

**Annual Professional Performance Review Plan For
Teachers Covered By L. 2010, Ch. 103,
Effective September 1, 2016-June 30, 2020**

The Board of Education of the Chatham Central School District (the “District”), acting in public session, hereby adopts this Annual Professional Performance Plan (the “APPR Plan”) for those of its classroom teachers who will become covered by the annual professional performance review provisions of Chapter 103 of the Laws of 2010.

(1) Definition of Covered Teachers

This APPR Plan will apply to all classroom teachers as defined in §80-1.1 of the Commissioner’s Regulations.

(2) Ensuring Accurate Teacher and Student Data

The District shall provide accurate data to the State Education Department (the “SED”) in a format and timeline prescribed by the Commissioner. The District shall also provide an opportunity for every covered teacher to verify the subjects and/or student rosters assigned to him/her. Teacher evaluation data shall be stored in the District’s secure human resource software database. The District shall designate a Data Coordinator who shall be in charge of collecting the required data, overseeing changes in and maintenance of the local data management systems, and ensuring the accuracy of the data. The Data Coordinator shall have the authority to assign tasks and deadlines, as required.

(3) Reporting Individual Subcomponent Scores

The Data Coordinator shall be responsible for reporting to the SED the individual subcomponent scores and the total composite effectiveness score for each covered classroom teacher and building principal in the District, and shall do so in a format and timeline prescribed by the Commissioner.

(4) Development, Security and Scoring of Assessments

Each building principal shall be responsible for overseeing the assessment development, security, and scoring processes utilized by the District under this APPR Plan, and shall take steps to ensure that any assessments and/or measures used to evaluate teachers and principals are not disseminated to students before administration, and that teachers and principals do not have a vested interest in the outcome of the assessments they score.

(5) Details of the District's Evaluation System

The APPR shall be developed by the following process:

Teachers will be evaluated annually on the New York State Teaching Standards as follows:

Evaluation shall consist of 2 components:

1. Teacher Observation Component
2. Student Performance Component

Teacher Observation Component

Teachers shall be evaluated for this component based on completion of the Marzano's Causal Teacher Evaluation Rubric (Appendix B) using the following evidence:

Lead Evaluator (90 points):

Formal observations— The administrator will provide a window of time with no less than 5 school days notice in which the teacher will schedule the observation. Said time will be subject to the administrator's availability. The teacher has the right to waive this notice requirement. Formal observation is a pre-announced classroom visit consisting of 3 components—

Pre-Conference—The teacher and principal will meet to discuss lesson objectives, introduction, learning activities, closure, the make-up of the class, and the length of the lesson.

Classroom Visit— The parties agree that the most effective observations include an entire lesson, and observations will be scheduled to encompass an instructional period or a logical segment of an instructional period. No formal observation will be less than 30 minutes.

If an observation is interrupted for more than 10 minutes, the observation will be rescheduled, unless waived by the teacher.

Teachers should keep originals or copies of materials and student work generated as a result of the observation for use in the post-conference.

Post-Conference—The observing administrator will prepare a draft write-up of the observation and/or talking points and questions. The observing administrator and teacher will meet within 15 school days after the classroom visit to discuss the observation and evidence associated with it. The teacher will have the opportunity to provide additional supporting evidence within 1 school day of the post conference.

All tenured teachers must have a formal observation at least once every three years. Either party may request an additional formal observation. Teachers may opt for a formal observation in off years with a written request to their supervisor

by BEDS Day. Non-tenured teachers will be formally observed at least twice per year, once first semester and once second semester. Either party may request an additional formal observation. The principal reserves the right to have any additional formal observation conducted by another administrator.

It is understood that a teacher on a Teacher Improvement Plan may have additional formal observations.

After the post conference, the observing administrator will prepare a final written report of the observation to be given to the teacher within 30 days of the observation date. The teacher has the right to request an additional meeting with the observing administrator after receiving the final written observation.

Informal observation—An informal observation is an unannounced classroom visit by the supervising administrator(s) in which evidence is collected for use in evaluation.

In years when they are formally observed, each teacher will be informally observed for a minimum of 30 minutes total classroom time each year by his/her supervising administrator(s), with at least one informal observation lasting at least 15 minutes. Informal observation minimums may be prorated based on extended leaves of absence. This does not preclude the administrator from making additional informal observations.

In years when they are not formally observed, tenured teachers will be informally observed at least twice, with a minimum of 60 total minutes of informal observation. One of these observations will be at least 20 minutes in length.

If the teacher and the administrator agree, evidence may be collected electronically during an observation. Teachers may elect to provide a blanket agreement to collection of electronic evidence at the start of each school year or elect to address the issue on each occasion it arises. In the absence of a blanket agreement, teachers and administrators will discuss at the pre-conference the potential collection of electronic evidence during a formal observation. In the absence of a blanket agreement, the administrator will check with the teacher before any *other* instance of electronically collecting evidence. At the teacher's request, a copy of the electronic evidence will be provided to the teacher.

Other Evidence—The supervising administrator and the teacher will collect evidence throughout the year that demonstrates the extent to which the teacher meets the criteria on the APPR rubric. Such evidence may include, but not be limited to administrative notes, correspondence with parents and colleagues, records of professional interactions, student work, academic and discipline records related to specific classroom observations, professional communication, news or media reports, attendance records, etc.

Details of Timely and Constructive Feedback Provided to Teachers—

It is understood that not all informal observations will lead to verbal or written feedback. In the event that a principal identifies a significant concern with a teacher's performance based on informal observation,

identification of a problematic pattern of evidence, or collection of a piece of evidence, the principal will verbally notify the teacher of the potential concern within 5 school days. In the event such a concern arises during the 20 minute informal observation as described in Section 5 above, the concern will be shared with the teacher in the post observation meeting via the Informal Observation Feedback Form (Appendix).

Principals will meet with each teacher between December 1 and February 28 to provide feedback on observed areas of strength and areas where growth is necessary. A written list of topics discussed in this meeting, including areas of strength and areas where improvement is needed will be generated following this meeting.

Teachers will be ranked as follows on each domain of the Marzano Causal Teacher Evaluation Rubric based on a review of observations and artifacts that are directly related to those observations. The following evidence will not be used in calculating a teacher's observation component scoring: (1)evidence of student development and performance derived from lesson plans, other artifacts of teacher practice, and student portfolios (except for student portfolios measured by a State-approved rubric where permitted by the Department); (2) use of an instrument for parent or student feedback; (3) use of professional goal setting as evidence of teacher effectiveness.

- 4 Highly Effective
- 3 Effective
- 2 Developing
- 1 Ineffective

For each domain the ranking will be multiplied by the number of elements contained within that domain as follows:

Domain 1	Classroom Strategies and Behaviors	41 Elements
Domain 2	Planning & Preparation for Lessons & Units	8 Elements
Domain 3	Reflecting on Teaching	5 Elements
Domain 4	Collegiality & Professionalism	6 Elements

These values will be added and the resulting value will be divided by 60 in order to achieve a score between 1 and 4.

Independent Evaluator (10 points)

Each teacher will be observed once per year by an independent evaluator designated by the District according to the following protocol:

1. Teachers will be given a 1 week time frame for the observation and must provide block plans for the time period. Plans should be general in nature but specific enough to allow the observer to visit at an appropriate time. The observation will be unannounced except for this notice.
2. The independent evaluator will make one informal visit of at least 20 minutes.
3. The evaluator will complete an observation form that rates the teacher as follows:

From Marzano Rubric Domain 1	Innovating	Applying	Developing	Beginning
Lesson Segments involving Routine Events	2	1.5	1	.5
Lesson Segments Addressing Content	4	3	2	1
Lesson Segments Enacted on the Spot	4	3	2	1

4. Each domain score will be supported by brief notes or comments and the teacher will receive a copy of the ratings and comments within 10 days of the observation.
5. The 3 domain scores will be totaled and converted according to the following formula:

Point Total, t	Converted Score
$8.5 \leq t \leq 10$	4
$5.5 \leq t < 8.5$	3
$3.5 \leq t < 5.5$	2
$0 < t < 3.5$	1

6. If the teacher believes the rating is not appropriate, the teacher will request a meeting with his/her building supervisor to discuss the rating and a possible additional observation. If the supervisor, after meeting with the teacher, can demonstrate the rating to be consistent with the supervisor's experience with the teacher no additional observation shall be performed. If the supervisor, after meeting with the teacher, cannot demonstrate that the rating is consistent with the supervisor's experience with the teacher another observation shall be scheduled and the results of the new observation will prevail. The teacher has the right to challenge the validity of the evidence used to determine whether the observation is consistent with the supervisor's experience and this challenge shall be brought to the APPR Appeals Panel as described in Stage 2 of the Appeals process. The teacher may bring the appeal to Stage 3 if he/she chooses and the superintendent has the final decision as to whether another observation should occur.

Calculating Final Teacher Observation Component Score

$\frac{\text{Final Score(s)} = \text{Principal Rating (1-4)} * 9 + \text{Ind Eval Rating (1-4)}}{10}$

The Final Observation Rating will be calculated as follows:

Final Score	Rating
$3.5 \leq s \leq 4$	Highly Effective
$2.5 \leq s < 3.5$	Effective
$1.5 \leq s < 2.5$	Developing
$0 \leq s < 1.5$	Ineffective*

*If the teacher receives ratings of ineffective in all four domains from the lead evaluator and a rating of beginning in all 3 areas from the independent evaluator, that teacher will receive 0 as a final Teacher Observation Component Score.

Student Performance Component

Teachers will be evaluated on this component according to the following method:

NYS Growth Scores

The District anticipates that all Growth Model scores for some Teachers will be provided by the New York State Education Department. These scores will be used as the Student Performance Score.

For teachers not provided with growth model scores the student performance component will be calculated based on a District-Wide SLO as described below. The District-wide SLO will also be used during the period that NYS determines that state provided growth scores and the resulting overall component scores are for advisory purposes only. The District-Wide SLO will also serve as the back-up SLO for teachers of grades 3-8 ELA and math when needed.

The District-Wide SLO will be based on all of the Regents exam papers written during the year. For this purpose, the year shall be defined as July 1 through June 30 of the year for which the teacher is being evaluated. If a student sits more than once for the same exam, the highest score will be used.

The superintendent will set proficiency rates for the students' performance on the assessments that indicate one year of academic growth. The percentage of students achieving proficiency will be converted to a score of 1-20 according to the chart below.

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

HEDI scores will then be assigned based on the scoring range according to the table below.

Rating	Minimum	Maximum
Highly Effective	18	20
Effective	15	17
Developing	13	14
Ineffective	0	12

Composite Score

Scores for the Teacher Observation Component and the Student Performance Component will be applied to the matrix below to determine a final HEDI rating.

		Observation/School Visit			
Student Performance		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D*	D*	I	I

The asterisks in the matrix above indicate that if a teacher or principal is rated Ineffective on the Student Performance Category and a State-designed supplemental assessment was included as an optional subcomponent of the Student Performance Category, the teacher can be rated no higher than Ineffective overall.

Teacher Improvement Plans—

Teachers with an overall rating of Ineffective or Developing will be placed on a Teacher Improvement Plan within 10 school days of the start of the opening of classes of the new school year. Teacher Improvement Plans will be differentiated based on the HEDI rating of the teacher and will be developed as follows:

Teachers with an overall rating of developing will create a Teacher Self-Improvement Plan (TSIP) (Appendix C) within 10 school days of the start of the opening of classes of the next school year. The plan will include specific goals related to the content of the APPR document and specific activities for addressing those goals. The TSIP is subject to approval by the supervising principal. In the event that an acceptable TSIP is not submitted within 10 days of the start of the school year, the District will institute the ATIP process below. The results of the TSIP will be a significant factor in determining the 60 point rating in the next evaluation cycle.

Teachers with an overall rating of ineffective will be placed on an Administrative Teacher Improvement Plan (ATIP) (Appendix D). The plan will be implemented by October 1 of the school year following the ineffective APPR. Teachers are entitled to union representation in all meetings relating to the development and implementation of the ATIP. The ATIP will be developed by the District after consultation with the teacher

and the CCSTA. Teachers may be placed on an ATIP prior to the APPR based on ineffective formal observation(s) or other compelling evidence of significant concerns about performance gathered through informal observation. The results of the ATIP will be a significant factor in determining the 60 point rating in the next evaluation cycle.

All Teacher Improvement Plans must include the following elements:

1. Identification of the area or areas in need of improvement, drawn from the criteria of the ineffective evaluation and the specific goals for the improvement that are to be achieved.
2. The goals for improvement will be supported by a statement of differentiated activities, which may include but are not limited to: 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.
3. A timeline that shows check points to determining what goal has been achieved at that point in time and whether any additions or modifications to the TIP are necessary for achieving improvement over the course of the TIP. The teacher's checkpoint reviews will take place in meetings with the evaluating administrator and union representation.
4. As each particular circumstance for a TIP will be different, the timeline may cover all or part of the school year.
5. The manner in which improvement will be assessed, which may include but are not limited to any of the following, where applicable: classroom observations, review of lesson materials, delivery and implementation of educational directives, evidence of differentiated instruction, and student progress based upon local assessment negotiated under this APPR.

It is understood that some state and/or local assessment data may not be available until the very end of the school year. The parties agree that each teacher will receive a preliminary evaluation including the Rubric score and any local or state assessment score available. As a part of that evaluation, teachers will receive their composite score to date and information about the relationship of that score to final HEDI ratings. This notice will serve as an early warning of the potential need for a Teacher Improvement Plan.

In cases where an appeal has been filed, the TIP timelines shall not change. Teacher Improvement Plans may be discontinued based on the outcome of an appeal if the outcome renders the TIP inappropriate.

When a teacher is rated overall as developing or ineffective, the evidence used to determine that rating will become a part of the teacher's evaluation record. When a teacher is rated overall as effective or highly effective, the principal will retain the evidence used to determine that rating until September 30 of the following school year, so that it is available for review as needed in development of professional learning plans.

Confidentiality

It is the intent of the parties that the entirety of the teacher evaluation and supporting documentation remain a confidential employment record, except to the extent that it is subject to the Freedom of Information Act or any other Federal or NYS law or regulation.

(6) Appeals of Annual Professional Performance Reviews

- a. All overall APPR ratings of ineffective or developing can be appealed within 10 school days of receipt of the rating. Upon filing an appeal, the teacher will be entitled to any and all final documentary evidence used as the basis of the overall APPR rating. For appeals based on procedural issues, the teacher will provide to the District, upon filing of the appeal, any and all evidence of procedural failure or error and the resulting impact on the APPR rating.
- b. omitted
- c. In a ratings appeal the teacher will need to identify specific element(s) of the rating being challenged and provide a rationale for the challenge.
- d. A teacher's ratings appeal and procedural appeal shall be consolidated for the appeal process.
- e. Both procedural and ratings appeals will be conducted in the same manner.
- f. The teacher will have the right to Association representation during all stages of his/her 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.
- g. If the schedules of all parties permit, it is desirable to process appeals during the summer months, before the start of the new school year.
- h. Appeals will follow the following procedure:

Stage 1: The teacher will appeal to the evaluating supervisor in writing. The teacher and the evaluating supervisor will have a meeting to discuss the appeal and the supervisor will respond in writing to the teacher within 10 school days of the teacher's submission of the written appeal. For all tenured teachers, when an appeal has not been resolved to the teacher's satisfaction at Stage 1, the appeal will move to Stage 2. For all non-tenured teachers, when an appeal has not been resolved to the teacher's satisfaction at Stage 1, the appeal will move directly to Stage 3.

Stage 2: If the teacher is not satisfied with the appeal decision, the teacher may appeal in writing to the APPR Appeals Panel within 10 school days of the Stage 1 decision. The APPR Panel will consist of an administrator other than the evaluating supervisor, chosen by the Superintendent, and an Association representative, chosen by the Association president. The Superintendent and Association President will consult with each other before making their selections for the panel. All documents and communications from the evaluation record and from Stage 1 shall be provided to the panel. If the panel members agree, in addition to considering the written records when making its decision, the panel may request additional written information, which may include questions addressed to the teacher and/or the evaluating administrator, in order to render its decision. Both the teacher and the Superintendent will be notified of the panel's information requests. In the event the panel's request for information delays the process, such delay shall not be unreasonable. The members of the APPR panel will review and confer on the information provided. Then each

member of the panel will independently prepare an advisory opinion to the Superintendent in writing. These opinions will be submitted to the Superintendent within 10 school days of the filing of the Stage 2 appeal. When the advisory opinions of the APPR panel members disagree on the outcome of the appeal, the appeal shall be considered denied. When the advisory opinions of the APPR panel members agree, the Superintendent will follow the recommendation. The Superintendent will notify the teacher of the decision within five school days. If the teacher is not satisfied with the appeal decision, the teacher may appeal in writing to the Superintendent within 10 school days of the decision.

Stage 3: The Superintendent will schedule a meeting to discuss the appeal within 5 school days of the appeal being filed at Stage 3. The Superintendent will render a decision on the appeal to the teacher in writing within 10 school days after the meeting. The Superintendent's decision shall be final and binding upon the parties.

i. 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.

Under no circumstances shall the pendency of an APPR appeal cause or permit a teacher to receive tenure by estoppel.

k. This appeals process is the exclusive remedy for resolving disputes regarding an individual's APPR rating.

(9) Duration and Nature of Training Provided to Evaluators and Lead Evaluators

(a) The "lead evaluator" is the administrator who is primarily responsible for a teacher's evaluation under Chapter 103. The term "evaluator" shall include any administrator who conducts an observation or evaluation of a teacher.

(b) All evaluators shall successfully complete a training course that meets the minimum requirements prescribed in Chapter 103 and Section 30-2.9 of the regulations thereunder. Such training shall include application and use of the State-approved teacher practice rubric(s) selected by the District for use in evaluations.

(c) Once an evaluator has successfully completed a training course meeting the minimum requirements prescribed in the law and regulations, he/she shall be deemed to be certified by the District as a lead evaluator.

(d) Evaluators will be recertified on a periodic basis, to be determined by the District.

(e) Nothing herein shall be construed to prohibit an evaluator who is properly certified by the State as a school administrator from conducting classroom observations or school visits as part of an annual professional performance review under Chapter 103 prior to completion of the training required by said Chapter or the regulations thereunder, as long as such training is successfully completed prior to completion of the annual professional performance review.

(10) Required Certificates

The District shall include with this APPR Plan any certifications required by the law or regulations upon the completion of collective negotiations with the bargaining agent of the covered teachers.

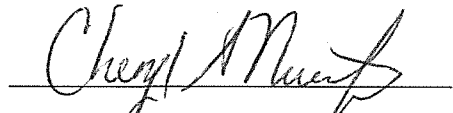
(11) If any provision of this agreement or any application of this agreement to any unit member or group of unit members shall be found contrary to law and/or Commissioner's regulation, then such provisions or applications shall not be deemed valid and subsisting except to the extent permitted by law and/or Commissioner's regulation, but all other provisions or applications shall continue in full force and effect.

(12) Filing and Publication of APPR Plan

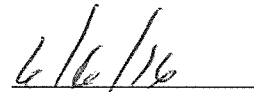
This APPR Plan shall be filed in the District Office, and shall be made available to the public on the District's website by September 10, 2016, or within ten days after its approval by NYSED, whichever shall later occur.

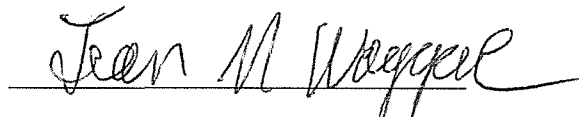
Adoption Date:

Legal Reference(s): Education Law §3012-; 8 N.Y.C.R.R. Part 30-2 and Section 100.2(o).

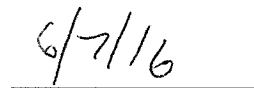

Cheryl Naciforo, Ed.D., Superintendent

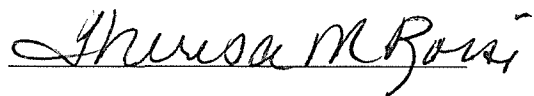
For the Chatham Central School District


Date

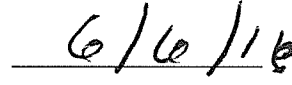

Jean Waggoner, Co-President

For the Chatham Central School District Teachers' Association


Date


Theresa Rossi, Co-President

For the Chatham Central School District Teachers' Association


Date