Elmira City School District

Annual Professional Performance Review Procedural Manual 2026-2027 School Year

August 2026

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Elmira City School District

Annual Teacher Principal Evaluation

Procedural Manual

August 2026

The Elmira City School District APPR steering committee of teachers, administrators and the Superintendent of Schools/Designee of Schools/Designee have worked diligently developing a new system for teachers and principal evaluations. The purpose of the new evaluation system is to ensure quality teaching and learning practices are in place and comply with Education Law 3012-d. The focus of this plan includes:

- Quality professional growth of teachers and principals in their instructional practices.
- Use of evidence-based standards in each area of classroom instruction that are more objective and rubrics that are clearly defined.
- Establishes a procedural manual to make the evaluation system clear and available to everyone.
- All correspondence and documentation will be electronic. Employees are responsible for maintaining a backup and personal copies.

Committee Members (2026-2027 SY)

Tonia Billbe – Classroom Teacher – Diven Elementary
Carmen Chase – Classroom Teacher – Broadway Academy
Jennifer Clark – Classroom Teacher – ETA President – Elmira High School
Julianne Coon – Assistant Principal - Ernie Davis Academy
Heather Eden – Principal – Riverside Elementary
Barbara Jennings – Classroom Teacher – Parley Coburn
Marnie Malone – Supervisor of Academic Excellence
Megan O'Dell – Classroom Teacher – Broadway Academy
Kelly Palmer – Principal - Pine City Elementary
Carrie Rollins – Director of Educational Services
Diana Sheffler – Special Education Teacher – Pine City Elementary
Emily Solometo – Art Teacher – Parley Coburn
Sarah Woodward – Assistant Supervisor of Special Education

Annual Professional Performance Review Plan (APPR)

STATEMENT OF PURPOSE

Recognizing that the goal of a unit member's evaluation is to further the positive and continued growth of the district's professional staff and the resulting improvement of instruction, the District and the Elmira Teachers Association agree to the following procedures with respect to unit member's evaluation using the Annual Professional Performance Review Plan (APPR).

The APPR encourages professional growth and development through a process that is based on current research on best practices and aligned with the New York State Teaching Standards. It assures a common language, and common expectations among all teachers and evaluators. It is intentionally linked with the district's Professional Development Plan to ensure teacher-driven professional development and support.

Rationale

The APPR will recognize the need for evaluation and professional improvement. The system includes clearly defined criteria which shall be communicated to all ETA unit members and district administrators. The APPR committee recognizes the needs of both the tenured and non-tenured unit members and provides procedures and guidelines which will allow for professional improvement and continued student success.

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, professional development. Each decision is to be made in accordance with locally developed procedures collectively bargained.

The Elmira City School District will adopt an APPR plan 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. Education Law §3012-d was approved to establish a new evaluation system for classroom teachers.

The following principles will govern the APPR process:

1. It is every teacher's responsibility to continue to grow professionally.
2. It is the district's responsibility to provide the resources and support for teachers to improve instruction and professional practice.
3. The overarching goal of the evaluation process is that teachers 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.
4. Evaluations will be conducted openly and objectively with the full involvement of the teacher.

PLAN REQUIREMENTS

The new law requires teachers and principals to be evaluated based on two categories: The Student Performance Category and the Observation/School Visit Category, each of which are explained in further detail throughout this document. Under the new law, New York State continues to differentiate teacher and principal effectiveness using four rating categories – Highly Effective, Effective, Developing, and Ineffective. Education Law §3012-d requires APPRs to result in a single composite teacher or principal effectiveness rating that incorporates multiple measures of effectiveness. As in the past, the results of the evaluations shall be a significant factor in employment decisions, including but not limited to promotion, retention, tenure determination, termination, and supplemental compensation, as well as teacher and principal professional development (including coaching, instructional support (mentoring), and differentiated professional development.

In compliance with Education Law 3012-d, each teacher must receive an APPR resulting in a single composite effectiveness rating of "highly effective", "effective," "developing," or "ineffective." The composite rating will be determined as follows:

The new law requires teachers to be evaluated based on two categories: The Student Performance Category and the Teacher Observation Category.

Student Performance Category

Teachers shall be evaluated as follows:

All teachers who are under 3012 (d) Student Performance Category have a goal setting process determined or developed by the Commissioner that results in a student growth score.
Student performance scores include:

- School-wide, group, team, or linked growth results using NYS ELA Regents examination.
- A growth score based on a state designed supplemental assessment calculated using a State provided or approved growth model.

The law requires the Commissioner to establish weightings and scoring ranges for the subcomponents of the student performance category. The regulations apply the following weights to each of the subcomponents:

RATING	POINTS	% STUDENTS MEETING TARGET
H	18-20	90-100
E	15-17	75-89
D	13-14	60-74
I	0- 12	0 - 59

Teacher Observation Category

The second category is comprised of two subcomponents. The two mandatory subcomponents shall be based on:

- One announced observation that shall be conducted by a principal or other trained administrator.
- A second unannounced observation that shall be conducted by one or more impartial independent trained evaluator(s) selected and trained by the district. An independent trained evaluator may be employed within the district but may not be assigned to the same school building as the teacher being evaluated.
- Untenured teachers shall have two announced observations conducted by a principal or other trained administrator.
- Untenured teachers will have one unannounced observation conducted by a certified lead evaluator.

The regulations allow the frequency and duration of observations to be established locally.
This section also requires all observations to be conducted using a teacher practice rubric (Danielson, FFT 2022) approved by the commissioner pursuant to a Request for Qualification ("RFQ") process, unless the district has an approved variance from the Commissioner and prescribes parameters for the observations category.

The law further requires the Commissioner to establish weightings and scoring ranges for the subcomponents of the teacher observations category. The regulations provide that the weighting of the subcomponents within the teacher observation category shall be established locally within the following constraints:
Announced observations conducted by a principal or other trained administrator shall be weighed at 80%.

Unannounced observations conducted by independent impartial observers shall be weighed at 20%.

	POINT RANGE MIN	POINT RANGE MAX
H	3.50	4.0
E	2.50	3.49
D	1.50	2.49
I	0*	1.49

Internal Assessment Development and Assessment Security

The measures of student performance shall be determined for each grade level and subject area as they conform to Regulation.

- Must use a state-approved student assessment.
- Consistent across district.
- Will have the same parts.

The measures of student performance include ***Student Learning Objectives (SLOs as required for NYS student growth assessment).*** It is understood that any standardized assessment used for the purpose of teacher evaluation will not be disseminated in advance to students, teachers, or principals. Scoring assessments must be done by educators who do not have a vested interest in the assessment they score.

TRAINING FOR EVALUATORS OF STAFF

Any district or school administrator who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be fully trained and certified as required by Education Law 3012-d and the implementing Regulations of the Commission of Education prior to conducting a teacher evaluation in accordance with the Commissioner's Regulations. Each trained district or school administrator must attend ongoing training or inter-rater reliability, including an annual re-certification training. A copy of the certification and log of refresher training will be maintained on file in the district office. Lead evaluators and evaluators will be recertified on an annual basis.

A lead evaluator who is certified by the State as a school administrator or superintendent of schools may conduct classroom observations or school visits as part of an APPR prior to completion of the required training provided such training is successfully completed before completion of the evaluation.

Any evaluation or APPR rating that is determined in whole or in part by an untrained lead evaluator who is not fully trained and certified to conduct such evaluations in accordance with the regulations of the commissioner shall, upon appeal by the subject of the evaluation or APPR rating, be deemed to be invalid and shall be expunged from the teacher's record and will be inadmissible as evidence in any subsequent disciplinary proceeding. The invalidation of an evaluation of APPR rating for this reason shall also preclude its use in all other employment decisions.

All professional staff subject to the district's APPR will be provided with an orientation and/or training of the evaluation system that will include: a review of the content and use of the evaluation system, the district's teacher practice rubric, forms, and the procedures to be followed consistent with the approved APPR plan and associated contractual provisions. All training for current staff will be conducted prior to the implementation of the APPR process. Training will be conducted for new staff after the beginning of the school year. Staff hired during the school year will be trained as soon as possible.

Training will be ongoing throughout each school year.

EVALUATION PROCESS

Analysis of Teaching Practice through Multiple Measures

The teacher and evaluator shall confer in preparation for the evaluation measures. The conferences include identifying the measures, the expectations of both parties, and the provision of any relevant documentation. Evidence is collected during announced/unannounced classroom observations and other planned activities. Each unit members annual HEDI rating will be based on the following NYS required measures of teacher effectiveness:

Non-Growth Measures of Teacher Effectiveness

- □ Evidence of professional practice shall be obtained through multiple measures.
- □ Tenured unit members will be evaluated twice each year, one announced and one unannounced. All non-tenured members will be evaluated a minimum of three times each year, two announced and one unannounced.
- □ The process of evaluation should foster continued growth and development.
- □ Evidence of teacher effectiveness will be based on the Danielson 2022 rubric aligned with the seven New York State Teaching Standards.
- □ The teacher acquires knowledge of each student and demonstrates knowledge of student development and learning to promote achievement for all students.
- □ The teacher knows the content he/she is responsible for teaching and plans effective instruction that ensures growth and achievement for all students.
- □ The teacher implements instruction that engages and challenges all students to meet or exceed the learning standards.
- □ The teacher works with all students to create a dynamic learning environment that supports achievement and growth.
- □ The teacher uses multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.
- □ The teacher demonstrates professional responsibility and engages relevant stakeholders to maximize student growth, development, and learning.
- □ The teacher sets informed goals and strives for continuous professional growth.
- □ Critical to this component is the selection of the rubric to collect evidence of teacher effectiveness. The APPR Committee has selected the Danielson FFT 2022 Rubric for Teacher Evaluation (Appendix A) from the list of state approved rubrics.

The Elmira City School District recognizes that effective assessment of teaching practice is progression and has agreed to utilize a teacher evaluation and development process supported by the collection and analysis of evidence. The forms for the evaluation process are included in Appendix B.

PROCEDURES FOR DETERMINNG TEACHER RATING VIA DANIELSON RUBRIC

Establish a Timeframe for Conducting Observations

A. Tenured unit members will be observed twice each year, one announced and one unannounced. All non-tenured members will be observed a minimum of three times each year, two announced and one unannounced. Announced and unannounced scores will be weighted based on the allowable percentages as set forth by NYSED.

B. For all unit members:

- Evaluations can begin on **October 5th, 2026** and must be completed June **4th, 2027.**
- Unannounced observations will be scheduled per the following calendar. Each successive year, the unannounced observation calendar will be mutually agreed upon. (Appendix I)
- Evaluators will use the Frontline Program for recording, documenting, and scoring both announced and unannounced observations.
- In the event school is strictly remote observations can occur remotely.
- For tenured teachers, if a post conference is requested by either the teacher or the evaluator it will occur **within ten (10) school days** after the completion of the announced and/or unannounced observations. At this time, the teacher and evaluator will discuss next steps for the teacher's professional growth. Tenured teachers are not required to have a post-conference if it is not requested by either the lead evaluator or classroom teacher. The classroom teacher will complete the post-conference questions in Frontline prior to the post conference.
- Post-conferences for untenured teachers will occur for both announced and unannounced observations. The post conference will occur within ten (10) school days after completion of the observations.
- Pre- and post-conferences can take place using zoom or other remote meeting platforms.
- Pre-conference questions must be completed and submitted in Frontline no less than 24 hours prior to the scheduled pre-conference.
- Teacher lesson plan must be uploaded into Frontline no less than 24 hours prior to the classroom observation.
- Post conference questions must be completed and submitted in Frontline no less than 24 hours prior to the scheduled post-conference.

OBSERVATION PROTOCOL

The following are procedures and guidelines for the formally announced visit:

Concluded with the open and full knowledge of the unit member with a mutually agreed upon date and time.

Preceded by a pre-conference meeting that may occur on a zoom meeting or other remote meeting platform which shall occur at least one (1) day prior but no more than 3 days prior to the observation. Pre-conferences may also be conducted no earlier than five school days from the initial notification of the observation per teacher request. The teacher's lesson plan shall be completed and submitted in Frontline no less than 24 hours prior to the pre-conference.

The announced classroom observation for elementary shall be no less than 25 minutes and secondary observations are to be at least 40 minutes.

The following components from the Danielson rubric will be observed and scored during the formal announced observation:
1B – lesson plan
1C – lesson plan
1E – lesson plan
1F – lesson plan
2A – during instruction
2B – during instruction
2C – during instruction
3A – during instruction
3B – during instruction
3C – during instruction
3D– during instruction
4A – post conference question

The following components from the Danielson rubric will be observed and scored during the formal unannounced observation:
2A – during instruction
2B – during instruction
3C – during instruction
3D– during instruction

*** Addition to the manual (02.19) Unit members may choose to have their formal announced observation conducted simultaneously with a co-teacher and general education teacher. This will require two lead evaluators to conduct the announced observation during the same class period for the same lesson.
*** Both teachers and both lead evaluators will attend the pre-conference at the same time.
*** If a post conference is requested by the tenured teacher or lead evaluator it will be held separately. Scores will be shared during the post-conference; therefore, the post-conference will only include the lead evaluator and the teacher.

*** Untenured teachers will have a post conference for all three observations, two announced and one unannounced.

It is the evaluator of record's responsibility to provide unit member 24-hour notice of cancellation of the formally scheduled observation. For those observations that are not cancelled within this timeframe, the unit member is not required to have an additional pre-conference meeting. The evaluator of record will then reschedule the visit for an agreed upon date and time and will be provided with a new lesson plan upon entering classroom or workstation.

Educators who are hired during the first semester between July 1st, 2026 and February 1st, 2027 will receive two formal announced observations and one unannounced observation.
Educators hired between February 2nd, 2027, and April 1st, 2027, will receive one formal announced observation and one unannounced observation.

Educators hired after April 2nd, 2027, will be observed three times during the 2027-2028 school year. They will receive two formal announced and one unannounced within 1 year from hire date.

Unannounced Observation

The following are procedures and guidelines for the unannounced visit:

- Conducted during a specific ten school daytime period for which prior notification has been given. No less than **20 minutes**
- Calculated as a separate evaluation.
- Unannounced observations for semester courses cannot take place within the first five school days of the new semester.

Components 2A, 2B, 3C and 3D will be evaluated and scored for the unannounced observation.

Evaluator of record will provide Unit Member with documented reflection from unannounced visit **within ten (10) school days** of said visit.

If an educator or lead evaluator, observer or supervisor are not in attendance during a regularly scheduled workday, this day or multiple day(s) do not count in the 10-day window in which the post conference is to take place. If an educator is out on medical leave during the observation process, the post conference is to take place within 10 days of the educator returning to work.

Summative Evaluation

District administrators conducting observations will utilize the Frontline web-based program to collect evidence and score both the announced and unannounced observations. The program computes the calculations for both observations. Frontline will calculate the scores for both observations to determine the HEDI rating for the Teacher Practice portion of a teachers' APPR. Once teachers' Student Performance scores are available these will be entered into Frontline. Frontline will then use the HEDI Matrix to determine the teachers' overall HEDI rating for the school year.

Overall HEDI Rating

The rating system is approved by NYSED.

A teacher's overall HEDI rating shall be provided to the teacher as soon as practicable but no later than the date provided and determined by NYSED following the year of the evaluation using the matrix below.

SCORES	H	E	D	I
H	H	H	E	D
E	H	E	E	D
D	E	E	D	I
I	D	D	I	I

- ❑ Step #1- Identify Evaluation(s) total weighted score.
- ❑ Step #2- Identify Student Performance score.
- ❑ Step #3- Determine overall HEDI rating using matrix.

Teacher Improvement Plan (TIP)

A teacher who received a "developing" or "ineffective" rating on their overall APPR will be required to comply with the prescribed Teacher Improvement Plan (TIP) (Appendix D) which must be formulated, by both the unit member and the evaluator of record with both parties providing input and reaching agreement on the contents of the TIP and implemented by law within **ten (10) workdays** of the new school year, except when cases are out of the districts' control. The administrator monitoring the TIP will be the lead evaluator who conducts the classroom observation.

An educator with a TIP will not be assigned a student teacher during the school year in which their TIP is in effect.

Upon receiving a rating of "developing" or "ineffective," a teacher shall be provided with a TIP by a building level administrator. (Form provided in Appendix C). The TIP shall be provided as soon as practicable, but in **no case later than October 1** of the following school year (except in the case of a first year, probationary teacher). The Parties understand and agree that the sole and exclusive purpose of a TIP is the improvement of teaching practices, and that the issuance of a TIP is not a disciplinary action. The TIP shall be developed in consultation with the teacher, and Association representation shall be afforded at the teacher's request. The Association president shall be informed in a timely manner whenever a teacher is placed on a TIP.

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 the District will make available to assist the teacher, including, where appropriate, the assignment of a mentor teacher.

- The initial TIP meeting will include an administrator, teacher/TA, Union President, and a Director of Educational Services.
- All elements of the TIP will be carried out in full fidelity unless agreed upon by both parties.
- A copy of each TIP will be provided to the union President prior to meeting with individual teachers for review and mutual revision.

After the TIP is in place, the teacher, administrator, mentor (if one has been assigned) and an Association representative (if requested by the teacher) 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 such assessment(s), the TIP shall be modified accordingly.

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 obligations to properly implement the terms of a TIP may seek relief from an appeal to the District APPR Appeals Committee.

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 the teacher's performance has been evaluated. No disciplinary action shall be taken by the district against a teacher predicated on an "ineffective" rating who has met the performance expectations set by a TIP. Teachers on a TIP and their Lead Evaluator will have an end of the year evaluation meeting no later than the last day of School. This meeting is designed to review the effectiveness of the Teacher Improvement Plan.

TERMINATION AND TENURE DETERMINATION FOR PROBATIONARY TEACHERS

The APPR is to be a significant factor for termination and tenure determinations. If an evaluator is concerned with the competence of a probationary teacher, it is agreed that the teacher will be invited to a conference with the evaluator, appropriate administrator (if different from the evaluator), and the Association president or his/her designee as early in the school year as reasonable, preferably by February 1, 2027. The conference will result in an intervention and TIP being developed.

A probationary teacher, who is disciplined, not renewed, or denied tenure, based in whole or in part upon classroom performance or any other factor measured by the APPR, shall have the right to appeal such action through the APPR Appeals procedure. Nothing therein relieves the district of its obligations under New York State Education Law Sections 3012-d (2) and sub part 3031.

The parties agree that in cases of teachers appointed to a probationary term at the start of a school year, notification dates shall be as follows:

- The initial TIP meeting will include an administrator, teacher/TA, Union President, and Director of Administration.

- All elements of the TIP will be carried out in full fidelity unless agreed upon by both parties.
- A copy of each TIP will be provided to the union President prior to meeting with individual teachers for review and mutual revision.
- The notice of the superintendent's recommendation to grant or deny tenure shall be provided to the unit
- member by **March 1, 2027** of the final probationary year.
- A probationary teacher shall be informed of the final action of the Board of Education on the granting or denial of his/her tenure by **May 1, 2027** of the final probationary year.

In the case of teachers appointed after the opening of the school year and who are eligible for tenure, the notification dates shall be as follows:

- The notice of the superintendent's recommendation to grant or deny tenure shall be provided to the unit member by the first day of the month four months prior to the conclusion of their final probationary year (for example, a teacher who commences their probationary employment on **January 1, 2027** shall receive the notice of intent by the preceding **September 1, 2027**).
- A probationary teacher shall be informed of the final action of the Board of Education on the granting or denial of his/her tenure a minimum of **sixty (60) days** prior to the conclusion of their final probationary year.
- In cases where the unit member is not recommended for continued employment, the Evaluator of Record shall make said recommendation to the Superintendent of Schools/Designee and simultaneously, in writing, inform the affected unit member of the recommendation.

Notice of the recommendation shall be given to the Superintendent of Schools/Designee and the affected unit member not later than **sixty (60) days** immediately preceding the discontinuance of the probationary service. Each probationary unit member who is not to be recommended for permanent appointment or tenure shall be so notified in writing by the District Superintendent of Schools/Designee no later than **sixty (60) days** immediately preceding the discontinuance of the probationary service.

Teacher Improvement Plan (TIP) Outside of APPR

The district recognizes that professional growth, support, and improvement are not limited to the Annual Professional Performance Review (APPR) process. Consistent with the district's responsibility to support professional growth and improvement under applicable New York State Education Law and Commissioner's Regulations, the District may provide and/or initiate professional growth, professional development, coaching, mentoring, feedback, or an individualized Teacher Improvement Plan (TIP) for a teacher regardless of the teacher's APPR rating. Such support may be initiated by a building principal or other appropriate administrator when an area of professional practice is identified for further development, support, or improvement. These opportunities are intended to promote continuous professional growth and improved instructional practice and may be based upon classroom observations, walkthroughs, conferences, professional practice, student learning evidence, or other relevant information.

Such a TIP may be utilized with probationary or tenured teachers and may be implemented with teachers whose APPR ratings are Highly Effective, Effective, Developing, or Ineffective.

A Teacher Improvement Plan (TIP) initiated outside of the APPR process is separate from the APPR-required Teacher Improvement Plan described above. The initiation of such a TIP does not, by itself, indicate that a teacher has received, or is expected to receive, a Developing or Ineffective APPR rating, nor does it alter the teacher's APPR rating. Participation in such a TIP shall not, by itself, constitute disciplinary action. A TIP initiated outside of the APPR process may include identified areas for growth, goals, timelines, evidence of progress, professional learning, coaching, mentoring, resources, and follow-up meetings or observations.

Where an APPR-required TIP is subsequently required because of an overall Developing or Ineffective APPR rating, that TIP shall be developed and implemented in accordance with the APPR requirements set forth in this manual, applicable law and regulations, and the collectively bargained procedures. Nothing in this section shall limit the district's ability to provide coaching, mentoring, feedback, supervision, professional development, or other support to any teacher at any time in support of continuous professional growth and improved student outcomes.

A Teacher Improvement Plan (TIP) may be developed and implemented regardless of a teachers' APPR score. Participation in such a TIP shall not, by itself, constitute disciplinary action. Under these circumstances, the same process will be followed as outlined above. Reasons for a TIP for teachers who receive a Highly Effective, Effective, or Developing as outlined in 3012(d) may include but are not limited to:

Area	Possible Concern
Instructional Practice	Lessons lack clear learning objectives, appropriate rigor, or effective instructional strategies
Teacher Clarity	Directions, explanations, modeling, or success criteria are unclear to students
Student Engagement	Students are frequently disengaged, passive, or not meaningfully participating in learning
Classroom Management	Difficulty establishing routines, maintaining expectations, or responding effectively to student behavior
Planning & Preparation	Lessons are poorly planned, materials are not prepared, or instruction does not align with standards
Assessment	Inadequate use of formative assessment, feedback, grading, or evidence of student learning
Differentiation	Instruction does not adequately address varied student needs or provide appropriate supports
Student Achievement	Persistent concerns about student learning or progress, particularly when connected to instructional practices
Professional Responsibilities	Repeated concerns with attendance, punctuality, deadlines, documentation, or required responsibilities
Communication	Ineffective or inappropriate communication with students, families, colleagues, or administrators
Professional Conduct	Failure to follow school/district policies, professional expectations, or directives
Collaboration	Difficulty collaborating productively with colleagues, participating in teams, or contributing to shared responsibilities
Response to Feedback	Repeated failure to implement agreed-upon recommendations or demonstrate growth after coaching
Equity and Student Support	Inconsistent expectations, participation opportunities, or support for diverse groups of students

APPEALS PROCESS

The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff to maintain a highly qualified and effective workforce. All tenured and probationary employees who meet the appeal process criteria identified below may use this appeal process. A teacher may not file multiple appeals regarding the same performance review or TIP. All grounds for appeal must be raised within one appeal, provided that the teacher 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). (Appendix G)

APPR Subject to Appeal Procedure

Any non-tenured or tenured unit member receiving an over-all composite APPR rating of "developing" or "ineffective" may appeal the overall APPR Rating.
Ratings of Highly effective or Effective are not appealable.

In accordance with Education Law §3012-d, an APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Education Law §3020-d proceeding, or any locally negotiated discipline procedure, until the appeal process is concluded.

An appeal may be filed challenging the APPR based upon one or more of the following grounds:

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 here applicable, as required under Education Law §3012-d.

Multiple Appeals

A teacher may not file multiple appeals regarding the same performance review or improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed invalid.

Appeals Process

This appeal process shall constitute the exclusive means for initiating, reviewing, and resolving all challenges and appeals related to a teacher's performance review or improvement plan. The teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review or improvement plan, except as otherwise authorized by law.

To be timely, the APPR appeal process begins when the educator files, in writing, a request for an informal

conference, with the evaluator or record(s). This request must be filed, in writing, within **fifteen (15) school days** after the teacher has received the final composite rating.

Step 1: Informal Conference
The bargaining unit member shall upon request be entitled to a member of the Elmira Teacher's Association representative being present. The conference shall be an informal meeting wherein the Lead Evaluator or Observer and the employee are able to discuss the evaluation and the areas of dispute.

Within 5 days of the Informal Conference, the bargaining unit member will provide to the Lead Evaluator or Observer a detailed written description of the specific areas of disagreement over his or her performance review, any additional documents, or materials relevant to the appeal and the performance review and/or improvement plan being challenged which should be considered in the deliberation of the Teacher Effectiveness Rating. Material not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal.

After receipt of the evidence, the Lead Evaluator or observer has five (5) school days to review the submitted written material and adjust or confirm the summative assessment. The Lead Evaluator will issue a response to the Step 1 appeal within five school days of receipt of the written materials.

If the bargaining unit member is unsatisfied with Step 1 written appeal, he/she may file a Step 2 appeal. Such appeal must be filed within five (5) school days after receipt of the Step 1 response.

Step 2: APPR Hearing Committee

The APPR Hearing Committee make up shall be:

a) One administrative representative (current or recently retired administrator) certified to conduct evaluations, appointed by the Superintendent or his/her designee. The administrator appointed shall not be the Lead Evaluator or Observer of the evaluation.

b) One teacher representative (current or recently retired teacher) that has been trained in the agreed upon Rubric and APPR process appointed by the Elmira Teacher's Association President or his/her designee.

Within ten (10) school days after receiving the Step 2 appeal, the hearing committee shall hold a hearing on the appeal. Either side may make oral arguments and or present evidence to support or reject the appeal. Formal rules of evidence shall not apply. The hearing will take place during one school day.

Within ten (10) school days after the completion of the hearing, the APPR hearing committee shall reach its findings. The determination may be to deny the appeal; to sustain the appeal and grant the remedy sought; or sustain the appeal and modify the remedy. If consensus is not reached, within ten (10) days of the hearing, the Committee shall write up the opposing viewpoints within five (5) days of failure to reach consensus and submit the opposing viewpoints to the Supervising Administrator, the employee, the Elmira Teacher's Association President, and the Superintendent. The material not submitted at the time the response is filed in Step 1 shall not be considered in the deliberations related to the resolution of the appeal.

If the response at Step 2 is not acceptable to the teacher or if the Step 2 APPR Hearing Committee is unable to reach consensus, the teacher shall have the right to move on to a Step 3 hearing. This request must be filed by

submitting a written request to the Superintendent and Elmira Teacher's Association President expressing the desire to move to Step 3 within five (5) days of receipt of the Step 2 decision.

Step 3: Appeal to the Superintendent

Within five (5) school days of the receipt of the APPR Hearing Committee Step 2 response, if a teacher is not satisfied with such response, the teacher must submit a written appeal to the Superintendent or designee. Within five (5) school days of the receipt of the written Step 2 responses, the Superintendent will review the full record of the appeal. Material not submitted at the time the response is filed in Step 1 shall not be considered in the deliberations related to the resolution of the appeal.

Within ten (10) school days of the receipt of the Step 3 appeal, the Superintendent shall issue a written determination to the teacher, the Elmira Teachers' Association President and the Lead Evaluator or Observer. The determination may be to deny the appeal; to sustain the appeal and grant the remedy sought; or sustain the appeal and modify the remedy. The Superintendent's decision is final and binding.

Records

The entire appeal record will be sealed and placed in the bargaining unit member's APPR file.
A carbon copy of the final APPR outcome will be provided to the bargaining unit member and the administrator of record.

Appendix A (Danielson Framework for Teaching (FFT) 2022 Rubric for Teacher Evaluation)

https://sites.google.com/passaicschools.org/divisionofstaffdevelopment/danielson-2022-critical-attributes?pli=1&authuser=0

Appendix B (Weighting of Components for Announced and Unannounced Observations)

Domain	Components	Announced - 80%	Unannounced - 20%
Domain 1	1B	0.05	
	1C	0.05	
	1E	0.05	
	1F	0.05	
Domain 2	2A	0.06	0.25
	2B	0.06	0.25
	2C	0.06	
Domain 3	3A	0.13	
	3B	0.13	
	3C	0.13	0.25
	3D	0.13	0.25
Domain 4	4A	0.1	
Total		1	1

Appendix C (Teacher Improvement Plan)

(To be completed jointly by teacher and administration)

Name: _____ School: _____

School Year: _____ Assignment: _____

Plan Implementation Year: _____ Grade/Subject: _____

Date of Related APPR: _____ Date of TIP Conference: _____

Danielson Domain/Subcategory in need of improvement	1.
	2.
Improvement Goal/Outcome	1.
	2.
Method of Assessing Improvement	1.
	2.
Timeline for Achieving Improvement	1.
	2.
Evidence aligned with Domain/Subcategory	1.
	2.

Differentiated Activities that Support teacher Improvement	

Teacher Comments:

Administrator Comments:

Teacher Signature: _____ Date: _____

Administrator's Name: _____ Title: _____

Administrator Signature: _____ Date: _____

End of Year Summary of the TIP:

Teacher Comments:

Administrator Comments:

Teacher Signature: _____ Date: _____

Appendix D (Post-Conference Question for Announced Observations 2026-2027 SY)

1. 4A ~ Engaging in Reflective Practice ~ Elements of Success ~ Self-Assessment of Teaching, Analysis and Discovery, and Application and Continuous Improvement. What multiple sources of evidence did you use to analyze your practice and the effectiveness of the lesson? What evidence indicates you used the results of your self-assessment to guide the purposeful acquisition of new knowledge and skills? In what ways do you utilize self-reflection and new ideas to demonstrate commitment to continuous improvement?

Appendix E (APPR Appeals Form)

- Submit the signed and completed form to the Superintendent, and Association President within _____ workdays of receiving the evaluation you are appealing.
- Review of the Evaluation Appeals Process found in the APPR plan
- Attach evaluation being appealed and any supporting documentation for the Appeals Committee.

1. Evaluation Appeal Information

I request the APPR Appeals Committee review the evaluation attached to determine if the evaluation in question should be affirmed or overturned.
Member Name: (please print) _____ Member Title: _____
Member Building: _____
Authoring Administrator Name and Title: _____
Date of Evaluation: _____ Date member received evaluation results from Administrator_____
Type of Evaluation: _Announced _____Unannounced
Date Appeal submitted: _____

2. Type of Appeal

□ Procedural Appeal

Explanation of why member believes the observation is procedurally flawed. Please include contractual language that member believes was violated. (Attach any supporting documentation for committee review.)

_____
_____
_____
_____
_____

□ Substantive Appeal

The category being appealed is:

□ Content Knowledge □Preparation □ Instruction Delivery □ Classroom Management
□ Student Development □ Student Assessment □ Student Growth □ Collaborative
□ Reflective and Responsive Practice

Rating being appealed:

□ Developing
□ Ineffective
□ N/A – TIP plan is not connected to APPR rating

Rating you are requesting:

□ Highly Effective □ Effective □ Developing

Explain reason for requested review: (Attach any supporting documentation for committee review)

Appendix F (Elmira City School District Student Performance Goal Determinations)

Elmira City School District's Target Expectations of Student Growth from Baseline through Target Assessments				
Starting/Ending Performance	End: 1st Quartile (0-54)	End 2: 2nd Quartile (55-64)	End 3: 3rd Quartile (65-84)	End 4: 4th Quartile (85-100)
Start 1: 1st Quartile	NO	YES	YES	YES
Start 2: 2nd Quartile	NO	NO	YES	YES
Start 3: 3rd Quartile	NO	NO	YES	YES
Start 4: 4th Quartile	NO	NO	YES	YES

Quartiles will be based on the NYSED cut points for passing and mastery. The starting and ending points will be listed on the SLO templates when using this growth format. After calculating the percentage of students meeting the goal the score will be determined per the charts below

SLOs		Scoring Range	State-Provided Growth Scores	
Rating	Percent of Students Meeting Target		MGP Range	Rating
I	0-4%	0	3-23	I
I	5-8%	1	24	I
I	9-12%	2	25	I
I	13-16%	3	26	I
I	17-20%	4	27	I
I	21-24%	5	28	I
I	25-28%	6	29	I
I	29-33%	7	30	I
I	34-38%	8	31	I
I	39-43%	9	32	I
I	44-48%	10	33	I
I	49-54%	11	34	I
I	55-59%	12	35	I
D	60-66%	13	29-37	D
D	67-74%	14	38-40	D
E	75-79%	15	36-48	E
E	80-84%	16	49-55	E
E	85-89%	17	56-68	E
H	90-92%	18	67-68	H
H	93-96%	19	69-72	H
H	97-100%	20	73-94	H

Appendix G (Unannounced Blackout Dates for the 2026-2027 SY)

Observations may begin Monday, October 5th, 2026, and will be completed by Friday, June 4th, 2027.

Blackout Dates:

1. *Friday, October 30th, 2026*
2. *Tuesday, November 24th, 2026*
3. *Monday, November 30th, 2026*
4. *Tuesday, December 22nd, 2026*
5. *Monday, January 4th, 2027*
6. *Friday, February 12th, 2027*
7. *Monday, February 22nd, 2027*
8. *Friday, April 2nd, 2027*
9. *Monday, April 12th, 2027*

1. Teachers hired after 02.02.27
    a. One announced and unannounced observation
2. Teachers hired after 04.02.27
    a. No observations till 27 – 28 school year