

MEMORANDUM OF AGREEMENT

BETWEEN

DRYDEN CENTRAL SCHOOL DISTRICT

AND

DRYDEN FACULTY ASSOCIATION

Effective September 1, 2011

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MEMORANDUM OF AGREEMENT

THIS MEMORANDUM OF AGREEMENT is made and entered into this ____ day of September, 2011, by and between **DRYDEN CENTRAL DISTRICT AND THE DRYDEN FACULTY ASSOCIATION.**

RECITALS:

WHEREAS, the Superintendent of Schools and the Faculty Association have met to review the existing evaluation procedure and provisions of Article II Teacher Evaluation of the existing negotiated agreement; and

WHEREAS, the parties have determined that the existing provisions should be deleted from the negotiated agreement to permit new procedures to be developed and implemented; and

WHEREAS, the parties subsequently continued discussions concerning the Annual Professional Performance Review (APPR) requirements as required in section 3012-c of the Education Law and the Rules of the Board of Regents as contained within 8 NYCRR ¶30-2 and have reached a negotiated agreement to implement the APPR requirements, were fully represented in such deliberations, and had all the terms and conditions herein contained thoroughly explained and fully understand the meaning thereof; and

NOW, THEREFORE, in consideration of the mutual undertakings and covenants herein contained, the parties stipulate and agree that Article V Teacher Evaluation and Teacher Files of the existing negotiated agreement shall be modified as follows:

ARTICLE I. INTRODUCTION

The information contained within this document, referred to as the Dryden Central School District's Annual Professional Performance Review (APPR) plan, was developed in accordance with Education Law §3012-c and Sections 30-2 and 100.2(o) of the Rules and Regulations of the Commissioner of Education to enhance professional effectiveness and positively impact our total school environment.

The intent of the APPR is to provide a process which facilitates improvement of instructional practices; encourages work toward personal, professional and district goals; recognizes and promotes professional growth; and focuses efforts on student-centered excellence in teaching and learning.

For the 2011-2012 school year, the law only applies to classroom teachers of the common branch subjects, English language arts or mathematics in grades 4-8 and the building principals of schools in which such teachers are employed. In the 2012-2013 school year, the new law applies to all classroom teachers and building principals.

ARTICLE II. GENERAL CONDITIONS

2.1 **Modifications to Negotiated Agreement.** Effective with the date this agreement is approved and executed by both parties, Article VIII Teacher Evaluation/Personnel File/Just Cause shall be continued in negotiated agreement with the exception of any specific provisions that are inconsistent with Education Law §3012-c. This memorandum shall be substituted in place of the deleted provisions.

2.2 Nothing in this memorandum or in the APPR Plan shall abrogate the rights of the Dryden Central School District, its Board of Education and Superintendent of Schools to:

Identify and implement additional or different criteria for the evaluation of teachers, teacher assistants or principals or other individuals subject to the requirements of Education Law §3012-c, its amendments and implementing rules and regulations.

Discontinue the employment of a probationary teacher, teaching assistant, principal or administrator in accordance with Education

Law §§3012 and 3031 or restrict or limit the discretion of the Superintendent of Schools or Board of Education in making a determination on the status of a probationary teacher, teaching assistant, principal or administrator and/or to deny tenure.

Apply the requirements of Education Law §3012-c, its amendments and implementing rules and regulations.

Discontinue the APPR Plan and the provisions of this memorandum should the provisions of Education Law §3012-c, its amendments and implementing rules and regulations be repealed or modified so that the APPR Plan is no longer required or is voluntary.

2.3 The inclusion of the APPR Plan elements in this memorandum that are not required subjects of negotiations shall not constitute a waiver of the right of the Superintendent of Schools and Board of Education to: (1) decline to negotiate such elements and/or (2) to make unilateral decisions and changes with respect to such elements. The inclusion of such elements in this memorandum is for informational purposes only and any decisions or actions with respect to such elements shall not be subject to the appeal procedures contained within this memorandum.

2.4 The Parties recognize that certain aspects of the APPR are mandatorily negotiable while other plan aspects are determined as the management prerogative of the District or BOCES. In order to articulate the District's or BOCES' APPR plan as a comprehensible and coherent whole, this document articulates mandatorily negotiated aspects of the plan as well as aspects that may be determined at the management prerogative of the district. The Parties agree that in so doing neither this plan nor the process by which it was developed shall have the effect of converting a non-mandatory subject of negotiations into a mandatory subject of negotiations.

2.5 The parties further agree that the following evaluation procedures shall be utilized to implement the Annual Professional Performance Review (APPR) process.

A. Teacher Evaluation

1. Teacher Evaluation Process

The Annual Professional Performance Review (APPR) mandated by the New York State Education Department will be the process used for teacher evaluation in the District. See Attachment 6 in this contract for APPR timeline. Teachers will choose three (3) domains from the following list of eight (8) on which to focus professional development throughout the school year:

1. Content Knowledge
2. Preparation
3. Instructional Delivery
4. Classroom Management
5. Student Development
6. Student Assessment
7. Collaboration
8. Reflective and Responsive Practice

See Attachment 7 in this contract for explanations of domains.

It is an expectation that informal classroom observations and visits will be ongoing throughout the school year. If a faculty member demonstrates unsatisfactory performance in a domain not being focused on for that year, the administrator has the right to include this in the Annual Summary Evaluation. This may include making the domain required in the following year. In the event that agreement cannot be reached between the faculty member and the administrator when developing the Annual Evaluation Plan (see Form C), the administrator will make the final decision.

If a faculty member demonstrates superior performance in a domain not being focused on that year, the administrator has the right to include this in the Annual Summary Evaluation. This may include evaluating the domain as satisfactory for the cycle and requires review and approval of the administrative team.

For tenured staff formal classroom observations will occur a minimum of twice within a three (3) year cycle. The District Pre-Observation Lesson Plan Form (see Form D) is to be completed and discussed for each of these formal observations. A post-observation meeting to discuss the Classroom Observation Form (see Form E-2, completed by the administrator) is required for all formal observations.

All non-tenured staff will be formally observed by their administrator at least two (2) times per year. The District Pre-Observation Lesson Plan Form (see Form D) is to be completed and discussed for each of these formal observations. A post-observation meeting to discuss the Classroom Observation Form (see Form E-2 completed by the administrator) is required for all formal observations. If a faculty member

has not received a satisfactory evaluation in each of the eight (8) domains within three (3) years, then non-tenured status may be extended to a fourth year. If a faculty member has not received a satisfactory evaluation in each of the eight (8) domains by the end of the fourth year, tenure may not be granted.

Faculty members who have been previously awarded tenure may be eligible for tenure in two (2) years based on satisfactory evaluation of the six (6) domains chosen. The eight (8) domain cycle should be completed in the third year with the faculty member being evaluated as tenured.

It is expected that all faculty will be successfully evaluated in the eight (8) domains within a three (3) year cycle, selecting at most three (3) domains per any given year. An unsatisfactory evaluation in one (1) or more domains will require that the domain(s) be repeated in the following year and a Teacher Improvement Plan (TIP) will be implemented.

The purpose of the Teacher Improvement Plan (TIP) is to assist the teacher in professional growth, and will be implemented upon unsatisfactory completion of any chosen domain. The administrator will develop a Teacher Improvement Plan following discussion with the teacher. The Teacher Improvement Plan will provide specific direction for a teacher to improve performance and demonstrate competency in the domain(s) of concern. A teacher with a Teacher Improvement Plan in place will be required to meet with his/her administrator for quarterly progress reviews.

The APPR Program will be re-evaluated and revised as needed by June 1 of each school year.

Index of APPR Program Forms:

Faculty Use:

Annual Evaluation Plan (Form C)
Pre-Observation Lesson Plan Form (Form D)

Administrative Use:

Faculty Annual Review Cycle (Form E-1)
Classroom Observation (Form E-2)
Annual Summary Evaluation (Form E-3)
Teacher Improvement Plan (Form E-4)

2. Amending the Process

a. An APPR Committee will be established whenever necessary to reconsider the evaluation process at the request of any one (1) of the following groups:

- Dryden Faculty Association
- Board of Education
- Administration

The APPR Committee representation should be as follows:

- Two (2) Elementary Faculty Members
- One (1) Member of the Board of Education
- Two (2) Administrators
- Two (2) Secondary Faculty Members
- Others as required by the State Education Department

b. Changes in the APPR Forms will be the responsibility of the APPR Committee. Copies of these forms are attached.

Teacher Evaluation shall be conducted pursuant to the Annual Professional Performance Review (APPR) procedures as approved by the Board of Education during the 2011-2012 school year for those teaching employees and principals who are not subject to the requirements of Education Law §3012-c for the 2011-2012 school year.

ARTICLE III. TEACHER EVALUATION

3.1. New York Teaching Standards

The professional performance review plan for teachers is based on the *New York State Teaching Standards* (see appendix for complete set of *Teaching Standards* and the accompanying performance indicators). These, therefore, are the criteria that will be used to evaluate teachers:

- **Knowledge of Students and Student Learning:** Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students;
- **Knowledge of Content and Instructional Planning:** Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students;

- **Instructional Practice:** Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards;
- **Learning Environment:** Teachers work with all students to create a dynamic learning environment that supports achievement and growth;
- **Assessment for Student Learning:** Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction. This includes assessment techniques based on appropriate learning standards designed to measure students' progress in learning and that he or she successfully utilizes analysis of available student performance data (for example: State test results, student work, school-developed assessments, teacher-developed assessments, etc.) and other relevant information (for example: documented health or nutrition needs, or other student characteristics affecting learning) when providing instruction;
- **Professional Responsibilities and Collaboration:** Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning. This includes the development of effective collaborative relationships with students, parents or caregivers, as needed, and appropriate support personnel to meet the learning needs of students; and
- **Professional Growth:** Teachers set informed goals and strive for continuous professional growth.

ARTICLE IV. TEACHER EFFECTIVENESS

4.1 Annual professional performance reviews shall differentiate teacher effectiveness using a composite effectiveness score. Based on the teacher's composite effectiveness score a classroom teacher shall be rated as follows:

91-100	Highly Effective
75-90	Effective
65-74	Developing
0-64	Ineffective

4.2 The composite score is determined as follows.

A. *Student Growth Measures*

20% is based on student growth on State assessments or other comparable measures of student growth (increased to 25% upon implementation of a value-added growth model). Student growth means the change in student achievement

for an individual student between two or more points in time.

B. Locally Selected Measures of Student Achievement

20% of the composite effectiveness score is based on State assessments or other locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner (decreased to 15% upon implementation of value-added growth model).

CURRENTLY THE SUBJECT OF DISCUSSIONS BETWEEN THE PARTIES

C. Multiple Measures of Effectiveness

The remaining 60% (or 60 out of the total 100 point composite score) of the composite effectiveness score is based on other measures of teacher effectiveness consistent with standards prescribed by the Commissioner in regulation.

CURRENTLY THE SUBJECT OF COLLECTIVE NEGOTIATIONS

D. Rubric

Based on its inclusion of the SED-approved list of rubrics, the _____ rubric will be used to evaluate classroom teachers.

CURRENTLY THE SUBJECT OF DISCUSSIONS BETWEEN THE PARTIES

E. Professional Development

Professional development objectives for the teacher will be based on the evaluation, in addition to school and/or district priorities.

F. Timely Provision of Feedback

Walkthroughs are unannounced and will occur on multiple occasions during the course of the school year. Following each short walkthrough, the evaluator and teacher will have a brief follow-up conversation about any of the rubric dimensions that were observed at that time.

CURRENTLY THE SUBJECT OF COLLECTIVE NEGOTIATIONS

ARTICLE V. PRINCIPAL EVALUATION

5.1 ISLLC (2008) Leadership Standards

The professional performance review plan for principals is based on the NYS ISLLC Standards (see appendix for complete set of *ISLLC Standards* and the accompanying performance indicators):

- **Vision, Mission, and Goals:** An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders;
- **Teaching and Learning:** An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;
- **Managing Organizational Systems and Safety:** An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment;
- **Collaborating with Families and Stakeholders:** An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources;
- **Ethics and Integrity:** An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner; and
- **The Education System:** An education leader ensures the success of all students by influencing interrelated systems of political, economic, legal and cultural contexts affecting education to advocate for their Faculty and students' needs.

5.2 Principal Effectiveness

Annual professional performance reviews shall differentiate principal effectiveness using a composite effectiveness score. Based on such a composite effectiveness score a principal shall be rated as follows:

91-100	Highly Effective
75-90	Effective
65-74	Developing
0-64	Ineffective

5.3 The composite score is determined as follows.

A. *Student Growth Measures*

20% is based on student growth on State assessments or other comparable measures of student growth (increased to 25% upon implementation of a value-added growth model). Student growth means the change in student achievement for an individual student between two or more points in time.

B. *Locally Selected Measures of Student Achievement*

20% of the composite effectiveness score is based on State assessments or other locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner (decreased to 15% upon implementation of value-added growth model).

CURRENTLY THE SUBJECT OF DISCUSSIONS BETWEEN THE PARTIES

C. *Multiple Measures of Effectiveness*

The remaining 60% (or 60 out of the total 100 point composite score) of the composite effectiveness score is based on other measures of principal effectiveness consistent with standards prescribed by the Commissioner in regulation.

CURRENTLY THE SUBJECT OF COLLECTIVE NEGOTIATIONS

D. *Rubric*

Based on its inclusion of the SED-approved list of rubrics, the Danielson rubric will be used to evaluate principals.

CURRENTLY THE SUBJECT OF DISCUSSIONS BETWEEN THE PARTIES

E. Professional Development

Professional development objectives for principals will be based on the evaluation, in addition to school and/or district priorities.

F. Timely Provision of Feedback

CURRENTLY THE SUBJECT OF COLLECTIVE NEGOTIATIONS

ARTICLE VI. EVALUATOR TRAINING

6.1 The superintendent will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluator training will include training on:

- 1) The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable;
- 2) Evidence-based observation techniques that are grounded in research;
- 3) Application and use of the student growth percentile model and the value-added growth model;
- 4) Application and use of the teacher or principal rubric(s), including training on the effective application of such rubrics to observe a teacher or principal's practice;
- 5) Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.;
- 6) Application and use of any locally selected measures of student achievement used by the district evaluate its teachers or principals;
- 7) Use of the Statewide Instructional Reporting System;
- 8) The scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings; and
- 9) Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

The superintendent will ensure that lead evaluators participate in annual training and are re-certified on an annual basis. The BOCES Network Team will be utilized to provide the training and recertification. Any individual who fails to achieve required

training or certification or re-certification, as applicable, shall not conduct or complete evaluations.

ARTICLE VII. DATA LINKAGE

7.1 Working with the Central New York Regional Information Center, the Dryden Central School District will provide all of the data elements described by SED. Data will be submitted to the SED through the portal each year. This includes information a comprehensive course catalog, assessment scores, student enrollment information, and evaluation component score

ARTICLE VIII. PROCEDURES FOR APPEALING AN ANNUAL PROFESSIONAL PERFORMANCE REVIEW

8.1 The following procedures are the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a tenured teacher's or tenured principal's annual professional performance review. The procedures contained herein are not available to probationary teachers or administrators.

8.2 The grievance and/or arbitration procedures in any negotiated agreement shall not be used to appeal or review a tenured teacher's or tenured principal'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.

8.3 This procedure shall be in effect unless changed by the parties or until the requirement to have such a procedure under Education Law §3012-c is repealed by law, regulation or a valid ruling by a court or administrative agency with jurisdiction.

- (1) A teacher/principal who receives a rating of "ineffective" may appeal his or her performance review. Ratings of "developing", "effective" or "highly effective" cannot be appealed.
- (2) A teacher or principal 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.
- (3) A teacher/principal 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/principal's performance review must be received in the office of the Superintendent of Schools no later than ten (10) 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/principal's right to appeal that performance review.
- (5) A teacher/principal 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 ten (10) 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 or principal 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 or principal filed his or her 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.

- (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.
- (11) The teacher's or principal's failure to comply with the requirements of this procedures shall result in a waiver and/or denial of the appeal.

CURRENTLY THE SUBJECT OF COLLECTIVE NEGOTIATIONS

ARTICLE IX, PROFESSIONAL IMPROVEMENT PLANS

9.1 If a teacher or principal's performance is evaluated as "ineffective" or "developing", the supervisor shall be required to develop a Professional Improvement Plan in consultation with the staff member. Such Plan will be shared with and implemented within ten (10) calendar days of the start of the school year within which the Plan will be applied. The Plan shall include, but not be limited to, an identification of the areas in need of improvement, a timeline for achieving improvement, suggestions for improvement, support to be provided, and measurable outcomes to be evaluated.

9.2 The procedures outlined above will also be used for any and all appeals of Teacher or Principal Improvement Plans that are issued in accordance with the annual professional performance review plan. Appeals related to the issuance of an improvement plan are limited to issues regarding compliance with the requirements prescribed in applicable law and regulations for the issuance of improvement plans, and must be initiated within ten (10) calendar days of the alleged failure of the District to comply with such requirements.

CURRENTLY THE SUBJECT OF COLLECTIVE NEGOTIATIONS

ARTICLE X. AVAILABILITY OF DISTRICT'S APPR PLAN

10.1 The District will file with SED, by regular mail, its APPR Plan, and revisions to the Plan, not later than September 10 of each school year. In addition, the District will make its Plan available to employees and members of the public by placing an electronic copy of the Plan on its website. The District will also provide notice of the availability of its Plan in its District newsletter during each school year.

ARTICLE XI. MISCELLANEOUS PROVISIONS

11.1 In the event of a conflict between the provisions contained within this memorandum and those established in Education Law §3012-c, rules promulgated by the Board of Regents, regulations promulgated by the Commissioner of Education or

state/federal statutory or regulatory requirements relating to teacher evaluation or performance, such federal statute and regulations shall govern.

11.2 If any provision of the agreement or any application of the agreement to any employee or group of employees shall be found contrary to law, or would tend to impinge upon or reduce in any way the duties or responsibilities of the Board of Education as defined in Section 1709, 1711, or other sections of the Education Law pertaining to the duties and responsibilities of the Board of Education, then such provision or application shall not be deemed valid or subsisting, except to the extent permitted by law, but all other provisions or applications will continue.

11.3 The recitals shall be considered a substantive part of this memorandum of Agreement.

11.4 This agreement shall represent the full and complete agreement between the parties and no other or subsequent claims, actions or proceedings of any kind related to this dispute whatsoever will be made by either party against the other as a result of the agreements contained herein.

11.5 This memorandum shall take effect as of the date approval is completed by both parties and the date the memorandum is executed.

FOR THE DISTRICT:

FOR THE ASSOCIATION

Sandra R. Sherwood
Superintendent of Schools
Schools

Timothy Kirkpatrick
Co-President,
Dryden Faculty Association
Association

Cynthia Waterman
Co-President,
Dryden Faculty Association
Association

APPENDIX 1

Dryden Central School District Annual Professional Performance Review

(Applicable to Classroom Teaching Employees NOT Otherwise Covered for the 2011-2012 School Year by the Provisions of Section 2012-c of the Education Law)



Dryden Central School District

Annual Professional Performance Review Program

Revised and Adopted June 2008

APPR Process

All faculty members are expected to behave in a manner consistent with the language in the contract and these expectations will be referenced in your summary evaluation.

DOMAIN CYCLE COMPLETION FOR TENURED FACULTY

It is expected that **tenured** faculty will be successfully evaluated in the eight domains within a **four**-year cycle, selecting at most **two** domains per any given year. An unsatisfactory evaluation in one or more domains will require that the domain(s) be repeated in the following year and an *APPR Teacher Improvement Plan (TIP)* will be implemented. Alterations in a domain cycle, including increasing the number of domains per year, can be made only upon consultation of the administrative team and approval of the superintendent.

When a **tenured** faculty member demonstrates unsatisfactory performance in a domain not being focused on for that year, the administrator has the right to include this in the *APPR Summary Evaluation*. This may include making the domain required in the following year. Additionally, if a faculty member demonstrates superior performance in a domain not being focused on that year, the administrator has the right to include this in the *APPR Summary Evaluation*. This may include evaluating the domain as satisfactory for the cycle and requires review and approval of the administrative team.

- For tenured staff, formal observations will occur a minimum of twice within a cycle **but no more than once in a school year**. The District *APPR Pre-Observation Lesson Plan Form* is to be completed and discussed for each of these formal observations. A post-observation to discuss District *Classroom Observation Form* meeting is required for all formal observations.
- It is an expectation that informal observations and classroom visits will be ongoing throughout the school year.
- In the event that agreement cannot be reached between the faculty member and the administrator when developing the *APPR Plan*, the administrator will make the final decision.

Teacher Improvement Plan (TIP)

The purpose of the *APPR Teacher Improvement Plan (TIP)* is to assist the teacher in professional growth, and will be implemented upon unsatisfactory completion of any domain. The administrator will develop an *APPR TIP* with the teacher. The *APPR TIP* will provide specific direction for a teacher to improve performance and demonstrate competency in the domain(s) of concern. A teacher with an *APPR TIP* in place will be required to meet with his/her administrator for quarterly progress reviews. In the event that agreement cannot be reached between the faculty member and the administrator when developing the *APPR TIP*, the administrator will make the final decision.

NOTE: Just cause and discipline agreements with the DFA (Article 8.c) will remain in effect and shall not be altered by this plan. Data collected as part of the *APPR Summary Evaluation* may be used in just cause and discipline procedures.

TIMELINE FOR TENURED TEACHERS

1. April/May/June (prior school year)
 - *APPR Plan* conference includes mutual selection of domains for the following school year.

2. September/October
 - Schedule meeting with administrator to finalize *APPR Plan*.
 - Submit proposed *APPR Plan* to administrator at least one week prior to scheduled meeting.
 - Deadline for *APPR Plan* to be agreed upon and signed by faculty member and administrator **by October 31**.

3. December – January – February
 - Staff member and administrator **will meet** to discuss progress and/or changes with plan.
 - Deadline to modify *APPR Plan* **is January 31**.

4. April/May/June (by last staff day of year)
 - Hold *APPR Summary Evaluation* conference for current school year.
 - *APPR Plan* conference includes mutual selection of domains for the following school year.
 - **In the event of an** unsatisfactory evaluation, *APPR Summary Evaluation* documents must be signed by both parties.
 - *TIP* development (if necessary).
 - *TIP* documents must be signed by both parties for all unsatisfactory evaluations.

5. July 31
 - *APPR Summary Evaluation* documents must be signed by administrators for all satisfactory evaluations.
 - These should be signed and returned to administrators by September 15th.

NOTE: Just cause and discipline agreements with the DFA (Article 8.c) will remain in effect and shall not be altered by this plan. Data collected as part of the *APPR Summary Evaluation* may be used in just cause and discipline procedures.

APPR Process

All faculty members are expected to behave in a manner consistent with the language in the contract and these expectations will be referenced in your summary evaluation.

DOMAIN CYCLE COMPLETION FOR NON-TENURED FACULTY

Non-tenured faculty will be evaluated in the eight domains **annually**. An unsatisfactory evaluation in one or more domains will require that an *APPR Teacher Improvement Plan (TIP)* will be implemented.

- All **non-tenured** staff will be formally observed by their administrator minimally two times per year. The District *Pre-Observation Lesson Plan Form* is to be completed and discussed for each of these formal observations. A post-observation to discuss District *Classroom Observation Form* meeting is required for all formal observations.
- It is an expectation that informal observations and classroom visits will be ongoing throughout the school year.
- In the event that agreement cannot be reached between the faculty member and the administrator when developing the *APPR Plan*, the administrator will make the final decision.
- Faculty members who have been previously awarded tenure may be eligible for tenure in two years based on satisfactory evaluation.
- If a faculty member has not been evaluated as satisfactory in all eight domains by the end of **their extended probationary period**, tenure may not be granted.
- If a faculty member has not been evaluated as satisfactory in all eight domains within **their probationary period**, then non-tenured status may be extended **an additional year. A Teacher Improvement Plan (TIP) will be required for an additional year of probation.**

NOTE: Just cause and discipline agreements with the DFA (Article 8.c) will remain in effect and shall not be altered by this plan. Data collected as part of the *APPR Summary Evaluation* may be used in just cause and discipline procedures.

Teacher Improvement Plan (TIP)

The purpose of the *APPR Teacher Improvement Plan (TIP)* is to assist the teacher in professional growth, and will be implemented upon unsatisfactory completion of any domain. The administrator will develop an *APPR TIP* with the teacher. The *APPR TIP* will provide specific direction for a teacher to improve performance and demonstrate competency in the domain(s) of concern. A teacher with an *APPR TIP* in place will be required to meet with his/her administrator for quarterly progress reviews. In the event that agreement cannot be reached between the faculty member and the administrator when developing the *APPR TIP*, the administrator will make the final decision.

NOTE: Just cause and discipline agreements with the DFA (Article 8.c) will remain in effect and shall not be altered by this plan. Data collected as part of the *APPR Summary Evaluation* may be used in just cause and discipline procedures.

TIMELINE FOR NON-TENURED TEACHERS

1. **September or Within 30 days of Hire:**
 - Meet with principal or designee to discuss expectations and the APPR evaluation process
 - Administrator may choose to revise the timeline to meet the new faculty member's needs.

2. **November, January and March**
 - **Meetings will be scheduled with the administrator to discuss progress in the eight domains**
 - **Two formal observations will occur during this period**

3. April/May/June (by last staff day of year)
 - Hold *APPR Summary Evaluation* conference for current school year.
 - In the event of an unsatisfactory evaluation, *APPR Summary Evaluation* documents must be signed by both parties.
 - *TIP* development (if necessary).
 - *TIP* documents must be signed by both parties for all unsatisfactory evaluations.

4. July 31
 - *APPR Summary Evaluation* documents must be signed by administrators for all satisfactory evaluations.
 - These should be signed and returned to administrators by September 15th.

APPR Domain Characteristics

I. Content Knowledge

All teachers shall demonstrate a thorough knowledge of the subject matter area and curriculum.

- Demonstrates knowledge of subject matter
- Instructional goals are based on NYS standards and district curriculum
- Demonstrates knowledge of relevant NYS assessments

II. Preparation

All teachers shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction.

- Demonstrates knowledge of pedagogy (professional teaching practices)
- Demonstrates applies effective elements of instruction when planning lessons
- Demonstrates knowledge of learning styles
- Utilization of teaching/learning resources
- Coordinates between activities and content

III. Instructional Delivery

All teachers shall demonstrate that the delivery of instruction results in active student involvement, appropriate teacher/student interaction and meaningful lesson plans resulting in student learning.

- Directions/Procedures are presented clearly
- Uses diverse presentation methods
- Provides opportunities for critical thinking
- Monitors and adjusts lesson delivery as needed
- Clearly conveys and receives information

IV. Classroom Management

All teachers shall demonstrate classroom management skills supportive of diverse student learning needs, which create an environment conducive to student learning.

- Provides relevant and developmentally appropriate interaction with students
- Implements instructional strategies that engage students in learning
- Sets and enforces clear and appropriate expectations for student behavior
- Utilizes resources to accommodate various levels of learning and promote a positive learning environment.

V. Student Development

All teachers shall demonstrate knowledge of student development, understanding and appreciation of diversity and the regular application of developmentally appropriate instructional strategies for the benefit of all students.

- Displays an appropriate understanding of the group's developmental stage
- Diversity of instruction is based on knowledge of student needs
- Displays an understanding of student interests and/or culture

VI. Student Assessment

All teachers shall demonstrate that they implement assessment techniques based on appropriate learning standards designed to measure students' progress in learning.

- Assessment is aligned with instructional goals.
- Multiple methods of assessment are used and clearly communicated to students.
- Assessment results are used for modifying instruction
- Displays skill at developing appropriate assessments

VII. Collaboration

All teachers shall demonstrate that they develop effective collaborative relationships with students, parents or caregivers, as needed, and appropriate support personnel to meet the learning needs of students.

- Maintains professional and cooperative relationships with colleagues and administrators
- Seeks appropriate personnel Resources that Support the Needs of Students
- Provides varied opportunities for communication and cooperation with parents/caregivers

VIII. Reflective and Responsive Practice

All teachers shall demonstrate that practices are reviewed, effectively assessed and appropriate adjustments are made on a continuing basis.

- Monitors and adjusts professional behavior based on reflective practice
- Provides evidence of relevant Professional Development

Please note: Sample *APPR Plans* will be available in each school office. These are meant to provide guidance for setting goals, creating action plans and determining types of evidence to support teacher plans.

Index of APPR Program Forms

Faculty Use:

- APPR Plan (**Tenured Only**) (FORM C)
- APPR Pre-Observation Form (FORM D)

Administrative Use:

- **APPR Progress Meeting Form – Non-Tenured Staff** (FORM C-1)
- APPR Review Cycle (**Tenured Only**) (FORM E-1)
- Classroom Observation Form (FORM E-2)
- **APPR Summary Evaluation – Tenured Staff** (FORM E-3A)
- **APPR Non-Tenured Summary Evaluation Form** (FORM E-3B)
- APPR Teacher Improvement Plan (FORM E-4)

APPENDIX 2