

Canisteo-Greenwood Teacher Evaluation

Committee Members:

Jeremy Palotti, Superintendent

Michael Wright, High School Principal

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Tom Mayo, Elementary Intervention & CGTA Vice President

The Canisteo-Greenwood Central School District believes the primary purpose of an effective school is teaching for learning. We believe that all students can learn and can achieve at optimum levels of academic performance, regardless of their previous academic performance, family background, socio-economic status, race or gender. The District will foster positive growth in social/emotional behavior and attitudes.

Student Growth:

Those teachers whose subject culminates with a NYS assessment will receive the NYS provided growth score where given for their student growth component of their evaluation. If their assessment does not yield a state provided growth score they will write a SLO based on student performance as measured by the NYS Assessment they give. This SLO will be approved by their principal and superintendent by October 15 of each school year.

Those teachers whose subject does not culminate in a NYS assessment will receive a building score based on student growth in the building made as measured by the below mentioned NYS assessments. This SLO will be authored by members of the APPR committee with the building level principal(s) and ultimately approved by the superintendent of school by October 1. Student growth as measured by the follow assessments will be used for the following buildings:

K-7 teachers that do not have a NYS Assessment:

- 3 Grade NYS ELA
- 4th Grade NYS ELA
- 5th Grade NYS ELA
- 6th Grade NYS ELA
- 7th Grade NYS ELA
- 3rd Grade NYS Math
- 4th Grade NYS Math
- 5th Grade NYS Math
- 6th Grade NYS Math
- 7th Grade NYS Math

8-12 teachers that do not have a NYS Assessment:

*When a NYS Regents and a CC Regents are offered at the same time for the same subject, the higher of the scores will be used.

- NYS Algebra Regents
- NYS Global II Regents
- NYS Living Environment Regents
- NYS US History Regents
- NYS English 11 Regents

Student Growth in Transition to New Assessments:

While NYS transitions to the new standards and assessments these assessments cannot be used for measuring teacher performance. During this time the District will use the building measure in the High School contained in this plan for the student growth measure for all teachers that do not have a SLO based on an allowable NYS Assessment.

Student Growth Scoring:

Teachers will be rated with a score between 0-20 for student growth. A NYS growth score will be provided in this range where appropriate or a score based on a SLO will be received.

The HEDI Chart below will be used for those earning a score based on a building score or a SLO:

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-	93-	90-	85-	80-	75-	67-	60-	55-	49-	44-	39-	34-	29-	25-	21-	17-	13-	9-	5-	0-
100%	96%	92%	89%	84%	79%	74%	66%	59%	54%	48%	43%	38%	33%	28%	24%	20%	16%	12%	8%	4%

Teacher Observation:

Tenured Teachers:

- At least one mutually acceptable announced observation will be scheduled by the teacher and administrator prior to December 31. There will be a pre-conference no more than 5 school days prior to the observation, an observation of a lesson and a post-conference no more than 10 school days after the observation.
 - The purpose of the pre-conference will be to discuss the teacher appraisal as it pertains to the eleven Marzano Elements selected by District's APPR committee, in addition to any other elements that the teachers believe they will address during the lesson. In this meeting the teacher and supervising administrator will discuss the planning of the lesson, the lesson structure, lesson placement within the unit plan, and the applicable content standards. They may also review any relevant measurable criteria that may not be seen in the lesson, but are critical parts of the process. It should be noted that only observable evidence can be used in the rating of the lesson. The teacher will write and plan the lesson using the approved District lesson planning form. This will be presented to the evaluator at least 24 hours prior to the pre-observation meeting.
 - The purpose of the post-observation meeting will be to discuss the criteria and evidence that were observed and collected during the observation on the eleven Marzano Elements and any others within Domain One that are observed during the lesson. The administrator will discuss and review the ratings and evidence that are relevant to that particular observation. A documentation record using the mutually agreed upon form will be utilized to identify and score ratings in the elements observed in the lesson. The ratings will be dated and initialed by that administrator at that time.
 - If the unit member scored a two or below on the overall rating of the observation and is not satisfied with the rating assigned, the unit member may request up to two additional announced observations for a maximum of three. The additional announced observation will follow the same prescriptive pattern as the original

announced observation. The purpose of the additional observation will be to address the areas of concern raised in the earlier post-observation meeting. The ratings will be recorded along with the ratings from the previous observation(s). The new ratings and evidence will be dated.

- Announced Observations will be conducted using the appropriate form by the building principal or other appropriately certified supervisors determined by the Superintendent.
- All announced observations will be conducted on the appropriate form and a rating will be assigned to the teacher at the conclusion of the observation and be presented to the teacher within 10 school days of the post observation meeting. The rating will be assigned by calculating the average of all elements rated during the observation. This rating will include all of the 11 District chosen elements plus any other elements observed and rated.
- The announced observations will be completed by December 31st and will make up 90% of the teacher observation category
- The independent evaluator for the teacher will be predetermined by the District prior to the beginning of the school year and said name will be communicated to the teacher being observed at this time. The independent evaluator will conduct at least one unannounced observation focused on the three elements in Design Question 1. This will generally happen between October 1st and January 31st for teachers in the Elementary/Middle School and generally between February 1st and May 1st of each school year for teachers in the High School. The evaluator will observe the classroom for the time needed to adequately rate these elements. The independent evaluator will use the District approved form and rate the teacher on these elements. This form will be emailed to the teacher within 10 school days of unannounced visit. The teacher or evaluator shall each have the option of scheduling a post observation within 10 days school days of receiving the form if they so choose. If no meeting is requested, the signed form shall be placed in the teacher's personnel folder and a copy given to the teacher's principal to be used for calculation of the final rating for that year with a weight of 10% in the teacher observation category.
- Evidence from announced and unannounced observation(s) will inform Professional Teacher Summative Evaluation ratings.

Probationary Teachers:

Probationary teachers will follow the same procedures and process above with the following exceptions:

- Each probationary teacher will receive a minimum of three announced observations by their direct supervisor following the process and procedures outlined above with the first observation completed by December 31st, the second to be completed by March 1st and the third completed by May 1st.

- During their probationary period, each probationary teacher will be rated on each of the forty one elements in Domain One. A minimum of two observations will focus on the 11 District chosen elements while the third observation will contain elements from the other thirty elements. The ones evaluated will be determined at the pre-observation meeting.
- During their probationary period and culminating by April 1st of their tenure year (or three months prior to the completion of the last year if not appointed with a September 1 start date) each probationary teacher will complete a portfolio providing evidence to all elements in the Marzano rubric covering Domains one, two, three and four. This will be presented to the teacher's supervisor by April 1.

Eleven Elements from Marzano Design Question One:

Element 1: Providing Clear Learning Goals and Scales (Rubrics)

Element 2: Tracking Student Progress

Element 4: Establishing Classroom Routines

Element 9: Chunking Content into Digestible Bites

Element 19: Practicing Skills, Strategies, and Processes

Element 23: Providing Resources and Guidance

Element 26: Managing Response Rates

Element 27: Using Physical Movement

Element 33: Demonstrating "Withitness"

Element 37: Using Verbal and Nonverbal Behaviors that indicate Affection for Students

Element 39: Demonstrating Value and Respect for Low Expectancy Students

Scoring for Observations:

H	3.5-4.0
E	2.5-3.49
D	1.5-2.49
I	0-1.49

Composite Scoring:

Based on the rating for the Teacher Observation and Student Growth component, teachers will then be placed on the chart below which will provide the teacher with an overall rating.

Student Performance	Observation /School Visit				
	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

**If a teacher is rated ineffective on the student performance category and a State-designed supplement assessment was included as an optional subcomponent of the student performance category, the teacher can be rated no higher than ineffective overall pursuant to Education Law.*

Appeals Process

Pursuant to Education Law section 3012-c, a teacher may only challenge the following in an appeal:

- (1) the substance of the annual professional performance review*
- (2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c*
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures*

Purpose of Appeal: The purpose of the internal appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. The following appeal process is designed to further this goal. The burden of proof shall be on the

appellant to establish by the preponderance of the evidence that the rating given by the lead evaluator was not justified.

Who: All tenured and probationary employees who meet the appeal process criteria may use this appeal process.

Why: Said appeal process shall be available to employees to appeal either a procedural error in the evaluation process or appeal a substantive portion of the evaluation.

What: Only employees who receive a “Developing” or “Ineffective” rating in one or more of the evaluative criteria may file an appeal. The evaluative criteria categories that may be appealed are the 41 elements associated with Domain One of the Marzano’s Causal Teacher Evaluation Model. A teacher can only file an appeal if the overall rating of the teacher observation portion of the evaluation is “Developing” or “Ineffective”.

How:

1. Governing Body to Adjudicate the Appeal: The governing body shall be defined as the “Evaluation Appeals Committee” (EAC). The EAC make up shall be:
 - A. One tenured administrator. The tenured administrator appointed to the EAC shall not be the administrator who authored the evaluation and shall be chosen by the Superintendent or his/her designee.
 - B. Two tenured teachers. The tenured teachers appointed to the EAC shall be chosen by the President of the Association or his/her designee.
2. Appeals Decision Making
 - A. The EAC shall have the right to ask questions of the appellant, the lead evaluator, and any other relevant participants. They have the right to collect any and all information necessary to make an informed decision. The appellant and/or the lead evaluator may be asked to join the EAC to be questioned.
 - B. The EAC shall reach their findings (see Section 4 below) through unanimous vote.
 - C. If a unanimous vote is not reached, the EAC shall write up the opposing viewpoints and submit the opposing viewpoints to the lead evaluator, the appellant, the Association President, and the Superintendent.
 - D. At this point a Superintendent’s Evaluation Appeals Committee (SEAC) made up of two (2) Superintendent appointees and one (1) union appointee shall review the evaluation and position papers and by majority vote determine which of the opposing viewpoints shall be the final outcome of the appeal.

3. Timeline:

A. The employee must attempt to resolve the appeal informally within five (5) business days of receipt of the evaluation through an informal conference with the lead evaluator. The teacher will inform the evaluator of their concern in writing as a means of documenting the process.

B. The employee must forward the evaluation appeal within five (5) business days of an unsuccessful informal conference in writing to the Superintendent of Schools and the Association President.

C. The Superintendent and Association President shall charge the EAC to hold a Conference within five (5) business days of receipt of the appeal.

D. The EAC shall issue its findings to the Superintendent, Association President, the employee and the lead evaluator within five (5) business days of the Conference.

E. If the SEAC is utilized, they will be given five (5) business days to meet and render their final decision by majority vote.

4. Committee Findings:

A. The EAC/SEAC is empowered to overturn a section of the evaluation and assign a new rating to that section. Said ability to overturn a section of the evaluation does not negate the fact that the evaluation was timely completed.

B. The EAC/SEAC is empowered to overturn the entire evaluation if the evaluation was procedurally flawed and assign a new rating where appropriate.

C. The EAC/SEAC is empowered to overturn a section or the entire evaluation and require a course of action so as to enhance the professional growth of the employee.

D. The EAC/SEAC is empowered to affirm the evaluation and require a course of action so as to enhance the professional growth of the employee.

E. The EAC/SEAC is empowered to affirm the evaluation.

Teacher Improvement Plan:

If a teacher's overall rating is less than effective, a teacher improvement plan will be created with the teacher.