



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

Annual Professional Performance Review Plan II

Approved by NYSED: 12/21/12

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Introduction

Pursuant to Section 3012-c 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.

Purpose

The Annual Professional Performance Review (APPR) is a collaborative process which contributes to a teacher's growth, promotes a collegial atmosphere, and encourages the development of a collective, professional community.

Definitions

Teacher:

Teachers covered by the new APPR regulation are all classroom teachers, including non-tested subjects; school librarians; career and technical teachers; and speech teachers.

Teachers not included and who will continue to be evaluated according to the existing APPR procedures are substitute teachers, 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, 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.

Evaluator:

Any administrator who conducts an observation or evaluation of a teacher. The evaluator for teachers providing instructional services will be the building principal. 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 primarily responsible for a teacher's APPR Composite Effectiveness Rating. All District evaluators will be certified as Lead Evaluators.

Definitions continued

Danielson Performance Levels:

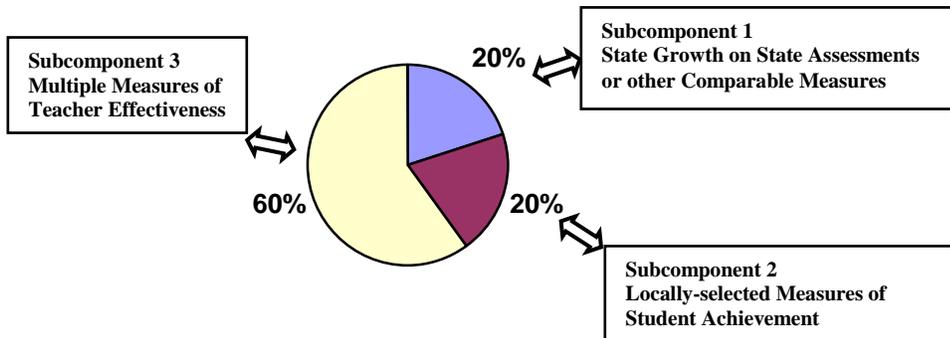
Teachers will be evaluated using the Danielson Frameworks for Teaching Rubric (2011). The Danielson Performance Levels correspond to the State Education Department (SED) Performance Levels as defined below:

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

Composite Effectiveness Score:

The sum of the three subcomponent scores defined below. Based on the Composite Effectiveness Score, the teacher will be rated Highly Effective, Effective, Developing, or Ineffective as defined by the following scoring bands:

Composite Effectiveness Score



HEDI Rating	Composite Effectiveness Score
Highly Effective	91-100
Effective	75-90
Developing	65-74
Ineffective	0-64

Definitions continued

Subcomponent 1

Student Growth on State Assessments or other Comparable Measures:

20% (or 20 points) of the Composite Effectiveness Score is determined from student growth on State Assessments or growth determined by the use of the Student Learning Objective (SLO) process. Based on the Growth Score, the teacher will be rated Highly Effective, Effective, Developing, or Ineffective as defined by the following scoring bands:

HEDI Rating	Growth or Comparable Measures
Highly Effective	18-20
Effective	9-17
Developing	3-8
Ineffective	0-2

Subcomponent 2

Locally-selected Measures of Student Achievement:

20% (or 20 points) of the Composite Effectiveness Score is determined from locally-selected measures of student achievement or growth which are comparable across classrooms as set forth in the Commissioner’s regulations. Based on the Locally-selected Student Achievement Measures, the teacher will be rated Highly Effective, Effective, Developing, or Ineffective as defined by the following scoring bands:

HEDI Rating	Locally-selected Measures
Highly Effective	18-20
Effective	9-17
Developing	3-8
Ineffective	0-2

Subcomponent 3

Multiple Measures of Teacher Effectiveness:

60% (or 60 points) of the Composite Effectiveness Score is determined from multiple measures of teacher effectiveness. Based on the Multiple Measures of Teacher Effectiveness, the teacher will be rated Highly Effective, Effective, Developing, or Ineffective as defined by the following scoring bands:

HEDI Rating	Multiple Measures
Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

Definitions continued

Artifact Binder:

A binder provided by the District to all teachers (including those teachers who are covered under the existing APPR Plan) for the use of teacher artifact collection.

Student Learning Objective (SLO):

A teacher's academic goal for students that represents the most important learning for the course. SLOs must include baseline performance data for each student, benchmarks to assess progress, and growth goal targets. SLOs are developed collaboratively between principals and an individual teacher, or groups of teachers, and should be based on District, school or grade level objectives that are aligned to the State's Common Core, national, or state standards.

Teacher Improvement Plan (TIP):

A plan initiated as a result of an ineffective or developing rating from an APPR Composite Effectiveness Score 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

Every classroom teacher will verify the subjects and/or student rosters assigned to them on a regular basis. Teachers will report, in writing, any inaccuracies to the Data Coordinator. Prior to the administration of State Assessments, teachers in tested subject areas will also verify subjects and/or student rosters assigned to them.

Assessment Development, 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.

Assessments and/or other measures used to evaluate teachers under this section will be developed in accordance with guidance provided by the Commissioner and the SED. The District shall ensure their security and scoring processes in a manner that ensures that any assessments and/or measures used to evaluate teachers under this section are not disseminated to

Assessment Development, Security and Scoring continued

students before administration and that teachers do not have a vested interest in the outcome of the assessments they score.

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 Composite Effectiveness Score 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 Composite Effectiveness Score. 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 Framework for Teaching Rubric (2011).

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, periodic comparisons of assessments, and annual evaluator training sessions.

Details of the District's Evaluation System

Each teacher will be awarded a Composite Effectiveness Score (out of 100 points) and a corresponding HEDI rating. This total score will be comprised of the following three subcomponents:

Subcomponent 1

Student Growth on State Assessments or other Comparable Measures

Twenty percent (20%) or twenty (20) points of a teacher's Composite Effectiveness Score is determined by student growth on State Assessments. Data provided by the SED will determine the number of points out of a possible 20 that will be awarded. For teachers in grades 4-8 Common Branch ELA and Math, the SED will provide the subcomponent score.

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. Teachers with 50-100% of students covered by State-provided growth measures will receive a growth score from the State for the full Growth subcomponent score of their evaluation. Teachers with 0-49% of students covered by State-provided growth measures must have Student Learning Objectives (SLOs) for the Growth subcomponent of their evaluation and one SLO must use the State-provided measure if applicable for any courses.

SLOs will be used for teachers of subjects where there is no State-provided measure of student growth. For teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students 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 evidence in the SLO.

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 collaboratively between the principal and individual teachers or groups of teachers according to the rules and/or guidance established by the SED. The SLO template is found on pages 23-24 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, set target(s), and the options used as evidence of student learning within SLOs.

Subcomponent 1 continued

Timeline for SLO creation

- Administration of student pre-assessments – by September 30th
- Collaborative meeting with building principal – no later than October 25th
- Final SLO template submitted to building principal – 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.
- Teachers are permitted to administer and score their own pre-assessments and administer, but not score, their own post assessments. Therefore, the post assessment cannot be identical to the pre-assessment.
- Revisions of the finalized SLO may be deemed necessary.
- District SLO procedures need to be flexible to allow for adjustments as SLOs are a work in progress.

If agreement cannot be reached on the final SLO(s), the teacher(s) and principal will meet with the Association President or his/her designee and the Superintendent or his/her designee to finalize the required SLO(s).

The use of adjustments, controls, or other special considerations are permitted in setting targets for Comparable Growth Measures. These include: student prior academic history, students with disabilities, English language learners, students in poverty, and, in the future, any other student, classroom, and school-level characteristics approved by the Board of Regents. These allowable adjustments, controls, or other special considerations for Comparable Growth Measures are those used in State Growth Measures.

If SLO targets for students with disabilities, English Language Learners, or students in poverty are adjusted in particular courses, the SLO must cite the rationale for including such factors and the process for mitigating potentially problematic incentives associated with the control or adjustment. SLOs will use growth from baselines based on past academic history to determine adjustment factors. The evaluator may add up to a maximum of two (2) HEDI points to the teacher's subcomponent score.

For core subjects, grades 6-8 Science and Social Studies, high school English Language Arts, Math, Science, and Social Studies courses associated with Regents Exams or, in the future, with other State assessments, the State Assessments (or Regents or Regent equivalents) if one exists must be used as the evidence of student learning within the SLO. If no State assessment or Regents Exam exists then District-determined assessments from a list of State-approved 3rd party assessments or locally-created, regional or BOCES-developed assessments (provided that it is rigorous and comparable across classrooms) will be used.

Subcomponent 1 continued

For all other grades/subjects, District-determined assessments from State assessments (or Regents equivalents), assessments from a list of State-approved 3rd party assessments or locally-created, regional or BOCES-developed assessments (provided that it is rigorous and comparable across classrooms) will be used as evidence of student learning within the SLO.

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 assigned to teachers.

0 - 40%		41 - 60 %		61 - 80%		81 - 100%	
INEFFECTIVE Results are well-below state average for similar students (or District goals if no state test)		DEVELOPING Results are below state average for similar students (or District goals if no state test)		EFFECTIVE Results meet state average for similar students (or District goals if no state test)		HIGHLY EFFECTIVE Results are well-above state average for similar students (or District goals if no state test)	
0	≤14%	3	41%-44%	9	61%-63%	18	81%-85%
1	15-27%	4	45%-48%	10	64%-66%	19	86%-90%
2	28-40%	5	49%-51%	11	67%-68%	20	>90%
		6	52%-54%	12	69%-70%		
		7	55%-57%	13	71%-72%		
		8	58%-60%	14	73%-74%		
				15	75%-76%		
				16	77%-78%		
				17	79%-80%		

The HEDI scoring bands listed below will be utilized for SLO targets that are calculated according to a 1-4 scale rather than a percentage of students who meet the target.

Ineffective 0-2		Developing 3-8		Effective 9-17		Highly Effective 18-20	
Total Average Rubric Score	Conversion score for composite	Total Average Rubric Score	Conversion score for composite	Total Average Rubric Score	Conversion score for composite	Total Average Rubric Score	Conversion score for composite
1	0	1.5	3	2.5	9	3.5	18
1.1 - 1.2	1	1.6	4	2.6 - 2.7	10	3.6 - 3.7	19
1.3 - 1.4	2	1.7 - 1.8	5	2.8	11	3.8 - 4	20
		1.9 – 2	6	2.9	12		
		2.1 - 2.2	7	3	13		
		2.3 - 2.4	8	3.1	14		
				3.2	15		
				3.3	16		
				3.4	17		

Subcomponent 1 continued

In instances where teachers have multiple SLOs that will need to be translated into one overall rating for the Growth subcomponent, the evaluator will assess the results of each SLO separately, arriving at a HEDI rating and 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 Growth subcomponent score between 0-20 points. The rating always rounds to the nearest whole number.

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% = 7 points	15 points x 33% = 5 points	19 points x 27% = 5 points
Overall Growth Component Score (Round to nearest whole number): 17 points, Effective			

The evaluator will record the points awarded to the teacher for Subcomponent 1 and the corresponding HEDI Rating on the Composite Effectiveness Score Report Form found on page 47 of this plan. The evaluator will provide the teacher with a copy of the documentation provided by the State or if applicable, the finalized SLO template and all corresponding documentation and other evidence used for the teacher's subcomponent score.

Subcomponent 2

Locally-selected Measures of Student Achievement

Twenty percent (20%) or twenty (20) points of a teacher's Composite Effectiveness Score is based on other locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner's regulations. Locally comparable means the same locally-selected measure of student achievement or growth across all classrooms in the same grade/subject. More than one type of locally-selected measure for different groups of teachers within a grade/subject may be used if proved to be comparable. These assessments should be aligned to classroom instruction and add value to that instruction. Options include State Assessments (Regents Exams and/or Regents-equivalent assessments); State-approved 3rd party assessments; or locally-created, regional or BOCES-developed assessments. Locally-selected assessments can be the same as those associated with SLOs as they will provide an average achievement measure not a growth measure.

Local assessments will be selected annually by the grade level and/or subject area teachers who teach each course, working with Team Leaders/Department Chairpersons, building principals, and the Association President or his/her designee to ensure comparability, validity, rigor, the degree to which the assessment can be aligned to State Standards, and the degree to which the assessment(s) match classroom instruction. It is understood that multiple assessments may be used for the locally-selected measure (i.e., the locally-selected measure may be comprised of a midterm examination, a performance assessment, a final assessment, and a final research paper). It is also understood that a teacher may have more than one locally-selected achievement measure.

Subcomponent 2 continued

Principals will provide the superintendent with the agreed upon local assessment plan for all subject areas/grade levels located within their school building. This local assessment plan will be reviewed by the aforementioned selection group annually and updated accordingly. The District will provide time during the workday for the purposes of selecting, developing, and/or revising local assessments.

A teacher's final points for that course or grade level will correspond to the average student score on the locally-selected assessment. The average student score, rounded to the nearest whole number, will first be converted to a 1-4 rating using the conversion chart found on page 25 of this plan. The 1-4 rating will determine where the teacher falls in the HEDI categories. This rating will then be converted to the subcomponent score (out of 20 points) using the conversion chart found on page 26 of this plan. For example, an average student score of 77 would first convert to a rubric score of 3.1 which then converts to a subcomponent score of 14 points out of 20.

If a teacher has one locally-selected achievement measure that is comprised of two or more elements, then the average student score on each element, rounded to the nearest whole number, will first be converted to a 1-4 rating using the conversion chart found on page 25 of this plan. A final average of the converted 1-4 ratings will then be found, and this final average will be converted to the subcomponent score (out of 20 points) using the conversion chart found on page 26 of this plan. If a final average rubric score falls between two rubric scores on the conversion chart found on page 26 of this plan, then the higher of the two rubric scores is used to determine the converted subcomponent score (out of 20 points). For example, a final average rubric score of 3.25 which falls between 3.2 and 3.3 would be awarded the points associated with 3.3 or 16 points.

If a teacher has more than one locally-selected achievement measure assigned to him/her, then the final subcomponent score (out of 20 points) will be found by first separately converting each measure to a subcomponent score (out of 20 points) as described above and then finding the average of the final teacher points (rounded to the nearest whole number, if necessary). For example, an average student score #1 of 70 converts to 2.7 which then converts to 11 points. An average student score #2 of 65 converts to 2.5 which then converts to 9 points. The average of 9 and 11 is 10. The teacher's subcomponent score out of 20 points is 10. Or using the aforementioned examples, the average of 14 and 16 is 15.

Students with 504 Plans or IEPs will receive their accommodations throughout the Locally-selected Measures of Student Achievement process. In cases where there are extenuating circumstances (i.e. student mobility, large number of students with disabilities, students with attendance problems), that are a determining factor in a teacher's Composite Effectiveness Score, the evaluator may add up to two (2) points to the teacher's total score for the local assessment portion of their APPR. Note that the SED has indicated that attendance adjustments are allowed. SED guidelines indicate adjustments for attendance are acceptable, as long as no students are excluded as part of the adjustment. Upon the request of either party, the teacher and evaluator

Subcomponent 2 continued

shall meet at any time to discuss the extenuating circumstances.

Upon review of the APPR Plan, if it is identified by the District or the Association that there is a need to negotiate specific method(s) for adjusting teacher locally-selected measure subcomponent scores based on local controls, then it is agreed that such method(s) will be negotiated between the parties and incorporated into an updated APPR Plan.

The evaluator will record the points awarded to the teacher for Subcomponent 2 and the corresponding HEDI Rating on the Composite Effectiveness Score Report Form found on page 47 of this plan. The evaluator will provide the teacher with a copy of all supporting documentation that was used as evidence of the teacher's subcomponent score.

Subcomponent 3

Multiple Measures of Teacher Effectiveness

Sixty percent (60%) or sixty (60) points of a teacher's Composite Effectiveness Score is based on multiple measures of teacher effectiveness.

A. Each teacher will be formally observed in their classroom two times each school year by the evaluator with at least one observation occurring during the first semester. The duration of both observations will be the entire instructional period.

1. For the first observation of the school year, the teacher will receive notice from the evaluator to schedule an observation. The teacher may select the lesson to be observed. A pre-observation conference between the teacher and evaluator will be scheduled. No later than 24 hours prior to the pre-observation conference, the teacher will submit the completed Pre-Observation Conference Questions (Form 1) found on pages 27-28 of this plan. At the pre-observation conference, both Form 1 and any additional teacher artifacts supplied by the teacher will be discussed. The evidence collected by the evaluator shall be recorded on the Evidence Collection – Framework for Teaching (Form 4) found on pages 36-42 of this plan using the Danielson Framework for Teaching Rubric (2011).
2. For the second observation of the year, the teacher will be notified by the evaluator of the month that the observation will occur. No pre-observation conference will be held.
3. The evidence collected by the evaluator during each observation shall be recorded on the Evidence Collection – Framework for Teaching (Form 4) using the Danielson Framework for Teaching Rubric (2011).
4. No later than six school days after the observation, the evaluator will hold a post-observation conference to review with the teacher the evidence gathered during the observation and any additional teacher artifacts supplied by the teacher. Any

Subcomponent 3 continued

additional evidence will be noted by the evaluator on the Evidence Collection – Framework for Teaching (Form 4).

5. No later than six school days after the post-observation conference, the evaluator will provide the teacher with a copy of the evidence gathered via the Evidence Collection – Framework for Teaching (Form 4) and a completed Summary of Teacher Effects (Form 2) found on page 29 of this plan.

B. No later than October 15th of the school year each teacher will submit a Self-directed Professional Development Plan (Form 3, page 2) found on page 32 of this plan. The evaluator can request a formal conference with the teacher if clarification is needed. If requested, this conference will be held no later than October 31st.

1. Informal conferencing with the evaluator may occur throughout the year.
2. The evaluator may request that a mid-year formal conference be held to assess progress toward completion of the Self-directed Professional Development Plan. If requested, this conference will be held no later than February 15th.
3. No later than May 1st of the school year each teacher will submit a completed Self-directed Professional Development Plan (Form 3, page 3) found on page 33 of this plan.
4. The evaluator will formally review the Self-directed Professional Development Plan (Form 3) found on pages 31-35 of this plan with the teacher at the Summative Professional Conference.

C. Each teacher will participate in a Summative Professional Conference with the evaluator.

1. The conference will be held no earlier than May 1st and no later than June 15th of the school year.
2. The Self-directed Professional Development Plan (Form 3) will be reviewed. Following the conclusion of the conference, the evaluator will use the rating chart found on page 35 of this plan to determine a plan rating which will be recorded on the Summary of Teacher Effects (Form 2).
3. Teacher artifacts as collected throughout the school year by the teacher of his/her Professional Responsibilities, as described in Domain 4 of the Danielson Rubric, will be reviewed. The evaluator will record the evidence on the Evidence Collection – Framework for Teaching (Form 4). Following the conclusion of the conference, the evaluator will determine Domain 4 subcomponent scores and record those scores on the Summary of Teacher Effects (Form 2).

Subcomponent 3 continued

- No later than the last day of the school year, each teacher will receive the reviewed Self-directed Professional Development Plan (Form 3), the Evidence Collection – Framework for Teaching (Form 4) and a finalized Summary of Teacher Effects (Form 2), thereby receiving notification of the total number of points he/she earned out of 60.

The teacher’s Summary of Teacher Effects (Form 2) final rubric score will determine where the teacher falls in the HEDI categories. The teacher’s final points will be found by converting the final rubric score to the subcomponent score (out of 60 points) using the conversion chart found on page 30 of this plan. If a final rubric score falls between two rubric scores on the conversion chart found on page 30 of this plan, then the higher of the two rubric scores is used in determining the converted subcomponent score (out of 60 points). For example, a final rubric score of 3.325 which falls between 3.3 and 3.4 would be awarded the points associated with 3.4 or 58 points.

The evaluator will record the points awarded to the teacher for Subcomponent 3 and the corresponding HEDI Rating on the Composite Effectiveness Score Report Form found on page 47 of this plan.

Composite Effectiveness Scoring (100%)

A Composite Effectiveness Score and corresponding HEDI rating are determined by finding the sum of the three subcomponent scores.

The HEDI rubric is as follows:

Standards for Rating Categories	Growth or Comparable Measures	Locally-selected Measures of Growth or Achievement	Other Measures of Effectiveness (Teacher and Leader standards)
Highly Effective	Results are well above state average for similar students (or District goals if no state test).	Results are well above District- or BOCES-adopted expectations for student growth or achievement for grade/subject.	Overall performance and results exceed NYS Teaching Standards.
Effective	Results meet state average for similar students (or District goals if no state test).	Results meet District- or BOCES-adopted expectations for student growth or achievement for grade/subject.	Overall performance and results meet NYS Teaching Standards.
Developing	Results are below state average for similar students (or District goals if no state test).	Results are below District- or BOCES-adopted expectations for student growth or achievement for grade/subject.	Overall performance and results need improvement in order to meet NYS Teaching Standards.
Ineffective	Results are well below state average for similar students (or District goals if no state test).	Results are well below District- or BOCES-adopted expectations for student growth or achievement for grade/subject.	Overall performance and results do not meet NYS Teaching Standards.

Composite Effectiveness Scoring (100%) continued

The scoring ranges for teachers are defined as follows:

	Growth or Comparable Measures (20 points)	Locally-selected Measures of Growth or Achievement (20 points)	Other Measures of Effectiveness (60 points)	Overall Composite Score
Highly Effective	18-20	18-20	59-60	91-100
Effective	9-17	9-17	57-58	75-90
Developing	3-8	3-8	50-56	65-74
Ineffective	0-2	0-2	0-49	0-64

The teacher's final Composite Effectiveness Score and HEDI Rating will be documented by the evaluator on the Composite Effectiveness Score Report Form found on page 47 of this plan.

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 Composite Effectiveness Score and HEDI rating on the locally-selected measures subcomponent (if available) and on the other measures of teacher effectiveness subcomponent, in writing, no later than the last school day of the school year for which the teacher is being measured.

Depending on the assessment used, a Composite Effectiveness Score may not be available until after the end of the school year. The entire APPR plan will be completed for each teacher as soon as practicable; however, teachers must receive their Composite Effectiveness Scores no later than September 1st of the school year next following the school year for which they are being evaluated.

The teacher shall be given the opportunity to respond in writing to the Composite Effectiveness Score and corresponding HEDI rating, including the subcomponents which make up that score, 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 page 18-21 of this plan.

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.

B. A teacher improvement plan (TIP) will be mutually developed by the District and the Association, using the template found on pages 43-44 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 within the first 10 school days of the school year following the ineffective or developing APPR.

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 to the Superintendent. The decision of the Superintendent on the merits and/or implementation of the TIP shall be final.

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.

Teacher Improvement Plan (TIP) continued

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.

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.

Appeals of Annual Professional Performance Reviews

A. All annual APPR Composite Effectiveness Score ratings of ineffective or developing may be appealed within ten (10) school days of the teacher's receipt of the rating.

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. 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 45 of this plan to the evaluator.

C. All procedural issues can be appealed. 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.

E. 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 46 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.

Appeals of Annual Professional Performance Reviews continued

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.

For the 2012-2013 school year, the parties agree to the following for panel selection: _____, and _____.

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

Appeals of Annual Professional Performance Reviews continued

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.

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 score 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.

Appeals of Annual Professional Performance Reviews, continued

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 composite APPR scoring and rating. 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 proceeding. Unless the reason is the teacher's professional performance, nothing in this appeals process shall be construed to alter or diminish, or in any way restrict or affect the District's authority to terminate the appointment of or deny tenure to a probationary teacher at any time including during the pendency of an appeal hereunder.

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.

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, Local Assessments, the Danielson Framework for Teaching Rubric (2011), the Self-directed Professional Development Plan, and artifact collection. 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.

Hold Harmless Provision

The parties agree that all teachers and district administrators will treat the 2012-2013 school year as a pilot year to learn from their individual experiences. Any modifications that the Association and District jointly deem immediately necessary for a fair and valid system will be implemented immediately. For the 2012-2013 school year, all classroom teachers who have an Ineffective overall APPR rating will be held harmless for the 2012-2013 school year only. The phrase “hold harmless” shall mean that the District shall not use an overall Ineffective HEDI rating as a means for an expedited hearing process or as evidence in a hearing process. A teacher receiving an Ineffective rating is still subject to a TIP.

Reporting Individual Subcomponent Scores

The Data Coordinator will report to the SED the individual subcomponent scores and the total Composite Effectiveness Score for each covered classroom teacher in the District in a format and timeline prescribed by the Commissioner. 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 to include in the artifact binder. 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.

Teacher:

Subject:

Grade:

Student Learning Objective (SLO) Template

All SLOs MUST include the following basic components:

Population	<i>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.)</i>
Learning Content	<i>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 just to specific priority standards?</i>
Interval of Instructional Time	<i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?</i>
Evidence	<i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i>
Baseline	<i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i>
Target(s)	<i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</i>

HEDI Scoring	<i>How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?</i>																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	100-91%	90-86%	85-81%	80-79%	78-77%	76-75%	74-73%	72-71%	70-69%	68-67%	66-64%	63-61%	60-58%	57-55%	54-52%	51-49%	48-45%	44-41%	40-28%	27-15%	≤14%
Rationale	<i>Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</i>																				

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.

Teacher’s Signature

Date

Administrator’s Signature

Date

**Subcomponent 2 - 20% Locally-selected Measures
Conversion Chart for Assessments Scored on 0-100 Scale**

0-100 Point Scale Conversion Chart	
Based on a 100 Point Scale	Converted to 1-4 Rating
Ineffective	
0 - 14	1
15 - 27	1.1
28 - 40	1.2
41 - 53	1.3
54	1.4
Developing	
55	1.5
56	1.6
57	1.7
58	1.8
59	1.9
60	2
61	2.1
62	2.2
63	2.3
64	2.4
Effective	
65 - 66	2.5
67 - 68	2.6
69 - 70	2.7
71 - 72	2.8
73 - 74	2.9
75 - 76	3
77 - 78	3.1
79 - 81	3.2
82 - 83	3.3
84	3.4
Highly Effective	
85 - 87	3.5
88 - 90	3.6
91 - 93	3.7
94 - 96	3.8
97 - 99	3.9
100	4

Subcomponent 2 - 20% Locally-selected Measures
Conversion Chart 1-4 Rubric to Subcomponent Score (out of 20 points)

1-4 Rubric Conversion Scale	
Based on a 1-4 Rubric Rating	20 Point Conversion
Ineffective	
1	0
1.1	1
1.2	2
1.3	2
1.4	2
Developing	
1.5	3
1.6	4
1.7	4
1.8	5
1.9	5
2	6
2.1	7
2.2	7
2.3	8
2.4	8
Effective	
2.5	9
2.6	10
2.7	11
2.8	12
2.9	13
3	14
3.1	14
3.2	15
3.3	16
3.4	17
Highly Effective	
3.5	18
3.6	18
3.7	19
3.8	19
3.9	20
4	20

Pre-Observation Conference Questions continued (Form 1, page 2)

4) A) What are the assessment criteria for the formative and/or summative assessment(s) you will be using in this lesson? (D1F)

B) In what ways will the results of the assessment(s) you will be using in this lesson help you plan for future instruction? (D1F)

5) What materials and/or resources have you selected for this lesson? (D1D)

6) Referring to the Danielson Rubric Domains 2 (Classroom Environment) and 3 (Instruction), is there any one subcomponent you are specifically interested in receiving feedback?

2a: Creating an Environment of Respect & Rapport
 2b: Establishing a Culture for Learning
 2c: Managing Classroom Procedures
 2d: Managing Student Behavior
 2e: Organizing Physical Space

3a: Communicating with Students
 3b: Using Questioning & Discussion Techniques
 3c: Engaging Students in Learning
 3d: Using Assessment in Instruction
 3e: Demonstrating Flexibility & Responsiveness

Summary of Teacher Effects (Form 2) Teacher: _____	Obs. 1	Obs. 2	Highest Subcomponent Score	Weighted Domain/Other Evidence Score
Domain 1: Planning & Preparation				
1a: Knowledge of Content & Pedagogy				
1b: Knowledge of Students				
1c: Setting Instructional Outcomes				
1d: Knowledge of Resources				
1e: Designing Coherent Instruction				
1f: Designing Student Assessments				
			D1 AVE:	15% →
Domain 2: 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				
			D2 AVE:	20% →
Domain 3: Instruction				
3a: Communicating with Students				
3b: Questioning & Discussion Techniques				
3c: Engaging Students in Learning				
3d: Using Assessment in Instruction				
3e: Flexibility & Responsiveness				
			D3 AVE:	20% →
Domain 4: Professional Responsibilities				
4a: Reflecting on Teaching				
4b: Maintaining Accurate Records				
4c: Communicating with Families				
4d: Participating in a Professional Community				
4e: Growing & Developing Professionally				
4f: Showing Professionalism				
			D4 AVE:	15% →
Other Evidence: Self-directed Professional Development Plan			RATING:	30% →
			Final Rubric Score *	
			HEDI Rating	
			Converted Score for Composite	out of 60

*If the Final Rubric Score falls between two rubric scores on the Conversion chart, then the higher of the two rubric scores is used in determining the Converted Score.

For example: If the Final Rubric Score = 3.325, then 3.4 would be used to determine the Converted Score, 58.

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.

Administrator's Signature Date

Teacher's Signature Date

Subcomponent 3**Multiple Measures of Teacher Effectiveness Conversion Chart (out of 60 points)**

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1		0
1.1		12
1.2		25
1.3		37
1.4		49
Developing 50-56		
1.5		50
1.6		51
1.7		51
1.8		52
1.9		53
2		54
2.1		54
2.2		55
2.3		56
2.4		56
Effective 57-58		
2.5		57
2.6		57
2.7		57
2.8		58
2.9		58
3		58
3.1		58
3.2		58
3.3		58
3.4		58
Highly Effective 59-60		
3.5		59
3.6		59
3.7		60
3.8		60
3.9		60
4		60

Self-directed Professional Development Plan (Form 3, page 1)

Teacher: _____ **Administrator:** _____
Grade/Subject: _____ **Date:** _____

During the Self-directed Professional Development Process, teachers work independently or collaboratively, directing their own professional growth. Such professional growth is characterized by these features:

- ◆ The teacher(s) works independently on a program of professional development with a member of the administration as a resource. The teacher(s) may decide to use a wide variety of resources and experiences.
- ◆ The objective(s) directing this process originates from the teacher's own reflection and assessment of professional need. Research has shown that professionals who reflect upon their practice and set and achieve goals are more likely to become highly effective teachers.

The Process

1. The teacher will identify a goal to work on throughout the school year. The goal should focus on areas of the curriculum, instructional improvement, increasing student achievement, professional responsibilities related to teacher practice, or building/District goals.

2. The teacher should complete Form 3, page 2, attaching additional sheets as needed, and submit it to the Main Office no later than October 15th. The administrator can review, sign, and return the plan which indicates that the teacher can proceed with the stated objective and activities or formally meet with the teacher no later than October 31st for any clarification needed. If a formal conference is held, a brief summary specifying the clarification and/or any revisions to the originally stated objective and/or activities will be recorded by the administrator on Form 3, page 4. At the conclusion of this formal conference, the teacher will receive signed copies of pages 2 and 4.

3. Since the administrator acts as a resource for the teacher(s), informal conferences may occur throughout the school year to offer support by suggesting sources or materials and exchanging ideas with the teacher(s). A formal mid-year conference may be requested by the administrator to review progress and decide whether the means of achieving the goal remain appropriate. This formal conference, if requested, will be held no later than February 15th and a brief summary of this conference will be recorded by the administrator on Form 3, page 4. At the conclusion of this formal conference, the teacher will receive a signed copy of page 4.

4. The teacher will complete Form 3 page 3, attaching additional sheets as needed, thereby completing the Self-directed Professional Development Plan, and submit it to the Main Office no later than May 1st.

5. The teacher's Self-directed Professional Development Plan will be formally reviewed with the administrator at the Summative Professional Conference. The administrator will record a brief summary of this conference on Form 3, page 4. Following the conclusion of this conference, the administrator will determine a rating using the rating chart on Form 3, page 5. This rating will be recorded on the Summary of Teacher Effects, Form 2. No later than the last day of the school year the teacher will receive a signed copy of Form 3 in its entirety.

Self-directed Professional Development Plan (Form 3, page 2)

Teacher: _____

Date: _____

1. Specific Objective(s):

In addition to subcomponents 4a and 4e, please check within which **one** additional Domain subcomponent your stated objective(s) falls:

- | | |
|--|---|
| <input type="checkbox"/> 1a: Demonstrating Knowledge of Content & Pedagogy | <input type="checkbox"/> 3a: Communicating with Students |
| <input type="checkbox"/> 1b: Demonstrating Knowledge of Students | <input type="checkbox"/> 3b: Using Questioning & Discussion Techniques |
| <input type="checkbox"/> 1c: Setting Instructional Outcomes | <input type="checkbox"/> 3c: Engaging Students in Learning |
| <input type="checkbox"/> 1d: Demonstrating Knowledge of Resources | <input type="checkbox"/> 3d: Using Assessment in Instruction |
| <input type="checkbox"/> 1e: Designing Coherent Instruction | <input type="checkbox"/> 3e: Demonstrating Flexibility & Responsiveness |
| <input type="checkbox"/> 1f: Designing Student Assessments | |
|
 | |
| <input type="checkbox"/> 2a: Creating an Environment of Respect & Rapport | <input checked="" type="checkbox"/> 4a: Reflecting on Teaching |
| <input type="checkbox"/> 2b: Establishing a Culture for Learning | <input type="checkbox"/> 4b: Maintaining Accurate Records |
| <input type="checkbox"/> 2c: Managing Classroom Procedures | <input type="checkbox"/> 4c: Communicating with Families |
| <input type="checkbox"/> 2d: Managing Student Behavior | <input type="checkbox"/> 4d: Participating in a Professional Community |
| <input type="checkbox"/> 2e: Organizing Physical Space | <input checked="" type="checkbox"/> 4e: Growing & Developing Professionally |
| | <input type="checkbox"/> 4f: Showing Professionalism |

2. In order to accomplish my objective(s), I plan to complete the following activities:

List of Activities:

Resources:

Due Date(s):

Please sign and return the form to the Main Office **no later than October 15th**.

Teacher's Signature

Date

Administrator's Signature

Date

Self-directed Professional Development Plan (Form 3, page 4)

Teacher: _____

4. Administrator Conference Summaries:

Date/Summary/Signature:

Date/Summary/Signature:

Mid-Year Progress Conference Date/Summary/Signature:

What activities are working?

What needs to be revised?

What, if any, adjustments need to be made to the Professional Development Plan?

Summative Professional Conference Date/Summary/Signature:

Subcomponent 4a Rating: H, E, D, I

Subcomponent 4e Rating: H, E, D, I

Subcomponent ___ Rating: H, E, D, I

Self-directed Professional Development Plan Rating: H (4), E (3), D (2), I (1) (0)

Your signature indicates that you have reviewed the completed document during the Summative Professional Conference.

Teacher's Signature

Date

Administrator's Signature

Date

Self-directed Professional Development Plan (Form 3, page 5)

Self-directed Professional Development Plan Rating Chart

Distinguished	Highly Effective (4)	Overall performance and results exceed standards.	The teacher proficiently completed the Self-Directed Professional Development Plan and additionally provided evidentiary documentation that showed that he/she exceeded the stated objective(s) and/or activities. At least one identified subcomponent of the plan is rated highly effective and all other identified subcomponents are rated effective.
Proficient	Effective (3)	Overall performance and results meet standards.	The teacher completed the Self-Directed Professional Development Plan and provided complete, clear, and thorough evidentiary documentation. No more than one identified subcomponent of the plan is rated developing with the remaining subcomponents rated effective or higher.
Basic	Developing (2)	Overall performance and results need improvement in order to meet standards.	The teacher's Self-Directed Professional Development Plan is partially complete or there is limited evidentiary documentation provided. More than one identified subcomponent of the plan is rated developing with the remaining subcomponents rated effective or higher.
Unsatisfactory	Ineffective (1)	Overall performance and results do not meet standards.	The teacher's Self-Directed Professional Development Plan was initiated but not completed. Any identified subcomponent of the plan is rated ineffective.
Unsatisfactory	Ineffective (0)	Overall performance and results do not meet standards.	The teacher did not complete a Self-Directed Professional Development Plan.

Evidence Collection – Framework for Teaching (Form 4)

Teacher: _____ Administrator: _____ Date: _____

Domain 1: Planning & Preparation	Observation 1	<input type="checkbox"/> Evidence Collected on Form 1 / Form 1 is attached
---	----------------------	---

1A: Demonstrating Knowledge of Content & Pedagogy

1B: Demonstrating Knowledge of Students

1C: Setting Instructional Outcomes

1D: Demonstrating Knowledge of Resources

1E: Designing Coherent Instruction

1F: Designing Student Assessments

Evidence Collection – Framework for Teaching (Form 4)

Teacher: _____ **Administrator:** _____ **Date:** _____

Domain 2: The Classroom Environment Observation 1

2A: Creating an Environment of Respect & Rapport

2B: Establishing a Culture for Learning

2C: Managing Classroom Procedures

2D: Managing Student Behavior

2E: Organizing Physical Space

Evidence Collection – Framework for Teaching (Form 4)

Teacher: _____ Administrator: _____ Date: _____

Domain 3: Instruction	Observation 1
------------------------------	----------------------

3A: Communicating with Students

3B: Using Questioning & Discussion Techniques

3C: Engaging Students in Learning

3D: Using Assessment in Instruction

3E: Demonstrating Flexibility & Responsiveness

Evidence Collection – Framework for Teaching (Form 4)

Teacher: _____ Administrator: _____ Date: _____

Domain 1: Planning & Preparation	Observation 2
---	----------------------

1A: Demonstrating Knowledge of Content & Pedagogy

1B: Demonstrating Knowledge of Students

1C: Setting Instructional Outcomes

1D: Demonstrating Knowledge of Resources

1E: Designing Coherent Instruction

1F: Designing Student Assessments

Evidence Collection – Framework for Teaching (Form 4)

Teacher: _____ Administrator: _____ Date: _____

Domain 2: The Classroom Environment Observation 2

2A: Creating an Environment of Respect & Rapport

2B: Establishing a Culture for Learning

2C: Managing Classroom Procedures

2D: Managing Student Behavior

2E: Organizing Physical Space

Evidence Collection – Framework for Teaching (Form 4)

Teacher: _____ Administrator: _____ Date: _____

Domain 3: Instruction Observation 2

3A: Communicating with Students

3B: Using Questioning & Discussion Techniques

3C: Engaging Students in Learning

3D: Using Assessment in Instruction

3E: Demonstrating Flexibility & Responsiveness

Evidence Collection – Framework for Teaching (Form 4)

Teacher: _____ **Administrator:** _____ **Date:** _____

Domain 4: Professional Responsibilities	Summative Professional Conference
--	--

4A: Reflecting on Teaching

4B: Maintaining Accurate Records

4C: Communicating with Families

4D: Participating in a Professional Community

4E: Growing & Developing Professionally

4F: Showing Professionalism

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

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.

Teacher's Printed Name

Teacher's Signature

Date submitted: _____

For Office Use Only

Stamp Received Here:

Appeals Form

Teacher: _____

Evaluator: _____
(Signature found on Composite Effectiveness Score Report Form)

Date of Receipt - Composite Effectiveness Score Report Form: _____

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):

Subcomponent 1 - Student Growth on State Assessments or other Comparable Measures

Subcomponent 2 – Locally-selected Measures of Student Achievement

Subcomponent 3 – Multiple Measures of Teacher Effectiveness

Domain 1 – Planning and Preparation Domain 2 – Classroom Environment

Domain 3 – Instruction Domain 4 – Professional Responsibilities

Other Evidence: Self-directed Professional Development Plan

Statement with supporting documentation attached providing basis for the rating challenge

Rating should be: Developing Effective Highly Effective

Teacher's Signature

Composite Effectiveness Score Report Form

Teacher: _____

Date: _____

Subcomponent 1 Score & HEDI Rating State Growth on State Assessments or other Comparable Measures	_____	_____
Subcomponent 2 Score & HEDI Rating Locally-selected Measures of Student Achievement	_____	_____
Subcomponent 3 Score & HEDI Rating Multiple Measures of Teacher Effectiveness	_____	_____

Composite Effectiveness Score & Overall HEDI Rating	_____	_____
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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.

Teacher's Signature

Date

Administrator's Signature

Date