

Annual Professional Performance Review Plan



A Key to Providing an Excellent Education for the Students of the Sodus Central School District

**A Collaborative Plan Developed by the
Sodus Faculty Association and the Sodus Central School District**

2026/2027

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Mission



Nurtured by the influence of a diverse community, our district is committed to the success of every student. We will support our students in developing the skills and strategies needed to achieve academic excellence and to become respectful, responsible, kind citizens of a global society. We are dedicated to sustaining an environment that fosters a joy for life and continued learning.

A. Introduction

1. Statement of Purpose

The purpose of the Sodus Central School District Annual Professional Performance Review is to enable unit members to work collaboratively with each other and administrators to develop their skills to enhance student learning. It is designed as a supportive measure to recognize the positive skills and abilities that unit members currently possess and to identify areas for continued growth using the *Danielson's Framework for Teaching Rubric, (2007)*. The ultimate goal is to create a supportive environment where each unit member can continue to grow and develop professionally throughout their career.

The following principles will govern the APPR process:

- It is every unit member's responsibility to continue to grow professionally.
- It is the district's responsibility to provide the resources and support for unit members to improve instruction and professional practice.
- The overarching goal of the evaluation process is that unit members and evaluators examine the evidence obtained by multiple measures of teaching practice and student achievement to plan for meaningful professional learning and improvement of instruction.
- Evaluations will be conducted openly and objectively with the full involvement of the teacher.

Any existing and previously-approved Annual Professional Performance Review ("APPR") procedures pursuant to Section 100.2(o) of the Rules and Regulations of the Commissioner of Education ("Commissioner's Regulations") remain in effect for pupil personnel service staff who are not subject to Section 3012-d of the New York State Education Law (the "Education Law"). This includes psychologists, social workers, counselors, occupational therapists and physical therapists.

2. Sodus Faculty Member Annual Professional Performance Review

APPR/HEDI Ratings: Annual professional performance reviews shall differentiate teacher effectiveness using a composite effectiveness rating. This single composite effectiveness rating will be calculated based on the ratings received by the unit member in each of the subcomponents (Student Growth Measures and Multiple Measures of Effectiveness). Based on this single composite effectiveness rating, each unit member will be rated Highly Effective, Effective, Developing, or Ineffective (HEDI). The Commissioner will set the scoring ranges for the overall rating categories and the rating categories for the Student Growth Measure subcomponents.

- Observation/Evidence
- Student Performance

Observations/Evidence: Through a cycle of observation, faculty member/evaluator reflection, and other artifact collection, the faculty member is rated by their Lead Evaluator in Domains 1, 2, and 3 of the Danielson 2007 Rubric. In our system, all interactions including classroom visits and day to day conversations are considered part of the yearlong observation process. The Lead Evaluator observation will focus on all 16 components within Domains 1-3 of the Danielson Rubric and provide the teacher with a 0-4 rubric score. In addition, teachers will have a classroom visit which is rated by an Independent Evaluator on Domains 2-3. The Independent Evaluator's classroom observation will also provide the teacher with a 0-4 rubric score. The Independent Evaluator is considered another administrator within the district and outside of the BEDS code of the building in which a teacher works. The two rubrics will be weighted at 85% Lead Evaluator, 15%

Independent Evaluator when calculating the overall Observation/Evidence rating. For more details on the observation/evidence process see pages 9-11.

Student Performance: For teachers who receive a state provided growth measure, the state will provide a growth score for advisory purposes only through the school year 2018-2019. During these school years, this group of teachers will use the back-up Student Learning Objective (SLO). For teachers who do not receive a state provided growth measure, a calculation involving iReady (math and reading) assessments at K-8, and all Regents exams will be developed. For more details on the student performance component, please see pages 7-8.

Composite Rating: For more about how these two components merge together to derive the final rating, see pages 16-18.

		OBSERVATIONS			
		Highly Effective	Effective	Developing	Ineffective
STUDENT PERFORMANCE	Highly Effective	Highly Effective	Highly Effective	Effective	Developing
	Effective	Highly Effective	Effective	Effective	Developing
	Developing	Effective	Effective	Developing	Ineffective
	Ineffective	Developing*	Developing*	Ineffective	Ineffective

3. On-going Feedback

It is our intent for unit members to be an integral part of the yearlong evaluation process. Therefore, evidence collected through the observation process will be available throughout the year. Unit members will be able to provide additional evidence for any area they choose. Opportunities will be provided to reflect on teaching practices using the rubric during professional development.

The summative evaluation includes the unit member's annual rating of effectiveness and the rationale supporting the rating. Both areas of strength and areas in need of improvement should be identified and specific recommendations made to improve effectiveness. No later than the last contractual day of the school year, the District will provide unit member with the Composite Rating sheet containing the Other Measures of Teacher Effectiveness rating (**Appendix 1**).

It is anticipated that SED will rating and report the state-provided advisory growth measure no later than September 1st, following the year the unit member is evaluated. The District and the Association agree that unit members shall not be penalized in any way because of such data not being received in a timely manner.

4. Plan Requirements

The intent of the evaluation system is to foster a culture of continuous growth for professionals. The APPR is required to be a significant factor in employment decisions including, but not limited to: retention, tenure determination, termination, and professional development. Each decision is to be made in accordance with locally developed procedures collectively bargained. However, the district retains the right to terminate probationers for lawful reasons other than classroom performance

The district Board of Education will adopt an APPR plan by July 1 of each school year. The district shall submit the plan on a form prescribed by the commissioner, to the State Education Department for approval. Should the plan be rejected, any deficiencies that are subject to negotiations shall be resolved through collective bargaining, and the plan resubmitted. If all the terms of the plan have not been finalized by July 1 as a result of pending collective bargaining, then the Board of Education shall submit the APPR to the commissioner upon resolution of all its terms, consistent with article fourteen of the civil service law.

The District will form an APPR Committee consisting of representation from the district administration and SFA members. This Committee will be responsible for reviewing the policies and procedures related to the APPR. The Committee will also be responsible for reviewing disputes concerning assignment of teacher of record. It is understood and agreed that the APPR will continue in effect until such time as there is mutual agreement on any change. Either party may request that the joint committee review specific aspects of the APPR. Any changes to the evaluation procedures of unit members recommended by the APPR Committee would only be effective upon mutual written agreement of the Association and the District.

Additionally, the Committee will review comparability and rigor as defined by SED, current best practices, point conversion charts, and the actual metrics & formulas used to determine the State Student Growth Measures rating for those areas not mandated by SED. The Committee will also revisit whether specific assessment choices should be added, deleted or amended. The Committee will then make any recommendations to the APPR Committee, Superintendent, and the Association President. Final decisions regarding the State Student Growth Measures will be determined by the District in consultation with the Association.

B. Collection and Reporting of Teacher and Student Data

The District and the Association shall collaboratively develop a verification procedure to ensure that all teachers of record determinations have been made accurately and in a manner consistent with the standards established by the Commissioner's regulations prior to using student growth and/or achievement data in an APPR. Using the timeline set by SED/WFLBOCES, each unit member shall login and verify the accuracy of their class rosters, (a listing of all students for whom he/she is the teacher of record.) unit members will print a list and either sign and indicate that the roster is accurate or indicate changes that need to be made. Signed rosters will be returned to the Assistant Superintendent's office. Unit members will receive notification that changes have been made. Unit members can verify that changes have made. After the above the process, any unit member who believes that the list is still incorrect and/or inconsistent with the standards established by the Commissioner's regulations for making teacher-of-record determinations shall be entitled to seek review of this determination by the joint APPR Committee.

C. Training for Evaluators and Staff

Any evaluator, administrator or supervisor, who participates in the evaluation of unit members for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law §3012-d and the implementing Regulations of the Commissioner of Education prior to conducting a teacher evaluation. Any evaluation or APPR rating that is determined in whole or in part by an administrator or supervisor who is not fully trained and/or certified to conduct such evaluations shall, upon appeal by the subject of the evaluation or APPR rating, be deemed to be invalid and shall be expunged from the unit member's record and will 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 nature of the training the District will provide to independent and lead evaluators will consist of all nine elements required by Regents rules section 30-3.10.

- (1) the New York State teaching standards and their related elements and performance indicators and the leadership standards and their related functions, as applicable;
- (2) evidence-based observation techniques that are grounded in research;
- (3) application and use of the student growth percentile model and any other growth model approved by the department as defined in section 30-3.2 of this Subpart;
- (4) application and use of the State-approved teacher or principal rubric(s) selected by the district for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice;
- (5) application and use of any assessment tools that the district utilizes to evaluate its classroom teachers or building principals;
- (6) application and use of any locally selected measures of student growth used in the optional subcomponent of the student performance category used by the district to evaluate its teachers or principals;
- (7) use of the statewide instructional reporting system;
- (8) the scoring methodology utilized by the department and/or the district to evaluate a teacher or principal under this Subpart, including the weightings of each subcomponent within a category; how overall scores/ratings are generated for each subcomponent and category and application and use of the evaluation matrix(es) prescribed by the commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their category ratings; and
- (9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

All new evaluators will receive a minimum of two days training provided by Monroe or Wayne finger lakes BOCES.

Inter-rater reliability will be ensured through quarterly calibration trainings provided by the district.

Upon completion of initial training, lead evaluators will be certified by the Board of Education.

Lead evaluators will be annually recertified by the Board of Education.

Professional Development Decisions

The district professional development decisions will be made collaboratively through the District's Curriculum Council which is comprised of team leaders, department chairs, academic coach, staff developer, SFA president and administration. This team shall be responsible for developing all aspects of the professional development plan. The goal of the professional development activity is to ensure that each unit member is afforded the opportunity to participate in selecting professional development activities that are appropriate for his/her needs. The responsibilities of the Committee shall be to oversee the design, selection and implementation of all professional development activities. In addition the committee will evaluate the appropriateness and/or effectiveness of existing professional development activities that are offered by the District. The committee will ensure that professional development includes training on the Teaching Standards and rubric(s) used in the APPR process.

D. Student Performance

- ***Advisory Score***

For teachers who receive a state provided growth measure, the state will provide a growth score for **advisory** purposes only through the 2018/2019 school year. During these school years, this group of teachers will use the back-up SLO. The SLO will be the same used for the district, comprised of NWEA MAP (math and reading) assessments at K-8, and all Regents exam results. Teachers who receive an advisory score will have it included in their composite sheet for the purpose of information only.

- ***Grades 4-8 ELA and Math Teachers Receiving a State Provided Growth Measure***

Teachers in this category will receive their State Provided Growth Measure for **advisory** purposes only through the 2018/2019 school year. The score that will be used for evaluative purposes (transitional score) will come from a back-up SLO that matches the SLO that teachers who do not receive a State Provided Growth Measure are utilizing.

- ***Teachers with No State Provided Growth Measure (all other teachers in the district)***

Teachers in this category will receive a number of points to be determined by the percentage of students meeting the target of the district-wide SLO. The district-wide target is based on K-8 iReady (Math and Reading) performance, Science 5 and 8 State exams, and Regents performance (ELA 11, Algebra, Geometry, Algebra II/Trigonometry, Global History, US History, Living Environment, Earth Science, Chemistry, and Physics). The most current three year average of Regents combined scores will set the target for the following year. The most current two year average of iReady scores will be used for the 2016/2017 school year. Thereafter, three years of data will be used. The scores are weighted in regard to the number of students taking each assessment. The previous three year's data will set the target for the next school year.

E. Multiple Measures of Effectiveness

The composite effectiveness rating is based on multiple measures of teacher effectiveness consistent with standards prescribed by the Commissioner in regulation.

The district will use the Danielson's Framework for Teaching Rubric 2007 to determine the observation/evidence portion of the evaluation process. The district will use the Danielson's Framework for Library Media Specialists. Each unit member will receive a completed composite sheet (Appendix 1) with a component rating as it becomes available but no later than October 10. The overall rating will be based on the

average of scores received on all announced and unannounced observations as detailed in the chart below. This will include multiple classroom observations and evidence collection as described below.

Unless the unit member and lead evaluator agree otherwise, any unit member who is absent from work to the extent that a legitimate and complete rating for the “Other Measures of Teacher Effectiveness” subcomponent cannot be computed, the lead evaluator may extrapolate a rating by the use of a “Not applicable” (NA) rating in the relevant element/domain categories and/or the unit member may provide additional evidence (ex: video) prior to the May 15st deadline.

Teacher Effectiveness Conversion Scale

Level	Overall Rubric Average Rating	Total Rubric Points from Danielson
Ineffective	0-1.49	0-22
Developing	1.5-2.49	23-38
Effective	2.5-3.49	39-54
Highly Effective	3.5-4	55-64

A composite score of 0 will occur if all components of the rubric if all components of the rubric are rated as ineffective.

Observation Category Example	Rubric Score	Weight	Points
From the Lead Evaluator	3.5	X .85	2.75
From the Independent Evaluator	3	X .15	.45
	Total (max 4 points)		3.2
	HEDI Rating		Effective

Domain 1

Support for this Domain will include but not be limited to the following:

- Lesson Plan/ Pre-observation form (**Appendix 2**)
- Observation
- Post-observation Reflection Form (**Appendix 3**)

Domains 2 and 3

Domains 2 and 3 will be evaluated through observations as described below:

F. Observations- Probationary Unit Members

The building level administrator's observation will count 85% of this component.

The independent evaluator's (a district administrator outside of the building's BEDS code) observation will count 15% of this component.

Teachers will be notified by September 15 of each school year of who will be conducting their announced and unannounced observations.

An observation will not be conducted the day before or the day after Thanksgiving, Holiday, Winter, and Spring extended breaks, unless the SFA member agrees.

A. Announced Observation

A probationary unit member will receive two announced observations by the building administrator. The first observation will occur between October 1 and December 15. The second evaluation will be conducted by March 15. Each observation will be at least 30 minutes in length. The unit member will receive a minimum of two weeks notice prior to a scheduled observation. The observation shall consist of a pre-observation conference 1-4 school days before the observation itself, and a post-observation conference held within (3-6) three to six school days after the observation. A draft copy of the observation report will be shared with the unit member a minimum of one day prior to the meeting. The unit member is required to complete the Post-observation Form (**Appendix 3**) and submit this a minimum one day prior to the post conference meeting. At this conference a draft copy of the observation report will be shared with the unit member. The written report, to be filed, shall be an appraisal of the unit member's performance observed in the classroom. It will consist of a scripting of evidence (objective and free of opinion) to include teacher and student actions aligned to the Danielson Rubric. The written observation report shall be provided to the unit member no later than ten (10) school days following the submission of the post observation form by the unit member. In the event the report is not received within ten (10) school days following the submission of the post observation form, the unit member shall have the option to have the report filed, or not filed and to reschedule another observation.

In the event that an announced observation is rescheduled due to extenuating circumstances, the pre-observation conference and the written lesson plan for the rescheduled observation will be waived unless the unit member requests to re-write a lesson plan and to have a pre-observation conference. The teacher will complete the post conference form for the lesson that was observed.

If an area of concern arises in the unit member's observation, a professional conversation will be held with the observed unit member and the administrator. The unit member will receive guidance and support to improve including specific examples of indicators for elements that have been identified as a concern.

B. Unannounced Observation

An unannounced observation conducted by the independent evaluator will occur a minimum of one time each year. The unannounced observation will be conducted by May 15. Following these observations a post observation conference will be held within three to six (3-6) school days **after** the observation. The unit member will bring the lesson plan book, post conference form, and applicable student work to the post-observation conference. The post conference form will be submitted a minimum of one day prior to the conference. A draft copy of the observation report will be shared with the unit member a minimum of one day

prior to the meeting. Written reports of these observations will be placed in the unit member's file. In the event the report is not received within ten (10) school days of the observation, the unit member shall have the option to have the report filed, or not filed and to re-schedule the observation.

Observations- Tenured Unit Member

The building level administrator's observation will count 85% of this component.

The independent evaluator's (a district administrator outside of the building's BEDS code) observation will count 15% of this component.

Teachers will be notified by September 15 of each school year of who will be conducting their announced and unannounced observations. Tenured SFA members will have until September 30 to request a change to their assigned independent evaluator.

An observation will not be conducted the day before or the day after Thanksgiving, Holiday, Winter, and Spring extended breaks, unless the SFA member agrees.

A. Announced Observation

Each observation will be a minimum of 30 minutes. Tenured unit member will receive one announced observation to be conducted by a building administrator. This observation will be conducted by March 15. Assignments will be distributed to unit members during the first full week of school. A list will be provided one week after the APPR document is agreed upon by the District and the SFA. Unit members will receive a minimum of ten (10) school days prior to announced observations. The observation shall consist of a pre-observation conference 1-4 school days before the observation itself, and a post-observation conference held within (3-6) three to six school days after the observation. The unit member is required to complete the Post-observation Form (**Appendix 3**) and submit this a minimum of one day prior to the post-observation conference meeting. A draft copy of the observation report will be shared with the unit member a minimum of one day prior to the meeting. The written report will consist of a scripting of evidence (objective and free of opinion) to include teacher and student actions aligned to the Danielson II Rubric. The written observation report shall be provided to the unit member no later than ten (10) school days following the submission of the post observation form by the unit member. In the event the report is not received within ten (10) school days of the submission of the post observation form, the unit member shall have the option to have the report filed, or not filed and to reschedule the observation.

In the event that an announced observation is rescheduled due to extenuating circumstances, the pre-observation conference and the written lesson plan for the rescheduled observation will be waived unless the unit member requests to re-write a lesson plan and to have a pre-observation conference. The teacher will complete the post conference form for the lesson that was observed.

If an area of concern arises in the unit member's observation, a professional conversation will be held with the observed teacher and administrator. The unit member will receive guidance and support to improve including specific examples of indicators for the elements that have been identified as a concern.

B. Unannounced Observations

Tenured unit members will receive one unannounced observation to be conducted by any school administrator. The unannounced observation will be conducted by May 15. The observation shall be approximately 15 minutes in length and does not require a preconference form. The unit member is required to complete the Post-observation Form (**Appendix 3**) and submit it a minimum of one day prior to the conference. A draft copy of the observation report will be shared with the unit member a minimum of one day prior to the meeting. A post-observation conference shall be scheduled within (3-6) three to six school days after the observation. A draft copy of the observation report will be shared with the unit member one day prior to the meeting. As needed, additional unannounced observations conducted by administrators may occur at any time.

G. Teacher Improvement Plan

An improvement plan is a structured plan designed to identify specific concerns in instruction and outlines a plan of action to address these concerns. The purpose is to assist unit members to work to their fullest potential. The improvement plan provides assistance and feedback to the unit member and establishes a timeline for assessing its overall effectiveness.

A Teacher Improvement Plan (TIP) is triggered by receiving a composite rating of “Ineffective” or “Developing” on the APPR.

The Teacher Improvement Plan (TIP) is intended to be a growth process aimed at identifying improvement area(s) for the unit member, providing appropriate professional resources, and, ultimately, improving instruction and student learning / achievement.

Teacher Improvement Plans shall:

- a. Comply with all NYS Commissioner regulations (§30-2.10);
- b. Comply with all local APPR and contractual requirements;
- c. Commence only after a teacher receives an Annual Teacher Evaluation Composite Rating of “Ineffective” or “Developing;”
- d. Within ten (10) school days after the teacher has received his/her Annual Teacher Evaluation Composite Rating;
- e. NOT be disciplinary in any manner;
- f. Involve the teacher and, if requested, an association representative;
- g. Relate back to the evaluation rubric (e.g. Danielson, NYSUT)
- h. Identify the area(s) that need improvement (limit of three). These areas should be tied to either a rubric domain, component or the NYS Teaching and Learning standards;
- i. Include a timeline for commencement, checkpoints, and completion;
- j. Identify the professional resources (e.g. professional development, mentor) provided by the District and/or Association;
- k. Identify the evidence (including observations) that will be collected to demonstrate improvement and/or achievement;
- l. Provide a means of assessment (e.g. rubric) for the improvement area(s).

At the conclusion of a TIP, the District shall determine (using the APPR rubric) whether the unit member has successfully completed the TIP (i.e. reached a higher level of achievement). If the unit member has been successful, he/she will be released from the TIP. If he/she has not been successful, the TIP will be revised and continued.

The District shall provide the Association President with a list of all unit members on a TIP as soon as practicable but no later than September 30th of the succeeding school year. The District shall update this list whenever unit members are added or removed. As needed, the Superintendent shall communicate any TIP concerns, including any concerns for particular unit member who are not making progress on their TIP, to the Association president.

The Teacher Improvement Plan Form (**Appendix 4** of this agreement) shall be used to codify and track all TIPs.

A unit member 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 a TIP, may seek relief through the appeals process.

All costs associated with the implementation of a TIP including, but not limited to, tuition, fees, books and travel, shall be borne by the District in their entirety. No disciplinary action predicated upon ineffective performance shall be taken by the District against a unit member until a TIP has been fully implemented and its effectiveness in improving the unit member's performance has been evaluated. No disciplinary action shall be taken by the District against a unit member predicated on an ineffective rating who has met the performance expectations set by a TIP.

H: Appeals Process

1. Appeals Procedures

The overall APPR process is designed so that professional conversations between unit members and administrators occur on a regular basis so that concerns, differences of professional opinion, professional growth, dissemination of evidence, etc. take place. This process provides and encourages collegial support and an "early warning" for all unit members. The purpose of the APPR appeals process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective instructional environment. The appeal procedures shall provide for the timely and expeditious resolution of procedural and/or substantive issues. All tenured and probationary unit members who meet the appeal process criteria identified below may use this appeal process. A unit member may file only one (1) appeal regarding the same performance review or TIP. All grounds for appeal must be raised within one appeal, provided that the unit member knew or could have reasonably known the ground(s) existed at the time the appeal was initiated, in which instance a further appeal may be filed but only based upon such previously unknown ground(s).

The appeals process shall not apply to any unit member receiving an APPR Composite Rating of either "effective" or "highly effective." However, he/she may attach a statement (e.g. evidence, rebuttal) to his/her APPR that will be included in his/her personnel file.

Any unit member receiving an APPR Composite Rating of either "ineffective" or "developing" may challenge that rating.

All unit members are entitled to an Association representative throughout the appeals process. In order to waive this right, it must be in writing.

Any unit member APPR which is the subject of a pending appeal shall not be offered as evidence or placed in evidence in any Education Law §3020-a proceeding, or any locally negotiated disciplinary procedure, until the appeal process is concluded.

A teacher may bring an appeal on any and all grounds permitted on subpart 30-3 of the rules of the Board of Regents.

2. Grounds for an Appeal

Probationary unit members may file an appeal challenging the APPR Composite Rating based upon one or more of the following grounds:

- a. The APPR and/or contractual observation/evaluation process
- b. If a teacher receives an ineffective rating on the student performance category and a rating of highly effective on the observation component, the teacher may appeal to the superintendent based on a local anomaly.

Tenured unit members may file an appeal challenging the APPR Composite Rating based upon one or more of the following grounds:

- a. The APPR and/or contractual observation / evaluation process
- b. The substance of the Annual Professional Performance Review
- c. The outcome of a Teacher Improvement Plan (TIP) or a Professional Development Plan (PDP)
- d. If a teacher receives an ineffective rating on the student performance category and a rating of highly effective on the observation component, the teacher may appeal to the superintendent based on a local anomaly.

3. Procedural Appeals

Procedural appeals shall include:

- a. The district's failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to *Education Law* §3012-d and applicable rules and regulations;
- b. The district's failure to comply with either the applicable regulations of the Commissioner of Education or locally negotiated procedures;
- c. The district's failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under *Education Law* §3012-d.

4. Substantive Appeals

Substantive appeals may be filed by a tenured unit member where he/she disagrees with the lead evaluator's Composite Rating for the Other Measures of Teacher Effectiveness (60 points). Said appeals must be based upon actual evidence, which can include observations, that was provided to the lead evaluator during the prior school year.

5. Appeals Notification

In order to be timely, the notification of the appeal shall be filed, in writing, within ten (10) school days after the unit member has received his/her APPR Composite Rating. Notification of the appeal by the unit member shall be provided to the Superintendent of Schools (or his/her designee) and the Association president (or his/her designee).

6. Appeals Resolution Process

Procedural Appeals

Conference with the Superintendent

The appeal conference shall be a formal meeting (within 10 school days of the written notification), wherein the superintendent (or designee) and the unit member and Association representative (if not waived) discuss the evaluation procedures and the areas of dispute. The unit member will be encouraged to provide any and all evidence relevant to the appeal. The Superintendent shall consider the evidence, perform any investigation, and render his/her written decision to the unit member and Association president within ten (10) school days after the conference. The superintendent's decision is final and not subject to any further appeal or the grievance procedure, unless the appeals process was not followed.

If the superintendent affirms the unit member's appeal, his/her APPR Composite Rating shall be recalculated taking into account the corrected evaluation (e.g. recalculate average rating if an observation was missing). If the superintendent rejects the unit member's appeal, the original APPR Composite Rating will be affirmed.

Substantive Appeals

Conference with the APPR Appeals Panel

A three-member APPR Appeals Panel composed of the superintendent (or designee), another district administrator (APPR certified) who has not evaluated the appealing unit member, and the Association president (or designee if he/she is in the appealing unit member's same subject area and/or grade level) shall hear all substantive appeals.

The appeal conference shall be a meeting (within 10 school days of written notification), wherein the APPR Appeals Panel and the unit member and Association representative (if not waived) discuss the substance of the APPR evaluation and the areas of dispute. The unit member will be required to provide any and all relevant evidence to the panel at least five (5) days in advance of the meeting. The panel shall consider the evidence, perform any investigation, and render their written decision to the teacher and Association president within ten (10) school days after the conference. The panel's decision is final and not subject to any further appeal or the grievance procedure, unless the appeals process has not been followed.

If the panel affirms the teacher's appeal, the panel shall determine and direct the appropriate remedy. For example, if evidence is provided that results in a change of a unit member's Other Measures of Teacher Effectiveness Subcomponent Rating (64 points), then this rating would be amended as would the APPR Composite Rating. If the panel rejects the unit member's appeal, the original APPR Composite Rating will be affirmed.

The APPR Appeals Form (**Appendix 5** of this agreement) shall be used to codify and track all appeals.

Student Performance Ratings

District Wide SLO Regents Exams and MAP Assessments (K-8)		Scoring Range (Points)
Rating	% of Students Meeting Target	
Ineffective	0-4%	0
Ineffective	5-8%	1
Ineffective	9-12%	2
Ineffective	13-16%	3
Ineffective	17-20%	4
Ineffective	21-24%	5
Ineffective	25-28%	6
Ineffective	29-33%	7
Ineffective	34-38%	8
Ineffective	39-43%	9
Ineffective	44-48%	10
Ineffective	49-54%	11
Ineffective	55-59%	12
Developing	60-66%	13
Developing	67-74%	14
Effective	75-79%	15
Effective	80-84%	16
Effective	85-89%	17
Highly Effective	90-92%	18
Highly Effective	93-96%	19
Highly Effective	97-100%	20

Example: Sodus Central School District Wide SLO –

SCSD District Wide SLO Student Performance Category		Points
District wide SLO (Backup/Transition Score for Grades 4-8 ELA & Math Teachers)		17
State Provided Growth Measure (Advisory)		
	Total (max 20 points)	17
Student Performance Category	HEDI Rating	Effective

APPENDIX 1

APPR Rating Form Example

Prior to July 1st, the faculty member will receive the form with only the Observation Category completed. Prior to October 1st, the faculty member will receive the form completed in its entirety. A completed example is provided below.

Faculty Member Name: _____ School Year: _____

Lead Evaluator: _____ Independent Evaluator: _____

Overall Rating: Effective

Observation Category	Rubric Score	Weight	Points
From the Lead Evaluator	3.5	X .85	2.975
From the Independent Evaluator	3	X .15	.45
	Total (max 4 points)		3.4
	HEDI Rating		Effective
Student Performance Category			Points
District wide SLO (Backup/Transition Score for Grades 4-8 ELA & Math Teachers)			17
State Provided Growth Measure (Advisory)	(15, Effective)		Not Counted
	Total (max 20 points)		17
Student Performance Category	HEDI Rating		Effective

OBSERVATIONS

		Highly Effective	Effective	Developing	Ineffective
STUDENT PERFORMANCE	Highly Effective	Highly Effective	Highly Effective	Effective	Developing
	Effective	Highly Effective	Effective	Effective	Developing
	Developing	Effective	Effective	Developing	Ineffective
	Ineffective	Developing*	Developing*	Ineffective	Ineffective

APPENDIX 2

Sodus Central School District

Lesson Plan

Teacher Name:

Date:

Subject:

Date and Time of Observation:

All staff of the Sodus Central School strives to meet the following objectives from the District's Strategic Plan

Objectives:

- Each of our students will make progress towards achieving personal goals.
- Each of our students will identify, access and explore a wide spectrum of personal interests that widen their world view.
- Each of our students will progress toward academic excellence, as defined by multiple measures of success.
- Each of our students will become aggressive problem solvers.

Please provide the following information about your lesson for all traditional pre-observation meetings.

Please bring a copy of all lesson handouts and worksheets to the pre-observation conference.

1. Objectives to be met, include the NY State Learning Standards that apply:

NYSLS:

Objectives:

2. Basic Outline of Instructional Strategies (Including Anticipatory Set/Introduction and Closure):

1a)

1d)

1e)

3. What evidence will you accept that students have met the objectives of your lesson?

1f)

4. What are the challenges and strengths of this class and how are you addressing them?

1b)

5. Are there any strategies or skills that you would like specific feedback on?

APPENDIX 3

Sodus Central School

POST-OBSERVATION CONFERENCE

(Required as part of the post-observation conference)

The teacher is required to complete this form and turn it in to the appropriate administrator prior to or at the post-observation conference. Refer to the CPS Framework for Teaching to guide this reflection.

Name of Teacher:	
School:	
Date of Classroom Observation:	
Date of Post-Observation Conference:	

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know? (3d, 4a)

2. How effective were the activities planned for this lesson? Did you depart from or adjust your plan? If so, how and why? (3e)

3. If you had a chance to teach this lesson again to the same group of students, what would you do differently, from planning through execution? (4a)

Sample Calculations for SLO

[illegible]

APPENDIX 5**Teacher Improvement Plan**

Unit Member: _____ Evaluation Year: _____ Issue Date: _____

A Teacher Improvement Plan must commence 10 days after the start of the succeeding school year or within ten (10) days after the teacher has received an Annual Teacher Evaluation Composite Rating of “Developing” or Ineffective.” TIPS are not disciplinary and must be cooperatively developed between the building principal and the identified teacher. He/She may involve an Association representative if requested.

Elements to be addressed (No more than three)	Critical Attributes (Select relevant attributes from Level 3)	District Supports	Teacher Responsibilities	Timeline for Completion	Success Indicators Specify Frequency and Mastery Levels (i.e. 70% in 3 of 3 obs.)	Document Evidence of Improvement Made

APPR – Appeal Notification Form

Unit Member: _____ Evaluation Year: _____ File Date: _____

Notification of the appeal by the teacher must be provided to the Superintendent of Schools (or his/her designee) and the Association President (or his/her designee) within ten (10) school days after the teacher has received his/her APPR Composite Rating rating.

Superintendent's Signature of Receipt: _____ Date: _____

President's Signature of Receipt: _____ Date: _____

The appealing teacher should complete the following. All evidence must be submitted at least five (5) school days prior to the appeal's conference.

1. Teacher's APPR Composite Rating: _____
2. Type of Appeal: Procedural or Substantive (circle all that apply)
3. Basis of Appeal (include any evidence, observation, explanations necessary):

Attach additional documentation as needed.

The Superintendent or Appeals Committee should complete the following:

1. Appeal Conference Location, Date and Time: _____
2. Appeal Decision: Affirmed/Denied (circle one)
3. Appeal Decision w/Teacher's APPR Composite Rating: _____

Attach additional documentation as needed.

Committee Member (or Super) Signature: _____ Date: _____

Committee Member Signature: _____ Date: _____

Copies of this document must be forwarded to the teacher, personnel file, Superintendent, and SFA President

***Sodus Central School District
Lesson Plan***

Teacher Name:

Date:

Subject:

Date and Time of Observation:

All staff of the Sodus Central School strives to meet the following objectives from the District's Strategic Plan

Objectives:

- Each of our students will make progress towards achieving personal goals.
- Each of our students will identify, access and explore a wide spectrum of personal interests that widen their world view.
- Each of our students will progress toward academic excellence, as defined by multiple measures of success.
- Each of our students will become aggressive problem solvers.

Please provide the following information about your lesson for all traditional pre-observation meetings.

Please bring a copy of all lesson handouts and worksheets to the pre-observation conference.

1. Objectives to be met, include the NY State Learning Standards that apply:

Danielson Rubric Component	Information to incorporate in the lesson
1c - Setting Instructional Outcomes <u>Indicators:</u> <ul style="list-style-type: none"> • Outcomes of a challenging cognitive level • Statements of student learning, not student activity • Outcomes central to the discipline and related to those in other disciplines • Assessment of student attainment • Outcomes differentiated for students of varied ability 	

2. Basic Outline of Instructional Strategies (Including Anticipatory Set/Introduction and Closure):

Danielson Rubric Component	Information to incorporate in the lesson
1a Knowledge of Content and Pedagogy <u>Indicators:</u> <ul style="list-style-type: none"> • Lesson and unit plans that reflect important concepts in the discipline • Lesson and unit plans that accommodate prerequisite relationships among concepts and skills • Clear and accurate classroom explanations 	

Appendix

<ul style="list-style-type: none"> • Accurate answers to student questions • Feedback to students that furthers learning • Interdisciplinary connections in plans and practice 	
1d Demonstrating Knowledge of Resources Indicators: <ul style="list-style-type: none"> • District-provided materials • A range of texts • Guest speakers • Internet resources • Materials provided by professional organizations • Teachers participating in continuing professional education courses or professional groups • Community resources 	
1e Designing Coherent Instruction Indicators: <ul style="list-style-type: none"> • Lessons that support instructional outcomes and reflect important concepts • Instructional maps that indicate relationships to prior learning • Activities that represent high-level thinking • Opportunities for student choice • The use of varied resources • Thoughtfully planned learning groups • Structured lesson plans 	

3. What evidence will you accept that students have met the objectives of your lesson?

Danielson Rubric Component	Information to incorporate in the lesson
1f - Designing Student Assessments Indicators: <ul style="list-style-type: none"> • Lesson plans indicating correspondence between assessments and instructional outcomes • Assessment types suitable to the style of outcome • Variety of performance opportunities for students • Modified assessments available for individual students as needed • Expectations clearly written, with descriptors for each level of performance • Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction 	

4. What are the challenges and strengths of this class and how are you addressing them?

Danielson Rubric Component	Information to incorporate in the lesson
1b Demonstrating Knowledge of Students Indicators: <ul style="list-style-type: none"> • Formal and informal information about students gathered by teacher for use in planning instruction • Student interests and needs learned and used by teacher in planning • Teacher participation in community cultural events 	

Appendix

<ul style="list-style-type: none">• Teacher-designed opportunities for families to share heritage• Teacher-created database of students with special needs available for teacher use	
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5. Are there any strategies or skills that you would like specific feedback on?