaged, generating a single score between 1 and 4. The average score from this announced observation will make up 90% of the Overall Observation Score.
2. For the unannounced observation of the year, the teacher will be notified by the impartial independent evaluator of the month that the observation will occur. This observation will be completed by June 1. No pre-observation conference will be held. Subcomponents 2b, 2c, 2d, 3a, 3b, and 3c will be observed and assessed in this observation and related conferencing unless no evidence for a subcomponent is evident. In that instance, no score will be recorded for that subcomponent. All subcomponent scores will be weighted equally and averaged, generating a single score between 1 and 4. The average score from this unannounced observation will make up 10% of the Overall Observation Score.
3. If an additional announced observation needs to be scheduled, the teacher will receive notice from the building principal to schedule an observation. This observation will be

completed by June 1. The teacher may select the lesson to be observed. A pre-observation conference between the teacher and evaluator will be scheduled upon the request of the teacher. If such conference is scheduled, the teacher should bring lesson-specific notes and any supportive planning documents to the pre-observation conference where the lesson to be observed and any planning and preparatory information will be discussed. All subcomponents in Domains 2 and 3 will be observed and assessed in this observation and related conferencing unless no evidence for a subcomponent is evident. In that instance, no score will be recorded for that subcomponent. All subcomponent scores will be weighted equally and averaged, generating a single score between 1 and 4. The average score from this announced observation will make up 45% of the Overall Observation Score as will the average score from the first announced observation. Together the average scores from the announced observations will make up 90% of the Overall Observation Score.

4. No later than ten school days after the observation, the evaluator will hold a post-observation conference with the teacher. At least 24 hours prior to the scheduled post-observation conference, the teacher will receive the evaluator's preliminary subcomponent scores and observation notes. These preliminary scores and evidence as well as any additional supporting documentation supplied by the teacher will be reviewed at the conference. At the conclusion of this meeting, observation scores and notes will be finalized by the evaluator.
5. No later than five school days after the post-observation conference, the evaluator will provide the teacher with a copy of the finalized observation evidence and scores via a completed and signed Observation Summary form. The teacher will in turn sign the Observation Summary form and return it to the Main Office, receiving a copy for his/her records. The teacher's signature indicates receipt and review of the document not necessarily agreement with its contents. The teacher may choose to attach a written response.
6. Whenever possible, the District will create a plan for ensuring that the observations and related conferencing described above occur for those teachers who miss a part of the school year due to a long-term absence (e.g., medical, maternity, child rearing, etc.). This plan will be mutually agreed upon by the Superintendent and the Association President. If the observations and related conferencing cannot be completed during the school year, no overall observation score and rating will be determined and reported for the Teacher Observation category.

B. Once all observations for the school year have been completed, an overall weighted observation score and rating will be determined. The overall score will be determined by finding the sum of the weighted observation averages to produce a single score between 1 and 4. In the event that a teacher earns a score of 1 on all rated components of the practice rubric across all observations, a score of 0 will be assigned. Rounded to the nearest hundredth, this overall score will then be converted into a HEDI rating using the chart shown below.

	Overall Observation Category Score and Rating	
	Minimum	Maximum
H	3.50	4.00
E	2.50	3.49
D	1.50	2.49
I	0.00	1.49

1. No later than the last day of the school year, each teacher will receive a final Observation Summary form signed by the building principal, showing each observation's subcomponent scores and weighted averages, the overall weighted observation score and subsequent overall observation rating. The teacher will in turn sign the Observation Summary form and return it to the Main Office, receiving a copy for his/her records. The teacher's signature indicates receipt and review of the document not necessarily agreement with its contents. The teacher may choose to attach a written response.

C. Optional Subcomponent – Not applicable

Overall Rating

The final Student Performance Category rating and the final Teacher Observation Category rating are applied to the scoring matrix below to determine a teacher's overall rating (Highly Effective (H), Effective (E), Developing (D), or Ineffective (I)).

Category	Teacher Observation				
		H	E	D	I
Student Performance	H	H	H	E	D
	E	H	E	E	D
	D	E	E	D	I
	I	D	D	I	I

Details of Timely and Constructive Feedback Provided to Teachers

The District will adhere to all timelines as outlined in the APPR plan.

The District will provide the teacher's score and rating on the Teacher Observation Category and if available, the Student Performance Category, in writing, no later than the last school day of the school year for which the teacher is being measured. If the teacher's overall rating is available, that, too, will be included.

Depending on the assessment used, a Student Performance Category score and rating may not be available until after the end of the school year. The entire APPR will be completed and provided to each teacher in writing as soon as practicable; however, teachers must receive their category scores and ratings and overall rating no later than September 1st of the school year next following the school year for which they are being evaluated.

No later than the first day of the school year next following the school year for which they are being evaluated, the teacher will sign the written report, noting any inaccuracies for review and

correction if applicable, and return it to the Main Office, receiving a copy for his/her records. The teacher's signature indicates receipt and review of the document not necessarily agreement with its contents. The teacher shall be given the opportunity to respond in writing to the overall rating, including the category scores and ratings that determined it, prior to its placement in the teacher's personnel file. Such response will be attached to the evaluation record. Such response does not preclude the teacher from invoking the Appeals Process found on pages 15-19 of this plan.

For the 2016-17 through the 2018-19 school years, the written reports referred to in this section will include both advisory and transition scores and ratings if applicable. During the transition period only, the transition rating will be used for purposes of APPR employment decisions, including tenure determinations and for purposes of proceedings under Education Law 3020-a and 3020-b and teacher improvement plans and a teacher's official employment record. During the transition period, State-provided growth scores will continue to be computed for advisory purposes and overall HEDI ratings compliant with the district's approved APPR plan will continue to be provided to teachers.

Teacher Improvement Plan (TIP)

A. The District shall provide to the Greenville Faculty Association immediate notice of a teacher whose overall HEDI rating is ineffective or developing. For the 2016-17 through 2018-19 school years, this applies to the overall transition rating if applicable.

B. A teacher improvement plan (TIP) will be mutually developed by the District and the Association, using the template found on pages 26-27 of this plan, for a teacher who is rated ineffective or developing in the overall HEDI rating. The sole and exclusive purpose of the TIP is the improvement of teaching practice, and the issuance of a TIP is not a disciplinary action.

C. 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 that the District will make available to assist the teacher, including, where appropriate, the assignment of a mentor teacher.

- i. The goals for improvement will be supported by a statement of differentiated activities, which may include: observing other professional educators, modeling by administrators or other educators, in-service training, educational conferences, reference to pedagogical writing based upon scientific research, and working with mentors;
- ii. The manner in which improvement will be assessed may include any of the following, where applicable: classroom observations, review of lesson materials, delivery and implementation of educational directives, evidence of differentiated instruction, teacher-created artifacts, and student progress based upon local assessment negotiated under this APPR.

D. The teacher, administrator, mentor, and an Association representative 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 this assessment, the TIP may be modified accordingly.

E. As each particular circumstance for a TIP will be different, the timeline may cover all or part of the school year.

F. The mutually developed plan will be implemented by October 1 following the school year for which such teacher's performance was measured or as soon as practicable thereafter.

G. A teacher who believes that the terms of a TIP are arbitrary, unreasonable, inappropriate or defective, or that the District has failed to meet its obligation to properly implement the terms of the TIP, may seek relief through an appeal (see Appeals section below).

H. All costs associated with the implementation of a TIP including, but not limited to tuition, fees, books, travel, and the assignment of a mentor shall be borne by the District in their entirety.

I. No disciplinary action predicated upon ineffective performance shall be taken by the District against a teacher until a TIP has been fully implemented and its effectiveness in improving a teacher's performance has been evaluated unless required under Education Law.

J. No disciplinary action shall be taken by the District against a teacher who has met the performance expectations within a TIP based on that completed TIP unless required under Education Law.

Appeals of Annual Professional Performance Reviews

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

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 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 issuance and/or implementation of the terms of the teacher improvement plan, as required under Education Law §3012-d.

A. All annual APPR overall ratings of ineffective or developing may be appealed within ten (10) school days of the teacher's receipt of the rating. For the 2016-17 through 2018-19 school years,

this applies to the overall transition rating if applicable. An issuance of a TIP may be appealed within ten (10) school days of the teacher's receipt of the final document. The implementation of a TIP may be appealed within ten (10) school days of a breach of the plan by the district.

B. In order to file an appeal, the teacher will be entitled to any and all evidence, both hard copy and electronic, used as the basis of the overall APPR rating/TIP. The hard copy and electronic evidence will be provided within five (5) school days of the teacher's submission of the Request for Evidence Form found on page 28 of this plan to the evaluator.

C. All procedural issues can be appealed including the issuance and/or implementation of a TIP. Upon filing an appeal, the teacher will provide to the District any and all evidence of procedural error.

D. In a ratings appeal, the teacher will identify the specific element(s) of the rating being challenged and state the basis for the challenge. This shall include an instance where a teacher is rated Ineffective on the Student Performance Category but rated Highly Effective on the Teacher Observation Category based on an anomaly as determined locally such as but not limited to the number of student refusals or other circumstances beyond the teacher's control that can be shown to have had a disproportionately negative effect on the Student Performance Category rating resulting in skewed data that is no longer representative of the overall performance of the students linked to the teacher.

E. Whenever possible, a teacher's ratings appeal and procedural appeal shall be consolidated for the appeal process.

F. Both procedural and ratings appeals will be conducted in the same manner.

G. The teacher will have the right to Association representation during all stages of the appeal. The Association will be the sole representative for the teacher unless the Association otherwise notifies the District that the teacher chooses to represent him or herself.

H. If the schedules of all parties permit, it is desirable to process appeals during the summer months, before the start of the next school year.

I. Appeals will follow the following procedure:

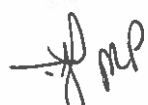
Stage 1: The teacher will appeal to the evaluator in writing by submitting the Appeals Form found on page 29 of this plan. Within five (5) school days of the receipt of the written request for an appeal, the evaluator and teacher will meet to discuss the appeal. The evaluator will render a determination in writing to the teacher within ten (10) school days of the teacher's submission of the written appeal.

For all tenured teachers, when an appeal has not been resolved to the teacher's satisfaction at Stage 1, the appeal will move to Stage 3. For all non-tenured teachers, when an appeal has not been resolved to the teacher's satisfaction at Stage 1, the teacher will request in writing within five (5) school days of the receipt of the evaluator's determination that the appeal move to Stage 2 for a review of that determination by the Superintendent.

Stage 2: Within five (5) school days of the untenured teacher's written request for a review of the Stage 1 determination, the Superintendent will schedule a meeting with the teacher to discuss the appeal. The Superintendent will render a written decision on the appeal to the teacher within ten (10) school days after the meeting. The Superintendent's decision shall be final and binding upon the parties.

Stage 3: If the tenured teacher is not satisfied with the Stage 1 appeal decision, the teacher may appeal in writing to the APPR Appeals Panel within ten (10) school days of the receipt of the Stage 1 decision. The APPR Appeals Panel will consist of an administrator (other than the involved evaluator), chosen by the Superintendent; an Association representative, chosen by the Association President; and a third independent party whose membership on the Appeals Panel has been mutually agreed to by the Superintendent and Association President. The Superintendent and Association President will consult with each other before making their selections for the Appeals Panel.

All hard copy evidence, electronic evidence, and the appeal record from Stage 1 shall be provided to the Appeals Panel. If the Panel members agree, in addition to considering the written records and other evidence when making its decision, the panel may request additional written information. Such may include questions addressed to the teacher and/or the evaluator. Both the teacher and the Superintendent will be notified of the Panel's information requests. In the event the Panel's request for information delays the process, such delay shall not be longer than ten (10) school days, and the subsequent timeline will be adjusted accordingly.

A handwritten signature in black ink, appearing to be 'J. M. P.', is located at the bottom right of the page.

The three members of the APPR Appeals Panel will review and confer on the information provided. Then, each Panel member will independently prepare a written advisory opinion, all of which shall be submitted simultaneously to the Superintendent and Association President. These written opinions will be submitted to the Superintendent and Association President within ten (10) school days of the filing of the Stage 3 appeal.

When the advisory opinions of the APPR Panel members agree, the Superintendent will follow the Panel's recommendation. When the advisory opinions of the Panel members differ on the outcome of the appeal, the Superintendent will follow the Panel's majority recommendation. If no majority recommendation exists, the appeal shall be considered denied.

The Superintendent will notify the teacher and the Association President of the Stage 3 decision within five (5) school days of the receipt of the Panel's recommendations.

If the teacher is not satisfied with the Stage 3 appeal decision, the teacher may appeal in writing to the Superintendent within ten (10) school days of the decision for a review. The Superintendent will then issue a final determination within five (5) school days of the receipt of the teacher's review request.

J. If at any stage of the appeals process, where the rating is being appealed, a decision is made in favor of the teacher, the decision must include a recalculation of the rating consistent with the decision.

K. The parties agree that the APPR process, its documentary and other evidence, and appeal record are to be accorded confidentiality. In the event of an inquiry regarding any teacher, the only information to be provided is the appeal-outcome rating.

L. Determinations under this appeal process shall not be the subject of a grievance or submitted to arbitration under the parties' collective bargaining agreement by an individual teacher. This appeals process is the process for an individual teacher to claim procedural and substantive challenges to the annual APPR rating/TIP. However, the teacher retains any defenses he or she may have in the event the APPR or TIP is utilized in a subsequent 3020-a and 3020-b proceeding. Nothing in this appeals process shall be construed to alter or diminish the authority of the governing body of the district to grant or deny tenure to or terminate probationary teachers during the pendency of an appeal for statutorily and constitutionally permissible reasons, including the teacher's performance that is the subject of the appeal.

M. If a teacher is eligible to file an appeal with the State, the teacher will receive notification of such eligibility from the District no later than September 1st of the school year following the school year for which they were evaluated. If the teacher requests assistance with the appeal submission from the District at least five (5) school days prior to the submission deadline, the Superintendent or his/her designee will meet with the teacher to offer support such as but not limited to data review and analysis and document completion.

APPR II Incorporated into Contract

This APPR, to be known as APPR II, is incorporated into the parties' collective bargaining agreement and is subject to its grievance procedure.

This Section 3012-d compliant APPR plan will apply commencing with the 2016-2017 school year. Upon New York State Education Department approval, it will remain in effect until such time as a new plan is implemented, this APPR plan is no longer required, or this plan is deemed null and void. In the event changes to the Education Law, regulations, rule or guidance are made, which impact this APPR plan, the parties shall bargain the impact of such changes and incorporate those. Language to incorporate any mandated changes shall be mutually developed.

Professional Development

During the first year of implementation, the District will provide teachers training on all subparts of the APPR including but not limited to: created guidelines/procedures, forms and conversion charts, verification of student rosters, State Growth Measure or Student Learning Objectives including alternative target setting approaches within SLOs particularly for teachers with small class sizes, and the Danielson Framework for Teaching Rubric (2013 Edition). Thereafter, additional training needs and professional development opportunities will be planned based upon specific needs provided by teacher and administrator feedback. Training will be conducted at the beginning of each school year for newly hired teachers or within ten (10) school days of appointment. The District and the GFA will discuss and mutually agree upon the schedule of District-provided professional development opportunities.

Evaluation of Annual Professional Performance Review

During the first year of implementation, all aspects of the APPR will be reviewed no later than January 31st and again no later than June 30th by the APPR Committee jointly established by the parties. Each year thereafter, the APPR Committee must review the process no later than June 30th. Changes to this agreement will be made upon the mutual consent of the parties in reviewing the APPR Committee's recommendations and negotiating those and their own proposals. The District shall ensure that any material changes to this APPR plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner.



Reporting Individual Subcomponent Scores and Ratings

The Data Coordinator will report to the SED the individual subcomponent scores, category scores and ratings, and the overall rating for each covered classroom teacher in the District in a format and timeline prescribed by the Commissioner. For the 2016-17 through 2018-19 school years, this will include original and transition scores and ratings including the overall rating. The District will not report any missing or incomplete subcomponent(s) or category and will not report an overall rating for those teacher(s) who are missing one or more subcomponent or category score(s). A zero is only reported for a teacher's subcomponent or category score when the evaluation requirements for the subcomponent or category have been completed and the teacher's performance merits a rating of zero.

Teachers will be notified and afforded the opportunity to review and verify the final data attributed to them within ten (10) school days before it is sent to the SED. The Data Coordinator will issue documentation of such verification to each teacher. This documentation will include information regarding any corrections in data that may have been made. All such reporting information shall remain confidential.

Required Certificates

The District shall include with this APPR Plan any certifications required by the Board of Regents regulations.

Filing and Publication of APPR Plan

This APPR Plan shall be filed in the office of the District, and shall be made available to the public on the District's website by September 10th, or within ten days after its adoption, whichever shall later occur.

Privacy

The entire teacher evaluation and supporting documentation shall remain a confidential employment record, except to the extent allowable by law or regulation.

The District will disclose and release to the parents/legal guardians of a student the final rating for each of the teachers to which the student is assigned for the current school year with an explanation for those ratings upon the request of such parents/legal guardians. For the 2016-17 through 2018-19 school years, this will include the overall original and transition ratings and an explanation of the overall transition rating. The parents/guardians will not receive other APPR information relating to their child's current teachers nor will they receive the ratings for teachers their child was assigned in the prior year or for other teachers in the district.

Any release to the public of APPR final ratings will not include any personally identifying information. The APPR's of individual teachers are not subject to disclosure under the Freedom of Information Law (FOIL).

The District will ensure that the internal release of a teacher's final rating or any other personally identifying information is limited to those officers or employees whose access to such information is necessary to carry out their job responsibilities relating to employment decisions, APPR, and/or data management or reporting and that all such officers or employees are bound by the confidentiality provisions as found in law or regulation.

New York State Student Learning Objective Template

All SLOs <u>MUST</u> include the following basic components:	
Population	These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)
Learning Content	What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or to specific priority standards?
Interval of Instructional Time	What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?
Evidence	What specific State-developed or State-approved assessment(s) will be used to measure this goal? The assessment selected must align to the learning content of the course. State assessments (including Regents examinations, Regents equivalents, and/or any State-approved equivalents) <u>must</u> be used as evidence if one of the courses required to have an SLO has a State assessment.
Baseline	What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?
Target(s)	What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period? (All targets must include a minimum of one year of expected academic growth and all targets must be approved by the superintendent or another trained administrator serving as his or her designee.)
HEDI Scoring	Districts and BOCES must use the State-determined scoring ranges to determine final scores and HEDI ratings.



	HIGHLY EFFECTIVE				EFFECTIVE				DEVELOPING				INEFFECTIVE											
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0			
	97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%			
Rationale	Describe the reasoning behind the choices regarding the components of the SLO and how the SLO will be used together with instructional practices to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.																							

		Observation Summary (2)	A-Obs	UnA-Obs
Domain 2: The Classroom Environment	Teacher:		Date:	Date:
	2a – Environment of Respect & Rapport			
	2b – Establishing a Culture for Learning			
	2c – Managing Classroom Procedures			
	2d – Managing Student Behavior			
Domain 3: Instruction	2e – Organizing Physical Space			
	3a – Communicating with Students			
	3b – Questioning & Discussion Techniques			
	3c – Engaging Students in Learning			
	3d – Using Assessment in Instruction			
	3e – Flexibility & Responsiveness			
Average		#DIV/0!	#DIV/0!	
Weight		0.9	0.1	
Weighted Average		#DIV/0!	#DIV/0!	
Overall Observation Score		#DIV/0!		
Overall Observation Rating				
H: 3.50 - 4.00				
E: 2.50 - 3.49				
D: 1.50 - 2.49				
I: 0.00 - 1.49				
Evaluator's Signature:		Date:		
Teacher's Signature:		Date:		
Please sign and return the form to the Main Office. Your signature indicates that you have received and reviewed the completed document but does not necessarily mean that you agree with it. You may attach a written response.				

[Handwritten signature] MP

Observation Summary (3)		A-Obs 1	UnA-Obs	A-Obs 2
Teacher:		Date:	Date:	Date:
Domain 2: The Classroom Environment	2a – Environment of Respect & Rapport			
	2b – Establishing a Culture for Learning			
	2c – Managing Classroom Procedures			
	2d – Managing Student Behavior			
	2e – Organizing Physical Space			
Domain 3: Instruction	3a – Communicating with Students			
	3b – Questioning & Discussion Techniques			
	3c – Engaging Students in Learning			
	3d – Using Assessment in Instruction			
	3e – Flexibility & Responsiveness			
Average		#DIV/0!	#DIV/0!	#DIV/0!
Weight		0.45	0.1	0.45
Weighted Average		#DIV/0!	#DIV/0!	#DIV/0!
Overall Observation Score		#DIV/0!		
Overall Observation Rating				
H: 3.50 - 4.00				
E: 2.50 - 3.49				
D: 1.50 - 2.49				
I: 0.00 - 1.49				
Evaluator's Signature:		Date:		
Teacher's Signature:		Date:		
Please sign and return the form to the Main Office. Your signature indicates that you have received and reviewed the completed document but does not necessarily mean that you agree with it. You may attach a written response.				

Greenville Central School District Teacher Improvement Plan (TIP) Template

Name of Teacher: _____

Participants in the formulation of this TIP:

Identify the area(s) of improvement identified in the annual evaluation:

1. _____
2. _____
3. _____
4. _____

This plan will begin on: _____

The parties to this agreement will meet on the following dates to review and evaluate the plan and formulate modifications if necessary:

Any changes or modification to the plan must be in writing and will be appended to this document.

Teacher Date

Administrator Date

Association Representative Date

☐ TIP is completed and satisfied

Administrator

Date



Attach a copy of the teacher's evaluation to this form

Area Needing Improvement: _____

Timeline for improvement:

--

Manner in which improvement will be assessed:

--

Differentiated Activities to Support Improvement:

Activity: _____
Time: _____
Location: _____
Goal: _____
Other personnel involved: _____

Activity: _____
Time: _____
Location: _____
Goal: _____
Other personnel involved: _____

Activity: _____
Time: _____
Location: _____
Goal: _____
Other personnel involved: _____

Activity: _____
Time: _____
Location: _____
Goal: _____
Other personnel involved: _____

Complete this form for each area identified as needing improvement.

Request for Evidence Form

As per the Appeals of Annual Professional Performance Reviews section of the APPR Plan, I am formally requesting any and all evidence, both hard copy and electronic, used as the basis of my overall APPR rating/TIP.

Teacher's Printed Name

Teacher's Signature

Date submitted: _____

For Office Use Only

Stamp Received Here:

[Handwritten signature]

Appeals Form

Teacher: _____

Evaluator: _____
(Signature found on summative APPR written report)

Date of Receipt – Summative APPR Written Report: _____

Date of Receipt – Finalized TIP: _____

Date of Submission – Request for Evidence Form: _____

Date of Submission – Appeals Form: _____

Rating being appealed: ☐ Developing ☐ Ineffective

Type of Appeal: ☐ Procedural ☐ Ratings (substantive)

Procedural Appeal

☐ Statement with supporting documentation attached providing evidence of procedural error

Ratings (Substantive) Appeal

Specific element(s) of the rating being challenged (check all that apply):

☐ Student Performance Category

☐ Teacher Observation Category

☐ Domain 2 – Classroom Environment

☐ Domain 3 – Instruction

☐ Announced Observation

☐ Unannounced Observation

☐ Additional Announced Observation

☐ Statement with supporting documentation attached providing basis for the rating challenge

Rating should be: ☐ Developing ☐ Effective ☐ Highly Effective

Teacher's Signature