

This document is a Memorandum of Agreement (MOA) between the Blind Brook -Rye Federation of Teachers (Federation) and the Blind Brook- Rye UFSD (District).

June 2016

Blind Brook-Rye School District

This Annual Professional Performance Review (APPR) Plan has been developed in a cooperative, collaborative effort between District Administration and representatives of the Blind Brook-Rye Federation of Teachers. To this end, this APPR Plan supports professional growth, and fosters a community of collegiality and collaboration.

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Blind Brook-Rye School District Annual Professional Performance Review Plan (APPR)

Introduction

Education Law §3012-d establishes a new requirement for a comprehensive performance evaluation system for classroom teachers and building principals, to commence with the 2016-2017 school year.

The Annual Professional Performance Review (APPR) supports the professional growth of our educators. The driving goal of the teacher evaluation system (APPR) is to promote student learning, and improve teaching and professional practice. The APPR encourages professional growth and development through a process that is based on current research of best practices and aligned with New York State Learning Standards, as well as the Common Core State Standards. It assures a common language and common expectations among all teachers and evaluators.

A successful review system will provide timely feedback, an opportunity to acknowledge an educator's current level of professional practice, and provide the educator with an opportunity for continual professional growth. It is purposefully linked with the District's Professional Development Plan to ensure teacher-centered professional development and support.

The following principles guide the Blind Brook-Rye APPR process:

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

APPR Plan Requirements

Under Education Law §3012-d each teacher must receive an Annual Professional Performance Review (APPR) End-of-Year Evaluation resulting in a single rating determined by the matrix set forth by §3012-d, shown below. The overall End-of-Year Evaluation is determined by finding the rating for the Teacher Observation, as determined by the provisions of this Agreement, and the rating for the Student Performance portion as determined by the provisions of this Agreement, and indexing the respective column and row to meet at an overall Evaluation, located inside the matrix.

Matrix:

Student Performance	Teacher Observation				
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D*	D*	I	I

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

As required by the Commissioner's regulations, the District Board of Education (BOE) will formally adopt an APPR Evaluation plan by July 1st of each school year; however, the terms of the APPR Evaluation Plan shall continue to be in effect until such time as the Commissioner of Education approves a successor APPR Plan. The district shall submit the plan in a form prescribed by the Commissioner, to the State Education Department (SED) for approval. Should the plan be rejected, any deficiencies that are subject to negotiations shall be resolved through collective bargaining, and the plan re-submitted. If all the terms of the plan have not been finalized by July 1st of a school year as a result of pending collective bargaining, then the District 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.

This APPR Plan is incorporated into the collective bargaining agreement between the Blind Brook-Rye Federation of Teachers and the Blind Brook-Rye Union Free School District by reference (see under Article VII - Annual Professional Performance Review). The elements of the APPR Plan that require negotiation pursuant to Education Law §3012-d, Subpart 30-3 of the Rules of the Board of Regents, have been agreed to by the parties and any changes to those specific elements must be collectively bargained. It is expressly understood and agreed that the terms and conditions of the APPR Evaluation Plan that are non-negotiable pursuant to Education Law §3012-d, Subpart 30-3 of the Rules of the Board of Regents shall remain non-negotiable, notwithstanding attachment and/or incorporation into the Blind Brook Union Free School District, and nothing herein shall be construed to convert any such non-negotiable matter into a negotiable mandatory subject of bargaining. However, if in the future an item is deemed to be a mandatory subject of bargaining through Court or PERB decision, law, or regulation, the District and the Federation will negotiate those items at that time.

The District has formed a Negotiation Committee of the Annual Professional Performance Review (Committee). The Committee shall consist of Blind Brook - Rye Federation of Teachers (Federation) members appointed by the Federation and district administrators appointed by the Superintendent. Both parties understand and acknowledge the need for broad representation of different subjects and grade levels. This APPR Negotiation Committee is responsible for reviewing the policies and procedures related to the APPR Plan and making recommendations to the Superintendent, or his/her designee.

Any changes to the evaluation procedures of teachers recommended by the APPR Negotiation Committee, that are negotiable pursuant to Education Law §3012-d, Subpart 30-3 of the Rules of the Board of Regents, would only be effective upon mutual written agreement of the Federation and the District after approval of the BOE and, as required, upon approval of the Commissioner of Education. Any changes to the evaluation procedures of teachers recommended by the APPR Negotiation Committee that are not negotiable pursuant to Education Law §3012-d, Subpart 30-3

of the Rules of the Board of Regents , would become effective upon the approval of the BOE, and if required, upon the approval of the Commissioner of Education. Agreement by the Federation is not required for changes that are not negotiable pursuant to Education Law §3012-d, Subpart 30-3 of the Rules of the Board of Regents. However, if in the future an item is deemed to be a mandatory subject of bargaining through Court or PERB decision, law, or regulation, the District and the Federation will negotiate those items at that time.

Collection and Reporting of Teacher & Student Data

Because of the complexity and importance of Teacher-Student Data Linkages (TSDL) information, regulations require that teachers be involved in data verification efforts. The District shall collaboratively develop a verification procedure to ensure that all teacher 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. Generally, a "teacher of record" is defined as an individual (or individuals, such as in co-teaching assignments) who has been assigned responsibility for a student's learning in a subject/course with aligned performance measures.

Teachers will review and verify student rosters in their local student management system (currently eSchoolData) each time they take class attendance or, if class attendance is not taken, each time they take daily attendance. In addition to daily verification, teachers, principals, and school/district data coordinators will have access to Teacher-Student Verification Reports that are updated at least weekly. Teachers will receive a unique personal identification number (PIN) to create a Teacher-Student Roster Verification account on <https://eservices.nysed.gov/taa/>. Teachers are encouraged to review and verify TSDL data on a periodic basis throughout the year.

Consistent with the reporting of all other school year data, the Superintendent will be responsible for certifying the completeness and accuracy of all TSDL information. The accuracy of **basic roster information**, including teacher-student linkage start and end dates, is dependent upon:

- The creation of an accurate master schedule that includes all teachers assigned to courses and all students enrolled in those courses;
- The ongoing maintenance of both the master and student schedules, including accurate entry of start and end dates when students drop or add courses, or teacher assignments change.

The accuracy of linkage duration information requires accurate basic roster information, as well as the following additional information to be correct in the student management system:

- The amount of time that a course meets daily or, if the course schedule fluctuates daily, the weekly average for the course;

- Instructional calendars, or the total number of days that a course is scheduled to meet;
- Duration adjustments, to be used if a particular student or teacher participates in a course for course for only a portion of the course's schedule; and
- Student course attendance.

Data Verification Dates:

The following dates should be strictly adhered to:

Beginning of School Year

- | | |
|------------------------|-----------------------------------|
| ● First Day of Classes | Verification of student roster(s) |
| ● “BEDS” Day | Student roster(s) closes |

Based on State Assessment Dates

- attendance review prior to exam; including confirmation that changes were made
- post exam roster confirmation

Any classroom teacher who believes the information displayed in the Teacher-Student Roster Verification Report(s) is incomplete, inaccurate, 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 Superintendent, or his/her designee, after the teacher has made every effort to rectify any and all discrepancies with the District’s Information Officer.

The District will adhere strictly to the requirements for reporting sub-component and composite scores to the New York State Department of Education established by regulations. A unique identifier will be used, and the names of individual teachers will not be provided. An administrator shall not submit any written assessment, sub-component or composite rating of an individual teacher to any outside agency or person without the prior written authorization of the Federation, unless otherwise permitted or required by law, regulations, or this APPR Plan. The New York State Education Department or any other government department or agency shall not be considered an outside agency or person hereunder.

Internal Assessment Development, Assessment Security, and Scoring Processes

The regulations require that the assessment development, assessment security and scoring processes utilized by a school district or BOCES must ensure that any assessments and/or

measures used to evaluate teachers are not disseminated to students before administration, and those teachers do not have a vested interest in the outcome of the assessments they score.

Locally-Selected Student Achievement Measures shall be determined collaboratively to the extent that such measures are negotiable pursuant to Education Law §3012-d, Subpart 30-3 of the Rules of the Board of Regents. Nothing herein shall require collaboration or negotiation with respect to any measure or item that is not negotiable pursuant to Education Law §3012-d, Subpart 30-3 of the Rules of the Board of Regents.

Assessment Security

The security procedures for assessments used for the Locally-Selected Measures of Student Achievement shall be developed and assessed annually to be comparable to the security protocol for the 3-8 State assessments as prescribed by SED, to the greatest extent practicable.

It is understood that any standardized assessments used for the purpose of teacher evaluation will not be disseminated in advance to students, teachers, or principals.

Scoring Processes

Scoring procedures shall be developed and assessed annually, following the guidelines and procedures set forth in SED regulations. Scoring of assessments must be done by educators who do not have a vested interest in the assessments they score.

Training of Evaluators and Staff

Any evaluator who participates in the evaluation of teachers for the purpose of determining an APPR End-of-Year Evaluation rating shall be fully trained and/or certified as required by Education Law §3012-d. A teacher's lead evaluator shall be identified at the start of the school year; to the extent possible, the principal or his/her designee should be the lead evaluator of a classroom teacher. The District will ensure that all lead evaluators/evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended SED model certification process.

All evaluators must be appropriately trained before conducting an evaluation, but only lead evaluators need to be certified to conduct evaluations. To qualify for certification as a lead evaluator, an individual must successfully complete a training course that meets certain minimum requirements prescribed in the Commissioner's regulations. Training will be conducted by highly qualified personnel who have participated in the NYSED evaluator training

for lead evaluators and/or personnel authorized to train on behalf of an evaluation rubric approved by NYSED.

The Superintendent will be trained and certified as a lead evaluator. The Superintendent will “turn-key” the training and oversee the certification of district staff. The Superintendent will maintain records of certification of evaluators. The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for evaluators.

This training will include the following Requirements for Lead Evaluators/Evaluators:

- New York State Teaching Standards and their related elements and performance indicators or ISLLC standards and their related functions,
- Evidence-based observation techniques grounded in research,
- Application and use of the Student Growth Percentile and Value Added Growth Model,
- Application and use of the state-approved teacher rubrics selected by the district for use in evaluations, including training on the effective application of such rubrics to observe a teacher’s practice,
- Application and use of any assessment tools that the district utilizes to evaluate teachers,
- Application and use of state-approved locally selected measures of student achievement,
- Use of statewide instructional Reporting System,
- Scoring methodology used to evaluate teachers, and
- Specific consideration in evaluating teachers of ELLs and students with disabilities.

All trained evaluators may do observations, but are prohibited from summative evaluations until they are appropriately certified by the Lead Evaluator.

Re-Certification and Updated Training

The District will work to ensure that evaluators maintain inter-rater reliability over time, and that they are periodically re-certified (where practicable on an annual basis), and receive updated training on any changes in the law, regulations, or applicable collective bargaining agreements. Any individual who fails to achieve required training or certification/recertification, as applicable, by the District shall not conduct or complete an evaluation.

Outside Evaluator(s)

No outside evaluator or team may be brought in to do observations of Blind Brook teachers or staff that would contribute to an APPR End-of-Year Evaluation without agreement by all parties involved: district, administration, and the Federation.

Training of Teachers & Staff

The District agrees that all staff members who will be observed under the Danielson 2013 model will receive an orientation &/or training in said model no later than October 1, 2016.

For newly hired teachers, training will be conducted as soon as practicable, but must occur within thirty (30) school days of the beginning of each new school year.

Student Performance Score

(Transition Score)

For the 2016-2017, 2017-2018, and 2018-2019 school years, State provided growth scores cannot be used to determine a teacher's student performance score. Transition scores and HEDI ratings will be generated and used to replace the scores and HEDI ratings for teachers and principals whose HEDI scores are based, in whole or in part, on State assessments in grades 3-8 ELA or math (including where State-provided growth scores are used) or on State-provided growth scores on Regents examinations. State-provided growth scores will continue to be used to calculate an original score and rating for advisory purposes only.

Calculation of the Student Performance (Transition) Score

For the 2016-2017, 2017-2018, and 2018-2019 school years, the student performance score will be as follows:

- Teachers of grades K-5 and 6-8 (except for grade 8 teachers with an enrollment that has a majority of students taking a Regents, see 3rd bullet below), who do not have a majority of students (50% or more of a teacher's annual student enrollment) taking a Regents, will utilize the STAR results utilizing the following target:
 - At least 75% of all students in the middle school or elementary school will achieve at least 30 SGPs on the STAR Reading assessments.
- Teachers of grades 9-12, who do not have a majority of students (50% or more of a teacher's annual student enrollment) taking a Regents, will utilize an aggregate score of all June Regents taken by high school students for the year utilizing the following target:
 - At least 90% of all students shall show one year of growth by earning a 65 or better on all June Regents taken.
- Teachers of grades 8-12 who have a majority of students taking a June Regents (50% or more of a teacher's annual student enrollment), will utilize the Regents scores for the

students enrolled in the Regents course taught by the individual teacher for the year utilizing the following target:

At least 90% of students enrolled in a teacher's Regents course(s) shall show one year of growth by earning a 65 or better on the June Regents associated with the the Regents course(s).

HEDI Scores for Student Performance (set by NYSED)

Overall Student Performance Category Score and Rating

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

Student Performance Score Setting (Conversion Table)

Percent of Students Meeting the Target	Score	Percent of Students Meeting the Target	Score
0-4%	0	49-54%	11
5-8%	1	55-59%	12
9-12%	2	60-66%	13
13-16%	3	67-74%	14
17-20%	4	75-79%	15
21-24%	5	80-84%	16

25-28%	6	85-89%	17
29-33%	7	90-92%	18
34-38%	8	93-96%	19
39-43%	9	97-100%	20
44-48%	10	--	

Changes to APPR in 2019-2020 and Beyond

For the 2019-2020 school year and beyond, teachers in grades 4-8 Common Branch, ELA, and Math, will be provided with a value-added growth score by NYSED. That score will incorporate students' academic history compared to similarly academically achieving students and will use special considerations for students with disabilities, English Language Learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents. NYSED will also provide a HEDI subcomponent rating category and score from 0 to 20 points. Applicable APPR law and regulations define the effectiveness terms for the state provided (20) subcomponent as follows:

Highly Effective means “results are well above district-adopted expectations for student growth or *achievement* for grade/subject”

Effective means “results meet district-adopted expectations for student growth or *achievement* for grade/subject”

Developing means “results are below district-adopted expectations for student growth or *achievement* for grade/subject”

Ineffective means “results are well below district-adopted expectations for student growth or *achievement* for grade/subject”

The state-determined growth score will equate within one of four categories of teacher effectiveness as follows:

Growth Score of 18-20	Highly Effective
Growth Score of 9-17	Effective
Growth Score of 3-8	Developing
Growth Score of 0-2	Ineffective

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0

With the value-added model (VAM), the scores and categories for teacher effectiveness on state assessments will change to the following:

Growth Score of 22-25
Growth Score of 10-21
Growth Score of 3-9
Growth Score of 0-2

Highly Effective
Effective
Developing
Ineffective

Highly Effective				Effective												Developing							Ineffective		
25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-98	97-95	94-92	91-90	89-88	87-86	85-84	83	82	81	80	79	78	77	76	75	74-73	72-71	70-69	68	67	66	65	64-60	59-50	49-0

The Federation and the District agree that, before the 2019-2020 school year, we will negotiate individual and school-wide back-up SLO's for all teachers who require them, as prescribed by SED procedure.

Teacher Observation

Based on Common Core and New York State Teaching Standards

The Selection of the teacher practice rubric and multiple measures of teacher effectiveness shall be determined by the APPR Negotiations Committee.

The following guiding principles informed the work of the Committee:

- The process of evaluation should foster continual growth and development.
- Evidence of professional practice shall be obtained through multiple measures, including but not limited to, multiple announced and unannounced observations and evaluator/teacher conferences.
- An educator's professional responsibilities transcend beyond the formal classroom.

- Individualized professional development plans should include professional growth goals that are individually established by both the teacher and evaluator.
- Evidence of teacher effectiveness will be based on the teacher-practice rubric aligned with the seven New York State Teaching Standards:
 - I. *Knowledge of Students and Student Learning*: The teacher acquires knowledge of each student and demonstrates knowledge of student development and learning to promote achievement for all students.
 - II. *Knowledge of Content and Instructional Planning*: The teacher knows the content he/she is responsible for teaching and plans effective instruction that ensures growth and achievement for all students.
 - III. *Instructional Practice*: The teacher implements instruction that engages and challenges all students to meet or exceed the learning standards.
 - IV. *Learning Environment*: The teacher works with all students to create a dynamic learning environment that supports achievement and growth.
 - V. *Assessment of Student Learning*: The teacher uses multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.
 - VI. *Professional Responsibilities and Collaboration*: The teacher demonstrates professional responsibility and engages relevant stakeholders to maximize student growth, development, and learning.
 - VII. *Professional Growth*: The teacher sets informed goals and strives for continuous professional growth.

The Charlotte Danielson 2013 rubric is selected from the list of state approved rubrics.

Charlotte Danielson 2013 Edition General Indicators

Domain 1: Planning and Preparation

Component 1a: Knowledge of Content & Pedagogy

Indicators include:

- 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
- Accurate answers to students' questions

- Feedback to students that furthers learning
- Interdisciplinary connections in plans and practice

Component 1b: Demonstrating Knowledge of Students

Indicators include:

- Formal and informal information about students gathered by the teacher for use in planning instruction
- Student interests and needs learned by the teacher for use in planning
- Teacher participation in community cultural events
- Teacher-designed opportunities for families to share their heritages
- Database of students with special needs

Component 1c: Setting Instructional Outcomes

Indicators include:

- 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
- Outcomes permitting assessment of student attainment
- Outcomes differentiated for students of varied ability

Component 1d: Demonstrating Knowledge of Resources

Indicators include:

- Materials provided by the district
- Materials provided by professional organizations
- A range of texts
- Internet resources
- Community resources
- Ongoing participation by the teacher in professional education courses or professional groups
- Guest speakers

Component 1e: Designing Coherent Instruction

Indicators include:

- 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
- Use of varied resources
- Thoughtfully planned learning groups

- Structured lesson plans

Component 1f: Designing Student Assessments

Indicators include:

- 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

Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect & Rapport

Indicators include:

- Respectful talk, active listening, and turn-taking
- Acknowledgment of students' backgrounds and lives outside the classroom
- Body language indicative of warmth and caring shown by teacher and students
- Physical proximity
- Politeness and encouragement
- Fairness

Component 2b: Establishing a Culture for Learning

Indicators include:

- Belief in the value of what is being learned
- High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation
- Expectation of high-quality work on the part of students
- Expectation and recognition of effort and persistence on the part of students
- High expectations for expression and work products

Component 2c: Managing Classroom Procedures

Indicators include:

- Smooth functioning of all routines
- Little or no loss of instructional time
- Students playing an important role in carrying out the routines
- Students knowing what to do, where to move

Component 2d: Managing Student Behavior

Indicators include:

- Clear standards of conduct, possibly posted, and possibly referred to during a lesson
- Absence of acrimony between teacher and students concerning behavior
- Teacher awareness of student conduct
- Preventive action when needed by the teacher
- Absence of misbehavior
- Reinforcement of positive behavior

Component 2e: Organizing Physical Space

Indicators include:

- Pleasant, inviting atmosphere
- Safe environment
- Accessibility for all students
- Furniture arrangement suitable for the learning activities
- Effective use of physical resources, including computer technology, by both teacher and students

Domain 3: Instruction**Component 3a: Communicating with Students**

Indicators include:

- Clarity of lesson purpose
- Clear directions and procedures specific to the lesson activities
- Absence of content errors and clear explanations of concepts and strategies
- Correct and imaginative use of language

Component 3b: Questioning & Discussion Techniques

Indicators include:

- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers or multiple approaches, even when there is a single correct response
- Effective use of student responses and ideas
- Discussion, with the teacher stepping out of the central, mediating role

- Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates
- High levels of student participation in discussion

Component 3c: Engaging Students in Learning

Indicators include:

- Student enthusiasm, interest, thinking, problem solving, etc.
- Learning tasks that require high-level student thinking and invite students to explain their thinking
- Students highly motivated to work on all tasks and persistent even when the tasks are challenging
- Students actively “working,” rather than watching while their teacher “works”
- Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection

Component 3d: Using Assessment in Instruction

Indicators include:

- The teacher paying close attention to evidence of student understanding
- The teacher posing specifically created questions to elicit evidence of student understanding
- The teacher circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria

Component 3e: Demonstrating Flexibility & Responsiveness

Indicators include:

- Incorporation of students’ interests and daily events into a lesson
- The teacher adjusting instruction in response to evidence of student understanding (or lack of it)
- The teacher seizing on a teachable moment

Domain 4: Professional Responsibilities

Component 4a: Reflecting on Teaching

Indicators include:

- Accurate reflections on a lesson
- Citation of adjustments to practice that draw on a repertoire of strategies

Component 4b: Maintaining Accurate Records

Indicators include:

- Routines and systems that track student completion of assignments
- Systems of information regarding student progress against instructional outcomes
- Processes of maintaining accurate non-instructional records

Component 4c: Communicating with Families

Indicators include:

- Frequent and culturally appropriate information sent home regarding the instructional program and student progress
- Two-way communication between the teacher and families
- Frequent opportunities for families to engage in the learning process

Component 4d: Participating in a Professional Community

Indicators include:

- Regular teacher participation with colleagues to share and plan for student success
- Regular teacher participation in professional courses or communities that emphasize improving practice
- Regular teacher participation in school initiatives
- Regular teacher participation in and support of community initiatives

Component 4e: Growing and Developing Professionally

Indicators include:

- Frequent teacher attendance in courses and workshops; regular academic reading
- Participation in learning networks with colleagues; freely shared insights
- Participation in professional organizations supporting academic inquiry

Component 4f: Showing Professionalism

Indicators include:

- The teacher having a reputation as being trustworthy and often sought as a sounding board
- The teacher frequently reminding participants during committee or planning work that students are the highest priority
- The teacher supporting students, even in the face of difficult situations or conflicting policies
- The teacher challenging existing practice in order to put students first
- The teacher consistently fulfilling district mandates regarding policies and procedures

Applicable APPR law and regulation defines the effectiveness terms for the *Other Measures of Teacher Effectiveness* subcomponent as follows:

- **Highly Effective** means “overall performance and results exceed NYS Teaching Standards”
- **Effective** means “overall performance and results meet NYS Teaching Standards”
- **Developing** means “overall performance and results need improvement in order to meet NYS Teaching Standards”
- **Ineffective** means “overall performance and results do not meet NYS Teaching Standards”

Teacher Observation Weighting and Calculations

For observations contributing to the 90% rating by the building lead evaluator or his/her designee for tenured and untenured teachers, the following weights shall be utilized. Consult the “APPR Timeline” contained in this agreement for relative weights of the observations:

All four domains must add up to 100%

DOMAIN	COMMENTS	PERCENTAGE
Domain 1: Planning & Preparation		25%
Domain 2: The Classroom Environment	Domains 2 & 3 together must add up to at least 51%	24%
Domain 3: Instruction		27%
Domain 4: Professional Responsibilities		24%

Each domain must add up to 100 points

	Domain 1: Planning & Preparation	Domain 2: The Classroom Environment	Domain 3: Instruction	Domain 4: Professional Responsibilities
a	20	20	20	20
b	15	20	20	10
c	20	20	20	15
d	10	20	20	20
e	20	20	20	20
f	15			15

For tenured and untenured teachers, the independent evaluator observation shall follow the guidelines below:

- The independent observation will be unannounced for all tenured teachers, and last for a minimum of 15 minutes and a maximum of 40 minutes.
- There will be a post-observation, adhering to current APPR deadlines
- The observer will rate the teacher only on Domain 2 and 3 indicators that are actually observed during this observation.
- Indicators not observed will not be included in the observation calculations
As such, the form entitled Danielson 2013 Short Form will be used
- The independent evaluator observation is 10% of total observation score

See below for a comprehensive example for how the independent evaluator observation will be incorporated into the “Teacher Observation” score:

Example of 10% Observation Calculation

Domain 2	Score	Possible Pts	Domain 3	Score	Possible Pts
a	3	4	a	4	4
b	Not Observed	----	b	Not Observed	----
c	3	4	c	Not Observed	----
d	Not Observed	----	d	2	4
e	2	4	e	Not Observed	----
Total	8	12	Total	6	8

10% Observation Calculation:

- 14 earned points
- 20 possible points

$$14/20 = 70\%$$

$$70\% \text{ of } 4 = 2.80$$

90% Observation Calculation:

For the purposes of this example, let's say the 90% Principal Observations come out to a 3.65 (under current weighting)

Overall Observation Calculation:

$$\begin{aligned} &90\% \text{ of } 3.65 + 10\% \text{ of } 2.80 \\ &= .90(3.65) + .10(2.80) \\ &= 3.285 + 0.28 = \boxed{3.565} \end{aligned}$$

The chart below will be used, in conjunction with the weights above, to determine a “Teacher Observation” score of H, E, D, or I:

HEDI Rating	Low Score	High Score
Highly Effective (H)	3.50	4.0
Effective (E)	2.50	3.49
Developing (D)	1.50	2.49
Ineffective (I)	0	1.49

APPR Timeline

New York State requires at least two formal observations; one of which is unannounced. For tenured faculty there will be two formal observations in a school year. For untenured faculty there will be three formal observations in a school year.

Tenured Faculty

1st Observation

2nd Observation

Deadline Date

on or before February 15th

on or before May 15th

The first observation shall be conducted by the building lead evaluator or his/her designee. It shall be weighted 90% of the total observation score for the teacher. The teacher may choose an announced or unannounced observation.

The second observation shall be conducted by an independent evaluator who is not a building evaluator (building evaluators are defined by having a common BEDS code with the teacher). This observation shall be unannounced and weighted 10% of the total observation score for the teacher.

Untenured Faculty

1st Observation

2nd Observation

3rd Observation

on or before November 1st

on or before January 31st

on or before April 15th

The first observations shall be conducted by the building lead evaluator or his/her designee. It shall be weighted 45% of the total observation score for the teacher.

The second observations shall be conducted by the building lead evaluator or his/her designee. It shall be weighted 45% of the total observation score for the teacher.

The third observation shall be conducted by an independent evaluator who is not a building evaluator (building evaluators are defined by having a common BEDS code with the teacher). This observation shall be unannounced and weighted 10% of the total observation score for the teacher.

For untenured faculty, observations will keep to the following schedule:

Probationary Year	1st observation	2nd observation	3rd observation
Year 1	Announced	Announced	Unannounced
Year 2	Announced	Unannounced	Unannounced
Year 3	Announced	Unannounced	Unannounced
Year 4	Announced	Unannounced	Unannounced

Please Note: If the observer/evaluator is new to the district (in the first year of employment), the first and second observations for untenured teacher observation must be announced, for all years, 1, 2, 3 or 4.

A formal observation by the building lead evaluator or his/her designee must be at least 30 minutes in length, last no more than 45 minutes, and occur in one session. In the event of a double period, the time may be extended.

- Pre-observation meeting will occur no more than 3 school days prior to observation date for announced observations; teacher will bring the Planning Form to meeting.
- Post-observation meeting will occur within 5 school days after the observation; draft by observer required; teacher will provide the Planning Form within 3 school days to observer if the observation was unannounced.
- Final write-up will be submitted to teacher within 10 school days of the post-observation meeting.
- The observation shall comprise all four domains using the Danielson 2013 Long Form.

The observation by the Independent Evaluator shall be a minimum of 15 minutes and a maximum of 40 minutes and occur in one session.

- Post-observation meeting will occur within 5 school days after the observation; draft by observer required; teacher will provide the Planning Form within 3 school days to the observer.
- Final write-up will be submitted to teacher within 10 school days of the post-observation meeting.

- The Danielson 2013 Short Form (Domain 2 & 3 only) shall be used by the Independent Evaluator
 - The teacher will be rated only on indicators actually observed during the observation
 - Indicators not observed will not be included in the observation calculations

Walk-Through Observation:

A walk-through observation must be no longer than 15 minutes in duration; Danielson 2013 Short Form (Domain 2 & 3 only) will be used.

The completed Danielson 2013 Short Form (Domain 2 & 3 only) will be provided to the teacher within five (5) school days of the walk-through. The teacher has the right to request a post-meeting with the observer to discuss results. Walk-through observation data may contribute to an Annual Performance Review.

No teacher can be observed again until the previous observation is fully completed by both parties; post-observation with draft, followed by write-up, or Danielson 2013 Short Form (and possibly, a post).

The administration reserves the right to visit any class, for any length of time. If the visit will contribute to the teacher's Annual Performance Review, the administration is obligated to provide the teacher with written feedback within five (5) school days of the visit. Teacher has the right to request a post-meeting with the observer to discuss results.

Pre- and Post-Observation Meeting: Forms and Evidence

If the observation is announced, the Planning Form is used during the pre-observation meeting to guide the discussion. If the observation is unannounced the Planning Form must be submitted to the observer within 3 school days of the observation and is used to guide the post-observation discussion.

At the Post-Observation meeting Domains 1 and 4 must be part of the discussion when the Danielson 2013 Long Form is used by the observer and may be discussed when the Danielson 2013 Short Form is used (but domains 1 and 4 will not be rated when the Danielson 2013 Short Form is used):

- Any and all artifacts must support the pre- or post-observation conversation with the evaluator
- Arbitrary submission of artifacts not connected to the conversation is prohibited.
- Writing a narrative where the teacher reflects on the lesson observed is optional

- Teachers may utilize the optional Lesson Reflection form to organize their thoughts for discussion during the post-observation.
- Completing the Professional Responsibilities form is required for teachers in their first year of employment with the District. It is optional for tenured teachers, and untenured teachers in their 2nd, 3rd, or 4th year.
 - Teachers may utilize the Professional Responsibilities form to organize their thoughts for discussion during the post-observation.
 - For teachers in their first year of employment with the district, the Domain 4: Professional Responsibilities components 4b, 4c, 4d, 4e and 4f assessment by the evaluator(s) may remain pending until the mid-year conversation so that more time is allowed for the teacher to demonstrate effectiveness in this domain.

The observers are, by NYSED regulation, prohibited from rating artifacts without a conversation with the teacher.

Untenured Teacher Mid-Year Evaluation

Every untenured teacher will have a mid-year evaluation and conversation with his or her building principal or direct supervisor. Mid-year conversations with a Federation representative of the untenured teacher's choice must occur between January 15th and February 15th of each year the teacher is untenured. The teacher may choose to bring a team leader, department coordinator, mentor, or Federation officer to the mid-year evaluation. The building principal or direct supervisor is required to complete the Mid-Year Evaluation Form in preparation for the conversation.

The purpose of the mid-year evaluation and conversation is to provide valuable and actionable feedback to an untenured teacher based on the amalgamation of both formal observations and other data collected by the building principal or direct supervisor. This evaluation will not be factored into the APPR score.

Forms

See the Appendix for Forms to be used for observations.

Professional Development

The parties agree that the purpose of conducting an APPR is to improve professional practice and ensure successful student performance. APPR must, therefore, be a significant factor in

shaping the professional development opportunities provided to teachers. The district Professional Development Committee shall cooperate in designing professional development activities that are appropriate for, and responsive to, the needs of teachers as identified in the APPR results.

Every effort will be made to provide professional development within the teachers' contractual day or during contractual after-school meeting time, or on days within the contractual work year that are designated for professional development. In the event that professional development must occur outside of the teachers' contractual day, or on days other than contractual work days, teachers will be compensated at the contractual hourly rate.

Termination and Tenure Determinations for Probationary Teachers

The APPR is to be a significant factor for termination and tenure determinations. In the event that an evaluator is concerned with the competence of a probationary teacher, and the teacher has received a CES of either "developing" or "ineffective," it is agreed that the teacher will be invited to a conference with the evaluator, appropriate administrator (if different from the evaluator), and a Federation Representative, or his/her designee, as early in the school year as possible. The conference will result in an intervention and TIP being developed.

The parties agree that in cases of teachers appointed to a probationary term at the start of a school year, notification dates outlined in the TIP section of this document will be followed. After the first year of probation, if termination determination is based solely upon performance and rating that is the subject of a pending rating appeal, the school district must await completion of the appeal process before making that determination.

The new, revised APPR law clarifies that the 'significant factor requirement' does not preclude a school district from terminating a probationary teacher for statutorily and constitutionally permissible reasons, other than performance of the teacher, including but not limited to, misconduct. Permissible reasons include but are not limited to: misconduct, insubordination, time and attendance issues, or conduct inappropriate for a teaching professional.

Education Law §3012-d and the Rules of the Board of Regents each provide that nothing herein shall be construed to alter or diminish the authority of the governing body of a school district to grant or deny tenure to, or terminate, probationary teachers during the pendency of an appeal for statutorily and constitutionally permissible reasons other than the teacher's performance that is the subject of the appeal. This language allows a Board of Education to make a tenure determination or termination decision during an APPR appeal as long as it does not rely upon

the performance that is being appealed (the subject of the appeal). An appeal relates solely to evaluation of the performance of the teacher in a single year.

A Board of Education may base a tenure determination or termination decision made during the pendency of an APPR appeal on prior year APPRs that measure the teacher's performance in prior years, and is not the subject of the pending APPR appeal. In addition, probationary teachers may be terminated or denied tenure during an APPR appeal for constitutionally and statutorily reasons other than the teacher's performance.

However, if the performance measured by the APPR that is the subject of the appeal forms the sole basis for the BOE's determination to terminate or deny tenure to a probationary teacher, the pendency of the appeal would effectively stay the BOE's or BOCES' ability to make such a determination until the appeal process is completed.

- The notice of the superintendent's recommendation to grant or deny tenure shall be provided to the unit member by April 15th 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 seventy-five (75) calendar days prior to the conclusion of their final probationary year.

Teacher Improvement Plan (TIP)

The Blind Brook School District is committed to teaching and learning at the highest level. In the event that a teacher is not performing at the requisite levels of expectations, assistance will be provided through an Improvement Plan. The purpose of the TIP is to help teachers advance their craft and meet the standards of the district. The District will provide resources, support, and professional development to teachers who have received a Composite Rating of "developing" or "ineffective."

After consultation with the teacher and a representative of the Federation, the evaluator will schedule and hold, within ten (10) school days, a meeting to include the teacher, the evaluator, and a representative of the Federation. The evaluator and the teacher will jointly determine an improvement plan including the strategies to be undertaken to correct the deficiencies in the core

competencies related to the four domains of effective teaching. Such a plan, written in conjunction with the teacher and Federation representative by the evaluator, will set out criteria for demonstrating improvement and will specify a timeline for completion of the plan. In the event that a plan is not mutually agreed upon by the evaluator and the teacher, it will be referred to the Superintendent, who, in conjunction with the Federation President, will make a final decision about the content of the plan.

In addition to a teacher's formal observation cycle, the teacher who is placed on a TIP must have at least one (1) Walk-Through Observation every thirty (30) days by at least two (2) different administrators for the duration of the tip. The teacher's progress will be monitored for a specific period of time, to be no less than 60 days and no more than 180 days. Any remaining deficiencies in the core competencies related to the four domain of effective teaching shall be detailed at this time.

Within ten (10) school days of the completion of the timeline established in the Teacher Improvement Plan (TIP), the teacher will meet with the supervising administrator and a Federation representative to assess the teacher's progress. An evaluation will be rendered by the supervising administrator at this meeting that may: 1) release the teacher from the plan, 2) extend the plan, or 3) modify the elements of the plan, no later than ten (10) school days after the aforementioned meeting.

Teacher: _____

Administrator: _____

Grade/Subject: _____

Federation Representative: _____

Today's Date: _____ **Period of Monitoring:** _____

The form(s) used for a TIP can be found in Appendix.

APPR Appeals Procedures

Any tenured teacher who receives an APPR End-of-Year Evaluation Composite Rating of either “Ineffective” or “Developing,” and any untenured teacher receiving an “Ineffective” APPR End-of-Year Evaluation Composite Rating or a “Developing” rating arrived at by receiving a “Highly Effective” rating in the observation category and an “Ineffective” rating in the student performance category, may appeal that evaluation. An appeal must be brought in writing, specifying areas of concern, and in accordance with Education Law §3012-d, may only challenge a rating based upon:

- The substance of the annual professional performance review; which shall include the following:
 - in the instance of a teacher rated Ineffective on the student performance category but rated highly effective on the observation category based on an anomaly, as determined locally.
- The district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law section §3012-d and the Rules of the Board of Regents Subpart 30-3;
- The adherence to the regulations of the commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law section §3012-d and the Rules of the Board of Regents Subpart 30-3; and
- District's issuance and/or implementation of the terms of the teacher improvement plan under Education Law section §3012-d and the Rules of the Board of Regents Subpart 30-3.

Under this appeals process the teacher bears the burden of proving the merits of his or her appeal.

Appeals Timeline

- All appeals must be filed in writing to the supervising administrator within ten (10) school days of receiving an APPR End-of-Year Evaluation composite rating. A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time of the appeal is filed shall be deemed waived.
- The teacher will meet with the supervising administrator and a Federation representative for a Review Meeting within ten (10) school days of filing an appeal. The meeting will clarify the aspects of the appeal and answer the question, “Has the teacher clearly and definitively demonstrated that his/her APPR End-of-Year Composite Rating should be modified?”

- If a resolution is achieved, the outcome of the appeal will be documented within five (5) school days of the review meeting. This decision shall be final and there shall be no further appeals available.
- If no resolution is achieved after the initial review meeting, the teacher can request a hearing with the Superintendent within five (5) school days of receiving the outcome of the appeal from the initial review meeting. The Superintendent, in consultation with the Federation President, must render his/her decision and document the outcome of the appeal within the next ten (10) school days. This decision shall be final and there shall be no further appeals available.
- The total Appeals Process will, to the extent possible, last no longer than thirty (30) school days from the date upon which the teacher filed his or her appeal.

Decision

An appeal shall be based on a written record, comprised of the teachers appeal papers and any documentary evidence accompanying the appeal, as well as the District's response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the reviewer may set aside a rating if it is affected by substantial error or defect, modify a rating if it is affected by substantial error or defect, or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the teacher, administrator, and the evaluator, if that person is different, or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

The §3012-d appeals procedure shall constitute the exclusive means for initiating, reviewing, and resolving any and all challenges and appeals related to a teacher's annual performance review composite rating and/or improvement plan. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to an annual professional performance review evaluation and/or improvement plan, except as other authorized by law.

Appeal procedures shall provide for the timely and expeditious resolution of any appeal.

An evaluation that is the subject of an appeal shall not be sought to be offered in evidence or placed in evidence in any proceeding conducted pursuant to Education Law sections §3020-a and §3020-b or any locally negotiated alternate disciplinary procedure until the appeal process is concluded.

Nothing in this section shall be construed to alter or diminish the authority of the governing body of a district to grant or deny tenure to or terminate probationary teachers during the pendency of an appeal pursuant to this section for statutorily and constitutionally permissible reasons, including the teacher's performance that is the subject of the appeal.

Nothing in this Subpart shall be construed to authorize a teacher to commence the appeal process prior to receipt of his or her rating from the district.

The form(s) used for an Appeal (Appeal, APPR Appeals Response – Supervising Administrator, APPR Appeals Hearing Response) can be found in the Appendix.

Renegotiation

Due to the uncertainty of the SED testing program, the future of growth scores, and the tenuous nature of the legislation establishing APPR, the parties agree that the Federation or the District may make a demand for bargaining regarding any matter in the APPR agreement on or before January 15 of each calendar year. Additionally, if in the future an item is deemed to be a mandatory subject of bargaining through Court or PERB decision, law, or regulation, the District and the Federation will negotiate those items at that time.

The section(s) of concern would be re-negotiated. It would not be necessary to renegotiate the entire agreement.

APPENDICES

Appendix A: Planning Form

Appendix B: Danielson 2013 Long Form

Appendix C: Danielson 2013 Short Form

Appendix D: Danielson 2013 Reflection Form

Appendix E: Danielson 2013 Professional Responsibilities Form

Appendix F: Un-tenured Mid-Year Evaluation Form

Appendix G: NY State Student Learning Objective (SLO) Template

Appendix H-1: Notification of Teacher Improvement Plan (TIP) Form

Appendix H-2 Teacher Improvement Plan (TIP)Form

Appendix H-3: Teacher Improvement Plan Summative Report Form

Appendix I-1: APPR Grounds and Statement of Appeal Form

Appendix I-2: APPR Appeals Response - Administrator Form

Appendix I-3: APPR Appeals Hearing Response Form


Appendix A: Planning Form

Planning Form		
Teacher:		School:
Evaluator:	Grade:	Subject:
<input type="checkbox"/> Probationary 1 2 3 4 <input type="checkbox"/> Tenured		Date of pre-observation:

NYS Standards: (1c)
1. To which part of your curriculum does/did this lesson relate? (1e)

2. How does/did this learning "fit" in the sequence of learning for this class? (1b,1e,1a)
3. Briefly describe the students in this class, including those with special needs. (1b)
4. What do/did you want the students to understand? (1c, 1f)
5. How will/did you engage the students in the learning? What will/did you do? What will/did the students do? Will/Did the students work in groups, or individually, or as a large group? Feel free to provide any worksheets or other materials the students will be using. (1d,1e,1a)
6. How will/did you differentiate instruction for different individuals or groups of students in the class? (1d,1c)
7. How and when will/did you know whether the students have learned what you intend? (1f)

Appendix B: Danielson 2013 Long Form

Blind Brook – Rye UFSD Sample, Teacher	 StaffTrac
Observation by Taylor, Tracy – 3/24/16 - Announced	

DOMAIN 1			
Domain 1A. Knowledge of Content and Pedagogy			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 1B. Knowledge of Students			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 1C. Setting Instructional Outcomes			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 1D. Knowledge of Resources			
Ineffective	Developing	Effective	Highly Effective

Category Score: 3 /4 points, Avg: 3

Domain 1E. Designing Coherent Instruction			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 1F. Designing Student Assessments			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

DOMAIN 2			
Domain 2A. Respect and Rapport			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 2B. Culture for Learning			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 2C. Managing Classroom Procedures			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 2D. Managing Student Behavior			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 2E. Organizing Physical Space			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

DOMAIN 3			
Domain 3A. Communicating with Students			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 3B. Questions/Prompts and Discussion			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 3C. Engaging Students in Learning			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 3D. Using Assessment in Instruction			
Ineffective	Developing	Effective	Highly Effective

Category Score: 3 /4 points, Avg: 3

Domain 3E. Using Flexibility and Responsiveness			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

DOMAIN 4			
Domain 4A. Reflecting on Teaching			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 4B. Maintaining Accurate Records			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 4C. Communicating with Families			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 4D. Participating in a Professional Community			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 4E. Growing and Developing Professionally			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 4F. Showing Professionalism			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Teacher Acknowledgment:

I have reviewed this document and discussed the contents with the observer. I understand my signature does not necessarily indicate agreement and that I may submit a written explanation or response (within 10 days of my signature) to be attached.

Category Score: 3 /4 points

Average Score: 3, HEDI: Effective (57.4)

School: Bruno M. Ponterio Ridge Street School


Commendations/Recommendations:

Teacher Signature: _____ Date: _____

Administrative Signature: _____ Date: _____

Superintendent: _____ Date: _____

Appendix C: Danielson 2013 Short Form

Blind Brook – Rye UFSD Sample, Teacher	 StaffTrac
Observation by Taylor, Tracy – 9/30/16 - Unannounced	

DOMAIN 2			
Domain 2A. Respect and Rapport			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 2B. Culture for Learning			
Ineffective	Developing	Effective	Highly Effective

Category Score: 3 /4 points, Avg: 3

Domain 2C. Managing Classroom Procedures			
--	--	--	--

Ineffective	Developing	Effective	Highly Effective
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Category Score: 3 /4 points, Avg: 3

Domain 2D. Managing Student Behavior			
--------------------------------------	--	--	--

Ineffective	Developing	Effective	Highly Effective
-------------	------------	-----------	------------------

Category Score: 3 /4 points, Avg: 3

Domain 2E. Organizing Physical Space			
--------------------------------------	--	--	--

Ineffective	Developing	Effective	Highly Effective
-------------	------------	-----------	------------------

Category Score: 3 /4 points, Avg: 3

DOMAIN 3

Domain 3A. Communicating with Students
--

Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 3B. Questions/Prompts and Discussion			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 3C. Engaging Students in Learning			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 3D. Using Assessment in Instruction			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Domain 3E. Using Flexibility and Responsiveness			
Ineffective	Developing	Effective	Highly Effective
Category Score: 3 /4 points, Avg: 3			

Teacher Acknowledgment: I have reviewed this document and discussed the contents with the observer. I understand my signature does not necessarily indicate agreement and that I may submit a written explanation or response (within 10 days of my signature) to be attached.
Category Score: 3 /4 points
Average Score: 3, HEDI: Effective (57.4)

School: Bruno M. Ponterio Ridge Street School

Commendations/Recommendations:

Teacher Signature: _____ Date: _____

Administrative Signature: _____ Date: _____

Superintendent: _____ Date: _____

Appendix D: Danielson 2013 Reflection Form

Post-Observation Reflection Form		
Teacher:	School:	
Evaluator:	Grade:	Subject:
<input type="checkbox"/> Probationary 1 2 3 4 <input type="checkbox"/> Tenured	Date of post-observation:	

Please reflect on the lesson (4a). You should include the following:

- In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?
- What do student work samples reveal about those students' levels of engagement and understanding?
- Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?
- Did you depart from your plan? If so, how, and why?
- Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources.) To what extent were they effective?

<ul style="list-style-type: none"> 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? 			
H	E	D	I

Appendix E: Danielson 2013 Professional Responsibilities Form

Professional Responsibilities Form		
Teacher:	School:	Grade Level:
Evaluator:	Date:	Subject:
<input type="checkbox"/> Probationary 1 2 3 4 <input type="checkbox"/> Tenured		
Domain 4 (b-f)		
Component 4b: Maintaining Accurate Records Student completion of assignments Student progress in learning Non-instructional records Some examples that can be included are:		

- *Examine organization and management of grade book, database, recording keeping*
- *Maintenance of paperwork (i.e. worksheets, tests, records of tasks, permission slips, classroom inventories and reports.)*

Component 4c: Communicating with Families

Information about the instructional program

Information about individual students

Engagement of families in the instructional program

Some examples that can be included are:

- *Family contact logs with consistent phone calls, emails, letters home, etc., as needed*
- *Use of class newsletter, etc.*
- *Conference records*
- *Notations in student agendas*
- *Parental responses to students inventories*

Component 4d: Participating in a Professional Community

Relationships with colleagues

Involvement in a culture of professional inquiry

Service to the school

Participation in school and district projects

Some examples that can be included are:

- *Evidence of support and cooperation, volunteering for school committees and extra-curricular responsibilities*
- *Chairing committees, teams, etc. or coordinating programs*
- *Movement beyond one's own classroom*

Component 4e: Growing and Developing Professionally

Enhancement of content knowledge and pedagogical skill

Receptivity to feedback from colleagues

Service to the profession

Some examples that can be included are:

- *Voluntarily examines and shares research on class performance and best practice strategies*
- *Takes leadership roles; coordinators study groups, professional book clubs*
- *Subscribes to professional/trade journals*
- *Attends professional conferences and shares with colleagues upon return*

Component 4f: Showing Professionalism

Integrity and ethical conduct

Service to students

Advocacy

Decision making

Compliance with school and district regulations

Some examples that can be included are:

- *Daily interactions with students*
- *Helpfulness for needy students*
- *Advocates for underserved students*
- *Is open-minded and willing to adopt new approaches*
- *Uses data to support actions*
- *Sets long-term goals and takes responsibility for own professional growth*
- *Demonstrates high ethical standards through compliance with school/district codes and community expectations*

Appendix F: Un-tenured Mid-Year Evaluation Form

Mid-Year Evaluation Form					
Teacher:		School:			
Evaluator:		Grade and Subject:			
<input type="checkbox"/> Probationary 1 2 3 4		Date Mid-year Conference:			
	I	D	E	HE	N/A
Summary of Performance					

Domain 1: Planning and Preparation					
Domain 2: The Classroom Environment					
Domain 3: Instruction					
Domain 4: Professional Responsibilities					
Areas of Strength:					
Areas for Further Development:					
Professional Development and Involvement in the School:					
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Ineffective					

Teacher Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

Appendix G: New York State Student Learning Objective Template (SLO)

All SLO's MUST include the following components

NEW YORK STATE STUDENT LEARNING OBJECTIVE TEMPLATE	
Population	These are the students assigned to the course section(s) in this SLO – all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)

Learning Content	What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?
Interval of Instructional Time	What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?
Evidence	What specific assessments will be used to measure this goal? The assessment must align to the learning content of the course.
Baseline	What is the starting level of students' knowledge of the learning content at the beginning of the instruction?
Target(s)	What is the expected outcome of students' level of knowledge of the learning content at the end of the instruction?
HEDI Scoring	How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing) and "well-above" (highly effective)? See the chart below.
Rationale	Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-98	97-94	93-90	89-88	87-86	85	84-83	82-81	80	79-78	77	76-75	74-73	72	71-70	69	68-67	66-65	64-60	59-50	49-0

Appendix H-1: Notification of Teacher Improvement Plan

Blind Brook – Rye School District Notification of Teacher Improvement Plan (TIP)

The Blind Brook School District is committed to teaching and learning at the highest level. In the event that a teacher is not performing at the requisite levels of expectations, assistance will be provided through an Improvement Plan. The purpose of the TIP is to help teachers advance their craft and meet the standards of the district. The District will provide resources, support, and professional development to teachers who have received a Composite Rating of “Developing” or “Ineffective.”

After consultation with the teacher and a representative of the Federation, the evaluator will schedule and hold, within ten (10) school days, a meeting to include the teacher, the evaluator, and the representative of the Federation. The evaluator and the teacher will jointly determine an improvement plan including the strategies to be undertaken to correct the deficiencies in the core competencies related to the four domains of effective teaching. Such a plan, written in conjunction with the teacher and Federation representative by the evaluator, will set out criteria for demonstrating improvement and will specify a timeline for completion of the plan. In the event that a plan is not mutually agreed upon by the evaluator and the teacher, it will be referred to the Superintendent, who, in conjunction with the Federation President, will make a final decision about the content of the plan.

In addition to a teacher’s formal observation cycle, the teacher who is placed on a TIP must have at least one (1) Walk-Through Observation every thirty (30) days by at least two (2) different administrators for the duration of the tip. The teacher’s progress will be monitored for a specific period of time, to be no less than 60 days and no more than 180 days. Any remaining deficiencies in the core competencies related to the four domain of effective teaching shall be detailed at this time.

Within ten (10) school days of the completion of the timeline established in the Teacher Improvement Plan (TIP), the teacher will meet with the supervising administrator and a Federation representative to assess the teacher’s progress. An evaluation will be rendered by the supervising administrator at this meeting that may: 1) release the teacher from the plan, 2) extend the plan, or 3) modify the elements of the plan, no later than ten (10) school days after the aforementioned meeting.

Teacher: _____ **Grade/Subject:** _____

Administrator: _____

Federation Representative: _____

Today's Date: _____

Period of Monitoring: _____

Date of Review Meeting: _____

Appendix H-2: Teacher Improvement Plan (TIP) Form

**BLIND BROOK – RYE
TEACHER IMPROVEMENT PLAN (TIP)**

Teacher's Name _____

Areas in need of improvement (Supervisors will address all clusters and standards):

Domains/ Components	Actions Needed	Supervisor Responsibilities	Resources Provided	Teacher Responsibilities	Timeline For Completion	Success Indicators

Supervisor's Signature:

Date:

Teacher's Signature:

Date:

Federation Representative's Signature:

Date:

Supervisor's Recommendation:

Appendix H-3: Teacher Improvement Plan Summative Report

BLIND BROOK – RYE
TEACHER IMPROVEMENT PLAN (TIP)
SUMMATIVE REPORT

RECOMMENDATION FOR RESULTS OF TIP

_____ The teacher has met the performance goals identified through the TIP.

_____ The teacher has not met the performance goals identified through the TIP.

Next Steps:

This is to certify that this program has been discussed with me and I have examined and discussed the materials within with my evaluator. I understand my signature does not necessarily indicate agreement, and that I have the right to insert a written explanation or response to written feedback by my evaluator within ten (10) school days, which may be considered during a possible Appeals process.

Supervisor's Signature:

Date:

Teacher's Signature:

Date:

Federation Representative's Signature:

Date:

Blind Brook-Rye School District APPR Appeal

Teacher: _____

Administrator: _____

Grade/Subject: _____

Federation Representative: _____

Date: _____

Date Received by Supervising Administrator: _____

Grounds for an Appeal:

Indicate the grounds for the appeal below. If there are several, they must all be indicated within one appeal (subject to locally negotiated procedure). Any grounds not raised at the time of the appeal is filed shall be deemed waived.

_____ The substance of the annual professional performance review; which shall include the following:

- in the instance of a teacher rated Ineffective on the student performance category but rated highly effective on the observation category based on an anomaly, as determined locally.

_____ The district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law section §3012-d and the Rules of the Board of Regents Subpart 30-3;

_____ The adherence to the regulations of the commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law section §3012-d and the Rules of the Board of Regents Subpart 30-3

_____ District's issuance and/or implementation of the terms of the teacher improvement plan under Education Law section §3012-d and the Rules of the Board of Regents Subpart 30-3.

Statement of Appeal:

The teacher must submit a detailed written description of the specific area(s) of disagreement over his/her annual performance review composite rating, or the issuance and/or implementation of the terms of his/her improvement plan, and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

Statement of Appeal by Teacher:

List and Attach Supporting Documentation and Evidence:

Filed with _____, on _____.

Teacher's Signature

Date

(1) copy – Administrator (1) copy – Teacher

Appendix I-2: APPR Appeals Response - Administrator Form

Blind Brook-Rye School District APPR Appeals Response – Supervising Administrator

Statement from the Supervising Administrator:

List and Attach Supporting Documentation and Evidence:

Outcome of Appeals Process

Review Meeting with Supervising Administrator

Date: _____

Outcome: _____ **Resolved**

 _____ **Unresolved (teacher may request a hearing with the Superintendent
in consultation with the Federation President)**

Administrator's Comments:

Initials: _____

Teacher's Comments:

Initials: _____

Federation Representative's Initials: _____

This is to certify that my signature does not constitute agreement, but merely signifies that I have examined and discussed the materials with my administrator. I understand I have the right to insert a written explanation or response to written feedback by my evaluator within five (5) school days, which may be considered during the APPR Appeals Hearing process.

_____	_____	_____	_____
Teacher's Signature	Date	Administrator's Signature	Date

_____	_____
Federation Representative's Signature	Date

(1) copy – Administrator

(1) copy – Teacher

**Blind Brook-Rye School District
APPR Appeals Hearing Response**

Hearing with the Superintendent in consultation with the Federation President

Date: _____

Present: _____ **Superintendent**
_____ **Federation President**

Outcome: **RESOLVED**

Superintendent's Comments:

Superintendent's Signature Date

Teacher's Signature Date

(1) copy – Administrator

(1) copy – Teacher

Signatures

In Witness Whereof, the parties hereto have executed this document (APPR) on this date, June 30, 2016.

**Blind Brook - Rye Federation of Teachers
Local 1890 NYSUT-AFT**

By _____
Robin Willig, Teacher, BMPRSS
President BB-RFT

By _____
Nicholas Bianculli, Teacher, BBHS
Vice President BB-RFT

Association of Blind Brook Administrators

By _____
Tracy Taylor, BMPRSS Principal
President, ABBA

By _____
Colin Byrne, Director of Technology
Vice President, ABBA

Blind Brook - Rye UFSD

By _____
Jonathan Ross
Superintendent of Schools

By _____
Jeffrey Diamond
President, Board of Education

By _____
Ryan Goldstein
Vice-President, Board of Education

Signatures

In Witness Whereof, the parties hereto have executed this document (APPR) on this date,
November 21, 2016.

Association of Blind Brook Administrators

By Tracy C. Taylor
Tracy Taylor, BMRSS Principal
President, ABBA

Association of Blind Brook Administrators

By Colin Byrne
Colin Byrne, Director of Technology
Vice President, ABBA

Blind Brook - Rye UFSD

By Jonathan Ross
Jonathan Ross
Superintendent of Schools

By Jeffrey Diamond
Jeffrey Diamond
President, Board of Education

By Ryan Goldstein
Ryan Goldstein
Vice-President, Board of Education

**BLIND BROOK-RYE UFSD
ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR)
OBSERVATION TIMELINE & PROCEDURES – BUILDING PRINCIPALS**

APPENDIX A

EVALUATION TIMELINE & PROCEDURES – PRINCIPALS

Evaluation of Building Principals shall be for the purpose of improving the instructional program as well as total professional performance.

1. OBSERVATIONS

It is agreed that the Superintendent and/or his designee as part of the following observation/school visit process shall ensure that any observed deficiency that either the Superintendent or his/her designee agreed upon may observe is documented, in writing, in accordance with the observation process timeline and following procedures, and is accompanied by constructive and specific ways in which the Building Principal may achieve improvement in those areas of perceived deficiency. The parties agree that the Superintendent's designee must be a non-bargaining unit central office administrator.

Number of observations/school visits required:

Non-tenured Principals:

****Three (3) school visits/observations – two formal (announced) and one informal (unannounced) - will be made except during July and August during each probationary year. The only exception to this will be Principals hired after March 1st of that school year who will be observed once during the year of hire. School visits shall be appropriately spaced to allow reasonable time for improvement.**

Tenured Principals:

****Two (2) school visits/observations - one formal (announced) and one informal (unannounced) - will be conducted each year except during July and August. School visits shall be appropriately spaced to allow reasonable time for improvement.**

****If any observation results in a score or potential score of "less than effective" two (2) additional observations to the above will be scheduled, at least two (2) weeks apart and conducted by the Superintendent and/or his designee. Said observations shall be completed within thirty (30) days of the initial observation. If the two additional observations result in higher scores the scores will be combined with the original observation score.**

OBSERVATION TIMELINE

By August 1st the Building Principal shall be provided an opportunity to verify the subjects and student rosters to be assigned to them for the upcoming school year.

Superintendent or his/her designee shall meet in person with each Building Principal to review evaluation forms, timelines and evaluation procedures, as well as review and discuss the evidence (Appendix C) that may be used for the formal observations and each observable rubric domain, and agreed upon organizational goal-setting (if any) that will be used in support of agreed upon observable rubric domain.

All Building Principal(s) shall have at least one formal observation conducted by Superintendent or Superintendent's designee in accordance with the attached evaluation procedures by December 15th.

If an observation to date raises any performance concerns, the Building Principal(s) will receive written notice by January 15th with a written plan for addressing the noted concerns.

All Non-tenured Building Principal(s) shall have a second formal observation conducted by Superintendent or Superintendent's designee in accordance with the attached evaluation procedures by February 1st.

All Building Principals shall have their final formal observation completed no later than March 31st.

If any observation (formal or informal) results in a score of less than effective two (2) additional observations will be scheduled during the months of April and/or May, but in no event later than May 15th.

Building Principals will be given a draft overall observation score and rating by June 1st. If any disagreement exists on the scoring the Building Principal shall have one week in which to submit evidence in support of the Building Principal's position and request that the score be adjusted upon review and consideration of the evidence. Any Building Principal who received a draft overall observation score of "developing" or "ineffective" shall also be allowed to request a meeting with the Superintendent or his/her designee. The meeting shall be held no later than June 10th and shall constitute a "natural conversation." The Building Principal shall be allowed to provide additional evidence during such a meeting to assist the Superintendent or his/her designee in rating non-observable and observable domains, if doing so assists the rating of the Building Principal.

The Building Principal's final score and rating on the observation/school visit category shall be computed and provided to the Building Principal in writing no later than June 15th. The entire Annual Professional Performance Review shall be completed and provided to the Principal as soon as practicable but in no case later than September 1 of the school year next following the school year for which the Building Principal's performance is measured.

2. OBSERVATION/SCHOOL VISIT REQUIREMENTS:

Formal monitoring or observation of the work performance of a Building Principal shall be conducted openly and with full knowledge of the Building Principal. The District agrees to use the evaluation forms hereto attached.

Observations/school visits will be conducted only by the Superintendent or his/her agreed upon designee. The designee shall be a central office administrator who is not a member of the bargaining unit.

Each observation/school visit shall be at least thirty (30) minutes in duration. No observation/school visit shall be completed on any day prior or immediately after a school holiday or recess, or during state testing.

With the exception of the unannounced observation/school visit, all formal observations must be scheduled two weeks in advance. In the instance of an unannounced observation/school visit the Building Principal shall be provided a one week window of when the unannounced observation/school visit may occur at least two weeks in advance.

Pre-observation/school visit meetings are to be held at least one calendar week prior to each scheduled formal observation. The pre-observation meeting must be conducted in person, unless the parties mutually agree otherwise in writing. During the pre-observation meeting the parties shall agree upon which observable sub-domains within the rubric will be evaluated during that formal observation (minimum of ten (10) must be agreed upon) and what documents, if any, will be submitted and examined in support of the pre-selected observable sub domains. The parties will also agree during the pre-observation meeting as to whether any or all non-observable subdomains will be rated. Non-observable domains shall only be rated as part of the formal observation upon agreement of the parties. The evaluator shall send a confirming email or memo to the Building Principal detailing the understanding that is reached at the pre-observation meeting no less than two (2) days prior to the scheduled observation. The pre-observation meeting shall constitute a "natural conversation" if the parties elect to rate non-observable sub domains.

All observations/school visits must be followed by a post-observation meeting that is to be held no later than one week from the formal or informal observation. The post-observation shall be conducted in person, unless agreed in writing otherwise. At the post-observation meeting, the Building Principal shall be provided with his/her observation rubric form and a written observation summary, which must include detailed recommendations and guidance in all areas perceived developing or ineffective. The Building Principal shall have one (1) week to submit a response to the observation including any supporting documentation.

3. **HEDI SCORING BAND:**

Ineffective: 0-1.49

Developing: 1.5-2.49

Effective: 2.5- 3.49

Highly Effective: 3.5-4

4. **FORMAL AND INFORMAL WEIGHTS:**

Formal observations/school visits (announced) shall consist of 85%

Informal observation/school visits (unannounced) shall consist of 15%

5. **OBSERVATION SCORING:**

The parties agree that the evaluation rubric to be used will be the Multi-Dimensional Professional Performance Rubric (MPPR).

Observable Domains:

It is further agreed that the following domains/performance indicators are possibly “observable” during the course of a school visit:

Domain 1: Shared Vision of Learning

Domain 2: School Culture and Instructional Programs

Domain 3: Safe, Efficient, Effective Learning Environment

Non-Observable Domains:

The parties agree that the following domains shall be considered “non-observable” within the Multi-Dimensional Professional Performance Rubric (MPPR):

Domain 4: Culture and Sustainability

Domain 5: Integrity, Fairness, and Ethics

Domain 6: Political, Social, Economic, Legal and Cultural Context

The parties agree that the above **observable** and **non-observable domains** will be scored in the following ways (Please see Appendix B for the Performance Scoring Rubric):

- *Announced formal observation* – All domains shall be evaluated using the MPPR rubric. A pre-observation meeting and post observation meeting must be included.

- *Unannounced formal observation* – Domains 1, 2, and 3 will be evaluated. Since there is no pre-observation meeting for an unannounced observation, a post-observation meeting will be scheduled to allow the Principal and Superintendent or Superintendent's designee a chance to discuss the observation. Domains 4, 5, and 6 will not be scored in this process.

6. EVIDENCE TO SUPPORT “DEVELOPING” OR “INEFFECTIVE” RATING WITHIN RUBRIC:

If any performance indicator is rated “developing,” the evaluator must support the “developing” rating with at least one (1) piece of factual evidence (situations, events, etc.) /artifact as well as provide a detailed written explanation that includes a factually based justification in support of the “developing” rating for that domain. The same piece of factual evidence cannot be used to support more than one “developing” rating received in any domain, subdomain or performance indicator. The evaluator must provide a different piece of factual evidence in support of each “developing” rating issued in a domain.

To assign a rating of “ineffective” to any performance indicator, the evaluator must support the rating with at least two (2) pieces of factual evidence (situations, events, etc.) / artifacts as well as provide a detailed written explanation that includes a factually based justification in support of the “ineffective” rating. The explanation must also provide a detailed rationale as to how the cited factual evidence provided establishes an “ineffective” rating for that subdomain/performance indicator. The same piece of factual evidence cannot be used to support more than one “ineffective” in any domain. The evaluator must provide different factual evidence in support of each “ineffective” rating issued in a domain.

It is agreed that natural conversations cannot be used to justify or support an “ineffective” rating or “developing” rating for a domain or any “observable” domains.

If the evaluator cites a “natural conversation” as evidence to justify an “ineffective” or “developing” rating in any domain which is a non-observable domain, should non-observable domains have been agreed upon, the evaluator must provide a specific written detail, including date, circumstances, etc., of the “natural conversation” being relied upon.

7. USE OF SCHOOL DOCUMENTS

The parties agree that there are several observable subdomains within the Multi-Dimensional Professional Performance Rubric which may not necessarily be evaluated, observed, or measured during isolated observations. The parties agree that all efforts should be made to observe each observable domains during the school visits; however, in the event they are not, the parties agree that the pre-observation meetings and post-observation meetings may also be a means to “observe” the observable domains during that school visit/observation. The documents that can be used to support each domain shall be selected from the attached list of approved school documents. (Appendix C)

If a Building Principal receives a “developing” or “ineffective” rating in a performance domain which is an observable performance indicator, the Principal shall be afforded ten (10) days after receipt of the observation to submit additional evidence from the list of agreed upon documents (Appendix C) to refute the rating, and upon submission of said evidence, and if such evidence is free of any substantial defect or error, the rating shall be adjusted to “effective” or “highly effective” at the discretion of the evaluator.

8. STUDENT GROWTH PERCENTILE (SGP) SCORE

For the 2016-2017, 2017-2018, and 2018-2019 school years, State provided growth scores cannot be used to determine a Principal’s student performance score. Transition scores and HEDI ratings will be generated and used to replace the scores and HEDI ratings for Principals whose HEDI scores are based, in whole or in part, on State assessments in grades 3-8 ELA or math (including where State-provided growth scores are used) or on State-provided growth scores on Regents examinations. State-provided growth scores will continue to be used to calculate an original score and rating for advisory purposes only.

Calculation of the Student Performance Score

For the 2016-2017, 2017-2018, and 2018-2019 school years, the student performance score will be as follows:

- Principals of grades K-5 and 6-8 will utilize the STAR results utilizing the following target:
 - Grades 3-5: At least 75% of all students in the elementary school will achieve at least 30 SGPs on the STAR Reading assessments.
 - Grades 6-8: At least 75% of all students in the middle school will achieve at least 30 SGPs on the STAR Reading assessments.
- Principals of grades 9-12 will utilize an aggregate score of all June Regents taken by high school students for the year utilizing the following target:
 - At least 90% of all students shall show one year of growth by earning a 65 or better on all June Regents taken.

HEDI Scores for Student Performance (set by NYSED)

Overall Student Performance Category Score and Rating

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

Student Performance Score Setting (Conversion Table)

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

9. FINAL PERFORMANCE REVIEW CALCULATIONS AND FORM

Under Education Law §3012-d each Principal must receive an Annual Professional Performance Review (APPR) End-of-Year Evaluation resulting in a single rating determined by the matrix set forth by §3012-d, shown below. The overall End-of-Year Evaluation is determined by finding the rating for the Principal Observation, as determined by the provisions of this Agreement, and the rating for the Student Performance portion as determined by the provisions of this Agreement, and indexing the respective column and row to meet at an overall Evaluation, located inside the matrix. The matrix is below:

Student Performance	Principal Observation				
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D*	D*	I	I

Please use Appendix B2 for the Final Performance Review Form.

10. MISCELLANEOUS

A single observation by an observer in any one (1) year shall not be considered as the sole basis for the termination of service.

Evaluations of Building Principals shall not be forwarded to any other agency or prospective employer without the written consent of the Principal. It is understood that APPR scores must be reported to SED.

APPENDIX B

MULTIDIMENSIONAL PRINCIPAL PERFORMANCE RUBRIC

Observation Form

DISTRICT: BLIND BROOK-RYE UFSD

PRINCIPAL: _____

EVALUATOR: _____

SCHOOL: ☐ BMRSS ☐ BBMS ☐ BBHS

NON-TENURED: Y / N TENURED: Y / N

DATE OF PRE-OBSERVATION: _____ (IF ANNOUNCED OBSERVATION)

DATE OF OBSERVATION: _____

DATE OF POST-OBSERVATION: _____

PERFORMANCE EVALUATION SCORING RUBRIC	
HIGHLY EFFECTIVE (H) = 4 points	Overall performance and results exceed standards
EFFECTIVE (E) = 3.49 points	Overall performance and results meet standards
DEVELOPING (D) = 2.49 points	Overall performance and results need improvement in order to meet standards
INEFFECTIVE (I) = 1.49 points	Overall performance and results are performance and results performance standards

O = Observable during observation

NO = Not observable during an observation; Should be completed at pre-/post- observation meeting

DOMAIN 1 – SHARED VISION OF LEARNING: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

		H	E	D	I
<ul style="list-style-type: none"> • Collaboratively develops and implements a shared vision and mission for learning (O) • Engages stakeholders in District & school's vision and mission (O) • Promotes continuous and sustainable improvement (O) • Engages in reflective practice & decision making (O) 					
Supervisor's Overall Evaluation/ Comments:	Detailed explanation for each "developing" or "ineffective" rating to include specific factual evidence / artifacts used to support such rating:				

TOTAL SCORE: _____

DOMAIN 2 – SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth

		H	E	D	I
<ul style="list-style-type: none"> Promotes and supports activities for staff improvement (O) Nurtures and sustains a culture of collaboration, trust, learning and high expectations (O) Creates a comprehensive, rigorous, and coherent curricular program (O) Creates a personalized and motivating learning environment for students (O) Supervises instruction(O) Develops assessment and accountability systems to monitor student progress (O) Develops the instructional and leadership capacity of staff (O) Maximizes time spent on quality instruction (O) Promotes the use of effective and appropriate technologies to support teaching and learning (O) Monitors and evaluates the impact of the instructional program (O) 					
Supervisor's Overall Evaluation/ Comments:		Detailed explanation for each “developing” or “ineffective” rating to include specific factual evidence / artifacts used to support such rating:			

TOTAL SCORE: _____

DOMAIN 3 – SAFE, EFFICIENT, EFFECTIVE LEARNING ENVIRONMENT: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

		H	E	D	I
<ul style="list-style-type: none"> • Monitor and evaluate the management and operational systems (O) • Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources (O) • Promote and protect the welfare and safety of students and staff (O) • Develop the capacity for distributed leadership (O) • Ensure teacher and organizational time is focused to support quality instruction and student learning (O) 					
Supervisor's Overall Evaluation/ Comments:		Detailed explanation for each "developing" or "ineffective" rating to include specific factual evidence / artifacts used to support such rating			

TOTAL SCORE: _____

DOMAIN 4 – COMMUNITY: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

		H	E	D	I
<ul style="list-style-type: none"> Collects and analyzes data and information pertinent to the educational environment (N/O) Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources (N/O) Builds and sustains positive relationships with families, caregivers, and community partners (N/O) 					
Supervisor's Overall Evaluation/ Comments:		Detailed explanation for each "developing" or "ineffective" rating to include specific factual evidence / artifacts used to support such rating:			

TOTAL SCORE: _____

DOMAIN 5 – INTEGRITY, FAIRNESS, ETHICS: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

		H	E	D	I
<ul style="list-style-type: none">Ensures a system of accountability for every student's academic and social success(N/O)Considers and evaluates the potential moral and legal consequences for decision making (N/O)Upholds mandates in ways that preserve the integrity of the school's learning and work and align with its ethical and moral beliefs (N/O)Models principles of self-awareness, reflective practice, transparency, and ethical behavior (N/O)Safeguards the values of democracy, equity, and diversity (N/O)Promotes social justice and ensures that individual student needs inform all aspects of schooling (N/O)					
Supervisor's Overall Evaluation/ Comments:		Detailed explanation for each “developing” or “ineffective” rating to include specific factual evidence / artifacts used to support such rating			

TOTAL SCORE: _____

DOMAIN 6 – POLITICAL, SOCIAL, ECONOMIC, LEGAL AND CULTURAL CONTEXT: An education leader promotes the success of every student by understanding, responding to and influencing the political, social, economic, legal and cultural context.

		H	E	D	I
<ul style="list-style-type: none"> • Advocate for children, families, and caregivers (N/O) • Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies (N/O) • Act to influence local, district, state, and national decisions affecting student learning (N/O) 					
Supervisor's Overall Evaluation/ Comments:		Detailed explanation for each "developing" or "ineffective" rating to include specific factual evidence / artifacts used to support such rating			

TOTAL SCORE: _____

Total Overall Score (average): _____

Total Overall Rating: ☐ H ☐ E ☐ D ☐ I

Supervisor's Signature

Date

Principal's Signature

Date

Principal's signature represents only receipt of the evaluation form and not agreement with its content or score

APPENDIX B2

PRINCIPAL PROFESSIONAL PERFORMANCE REVIEW SUMMATIVE EVALUATION

NAME: _____ SCHOOL: _____ SCHOOL YEAR: _____

➤ OBSERVATIONS FOR NON-TENURED ADMINISTRATORS:

- OBSERVATION #1 _____ (42.5%)
- OBSERVATION #2 _____ (42.5%)
- OBSERVATION #3 _____ (15%)

_____ FINAL OBSERVATION SCORE
 _____ FINAL OBSERVATION RATING (H, E, D, I)

➤ OBSERVATIONS FOR TENURED ADMINISTRATORS:

- OBSERVATION #1 _____ (85%)
- OBSERVATION #2 _____ (15%)

_____ FINAL OBSERVATION SCORE
 _____ FINAL OBSERVATION RATING (H, E, D, I)

➤ GROWTH SCORE _____ SGP SCORE

_____ SGP RATING (H, E, D, I)

Student Performance	Principal Observation				
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D*	D*	I	I

Total Overall Rating: ☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective

 Supervisor's Signature

 Date

Principal's Signature

Date

Principal's signature represents only receipt of the evaluation form and not agreement with its content or score

APPENDIX C

DOMAIN 1 – SHARED VISION OF LEARNING: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Examples of Evidence / Artifacts:

- Building goals
- School Improvement Plan
- Grade level goals
- Conference day programs
- Staff development plan
- Staff development calendar
- Staff development agendas and products
- Faculty meeting agendas
- Staff memos
- Parent letters
- Administrative council meeting agendas
- Department, grade level and/or team meeting agendas
- Scheduled collaboration and common planning time
- Mission/vision statement posters
- Instructional data compiled for staff
- Board presentations
- Advisory committee meeting agendas
- End-of-year report
- School newsletter
- Parent and student communication
- School website
- Strategic plan
- Monthly reports
- School report card
- Parent meeting agendas
- Building wide discipline plan
- Interscholastic academic eligibility policy
- Character education programs
- Guidance plan
- Student recognition programs
- Building tours
- Student orientation assemblies and lessons
- New entrant orientation program

DOMAIN 2 – SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth

Examples of Evidence / Artifacts:

- Recruiting, hiring and retaining quality staff
- New teacher orientation and induction programs
- Staff development plan
- Staff development calendar
- Staff development agendas and products
- Teacher mentor programs
- Administrative orientation and induction programs
- New administrator mentor programs
- Staff recognition programs
- Teacher and administrator observations and evaluations
- Teacher observation schedule
- Tenure recommendations
- Recommendations for continued employment
- Supervision of teacher APPR plans
- Observations and evaluations of non-certified staff (clerical, security, food service, teaching assistants, cafeteria aides, hall monitors, individual aides, etc.)
- Child study team meetings
- Motivational assemblies, speakers and programs
- Planning and development of teacher in-service programs
- Staff development plan and calendar
- Professional development program agendas and products
- Demonstration plans and lessons
- Provide teachers with opportunities to observe best practices
- Walk-through observation schedules
- Administrative council meeting agendas
- Faculty meeting agendas
- School climate surveys
- Administrative journal
- Administrative calendar
- Attend local, state and/or national professional conferences
- Professional reading library for staff
- Supportive notes from staff or community
- Student recognition for academics and athletics
- Art & music awards programs and competitions

Domain 2 Artifacts/Evidence continued on next page

Mutually Agreed Upon Administrative Artifacts/ Evidence
That May Be Submitted in Support of the Observation Category

Examples of Domain 2 Evidence / Artifacts: (continued)

- Honor societies
- Student faculty communication committee
- Guidance plan and program
- Identification and placement of ELL and Students with Disabilities
- Annual review of Students with Disabilities
- Child Study Teams,
- Student agenda book
- Registration procedures
- Character education programs
- Records management procedures
- College application process
- Class ranking
- Honor roll
- Commencement exercise
- Student activities (homecoming, prom, dinners, dances, field trips, etc.)
- Interscholastic athletic programs
- Intramural athletic programs
- Extended day programs
- GED programs
- School newspaper
- Yearbooks
- Literary magazine
- Student media center
- School television and radio
- Student mentor program

DOMAIN 3 – SAFE, EFFICIENT, EFFECTIVE LEARNING ENVIRONMENT: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Examples of Evidence / Artifacts:

- Master schedule
- Duty rosters
- Class rosters
- Staff Memos
- Assessment preparation and planning
- Proctor schedules
- Administration, scoring and reporting of state assessments: Regents examinations, mid-term examinations, ACT, SAT, IB, AP and NYSESLAT
- Analyses of data and application to instruction
- Transportation schedule and rosters
- Class size report
- Staffing projections
- Calendar planning
- Budget development (equipment, supplies, technology, textbooks, shared services, etc.)
- BEDS Report
- VADIR Report
- AIS programs
- Substitute coverage
- Cabinet meetings
- Administrative council meeting agendas
- General faculty and staff meeting agendas
- Department meeting agendas
- Grade Level meeting agendas
- Team meeting agendas
- Faculty meeting agendas
- Monthly reports
- End-of-year report
- Building expectations / rules communicated and posted
- School safety and emergency plan
- Crisis management team meetings
- Phone log and email
- Fire Inspection report & insurance audit

Domain 3 Artifacts/Evidence continued on next page

Mutually Agreed Upon Administrative Artifacts/ Evidence
That May Be Submitted in Support of the Observation Category

Examples of Domain 3 Evidence / Artifacts: (continued)

- Honor societies
- Ad hoc meetings and agendas
- School security plan
- School safety committee
- School attendance policy
- Staff memos
- Plant management walk through
- Student orientation documents
- Regular meetings with maintenance staff
- Safety survey data
- Teacher handbook
- Substitute handbook
- Student agenda book
- New teacher orientation and induction program
- Teacher/administrator mentor program
- District Code of Conduct
- 3214 Due Process procedures
- Student disciplinary hearings
- Suspension reports
- Immunization report
- School health report
- Infection prevention policy, MRSR, etc.
- Parent communication, letters, email, telephone
- Parent portal communication
- School report card
- Open school nights
- Meet the teacher nights
- Parent teacher conference days
- Progress reports
- Report cards
- Bi-lingual communication
- Emergency telephone system
- Emergency website information

DOMAIN 4 – COMMUNITY: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Examples of Evidence / Artifacts:

- Parent advisory committee agendas
- PTA meeting agendas and programs
- Sports booster club meeting agendas and programs
- Band parent organization meeting agendas and programs
- Shared decision making team meetings and products
- Collaboration with higher education
- Career day programs
- Parent volunteer recognition program
- Teaming with the Cooperative Extension, YMCA, Key Club, Kiwanis, Rotary, Lions, etc.
- Boy Scout and Girl Scout programs and recognition
- Fire department
- Family night programs
- Class parent and support programs
- Social worker outreach programs
- School health services
- Mental health resource connections
- Drug abuse prevention programs
- School health fairs
- School newsletter articles
- School website information
- Hispanic History Month
- Black History Month
- Women’s History Month
- Veterans Month
- September 11 Heroes Day
- Presidents Day
- Thanksgiving and other culturally relevant civic celebrations
- Recognition and celebration of important cultural events of all stakeholders

Mutually Agreed Upon Administrative Artifacts/ Evidence
That May Be Submitted in Support of the Observation Category

DOMAIN 5 – INTERGRITY, FAIRNESS, ETHICS: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Examples of Evidence / Artifacts:

- Adherence to school conduct and discipline policy
- Attendance policy
- Student handbook policy and procedures
- Teacher handbook policy and procedures
- Interscholastic academic eligibility policy
- Child abuse and maltreatment prevention
- Bullying prevention programs
- Suicide prevention programs
- Sexual harassment prevention and reporting programs
- Timely notification of sex offenders
- Student recognition programs
- Character education recognition
- Academic awards
- Athletic awards
- Programs promoting tolerance and acceptance of all
- Character education assemblies and ongoing motivational programs
- Recognition and celebration of diversity
- Balanced team and/or class construction
- Multi-lingual school to parent communication
- Recognition and celebration of important cultural events of all stakeholders
- Public recognition of diversity in newsletters and websites
- Adherence to board of education policies

Mutually Agreed Upon Administrative Artifacts/ Evidence
That May Be Submitted in Support of the Observation Category

DOMAIN 6 – POLITICAL, SOCIAL, ECONOMIC, LEGAL AND CULTURAL

CONTEXT: An education leader promotes the success of every student by understanding, responding to and influencing the political, social, economic, legal and cultural context.

Examples of Evidence / Artifacts:

- Guide staff disaggregating data
- Log community resources
- Work with local civic organizations
- District curriculum committee
- Staff development surveys
- Community and student surveys
- Demographic and academic data collection and review
- Superintendent's administrative council
- Ad hoc committee participation
- Implement new Commissioner's regulations and guidelines
- Attend district budget planning sessions

APPENDIX D

Principal Improvement Plan

The **Principal Improvement Plan (PIP)** is a structured plan designed to identify specific concerns in instruction and outlines a plan of action to address these concerns. The purpose of a PIP is to assist principals to work to their fullest potential. The PIP provides assistance and feedback to the Principal and establishes a timeline for assessing its overall effectiveness.

A PIP must be initiated whenever a Principal receives a rating of “developing” or “ineffective” in any school year. The PIP must be in place no later than October 1st of the next school year following the developing or ineffective rating. Prior to its implementation the PIP will be signed and dated by all parties. The specific area or areas in need of improvement will be drawn from the evaluation criteria contained in the agreed upon rubric. The attached form must be used during the PIP plan and signed by all parties.

The PIP shall clearly specify: areas in need of improvement, a detailed action plan to accomplish and support that improvement, the manner in which the improvement will be assessed, and a timeline for assessing improvement. The Association president will be notified when the District notifies the Principal of an ineffective or developing rating.

The PIP plan developed for the Building Principal must offer the Principal an experienced outside mentor mutually agreed upon by the Association and District. The cost of said mentor will be paid by the District. All conversations and dealings between the mentor and Principal will be confidential, unless the Principal provides written permission to disclose.

A statement of differentiated activities designed to support improvement in the areas identified within the PIP shall be developed by the Superintendent or his/her designee after consultation with the Principal. These activities may include, but are not limited to:

- Visitations and shadowing
- Workshops and seminars
- On-line courses and webinars (as per Article 7, Part B of the Association’s contract)
- Advanced degree work (as per Article 7, Part B of the Association’s contract)
- Professional texts, periodicals, and other literature
- Collegial Circles
- Guided observations
- Self-assessments
- Modeling from leader evaluator

All costs associated with any differentiated activities shall be borne by the District.

No later than November 15th shall the Superintendent or his/her designee meet with the Building Principal on the PIP to discuss and assess the Building Principal's progress to date and provide written feedback to the Principal regarding his/her progress on the PIP; on or before February 15th the Superintendent shall again meet with the Building Principal on the PIP to discuss and assess the Building Principal's progress and provide written feedback to the Principal regarding his/her progress on the PIP; on or before April 15th the Superintendent shall again meet with the Building Principal on the PIP to discuss and assess the Building Principal's progress and provide written feedback to the Principal regarding his/her progress on the PIP. Evidence and artifacts to determine if progress has been made in the areas needing improvement will be discussed between the Superintendent and Principal at each meeting. All forms and written feedback must be signed and provided to the Principal upon the completion of each meeting. No later than June 15th shall the Superintendent meet with the Building Principal to determine if the area in need of improvement has been satisfactorily resolved or if the PIP shall continue into the next school year. The Building Principal shall be afforded union representation, if they so desire, at each meeting. If at any time, the Superintendent believes that the goals have been met by the Principal he/she shall sign a written acknowledgement of attainment.

In addition to the above meetings with the Superintendent, the Building Principal shall meet with a central office administrator not in the bargaining unit periodically throughout the school year in order to discuss and assess the Building Principal's progress on the PIP and to be provided written feedback regarding his/her progress on the PIP. All meetings shall be documented on the attached form.

If at the end of the year the PIP goals are met or the administrator is rated "effective" the PIP will terminate.

If the Principal is rated as "developing" or "ineffective" for any school year in which a PIP was in effect, a new plan will be developed by the Principal and the Superintendent in collaboration with the Association adhering to the requirements contained herein with any additional measures in that subsequent school year the following the guidelines below. The evaluated Principal shall have at least eight months on the Improvement Plan to show progress prior to any possible disciplinary procedure being initiated.

PRINCIPAL IMPROVEMENT PLAN

AREA(S) OF IMPROVEMENT	STRATEGIES THE PRINCIPAL WILL USE TO IMPROVE	SPECIFIC RESOURCES TO BE MADE AVAILABLE TO HELP	PROPOSED MEASUREMENTS & TIMELINE FOR IMPROVEMENT
VISION OF LEARNING			
SCHOOL CULTURE; INSTRUCTIONAL PROGRAM			
LEARNING ENVIRONMENT			
COMMUNITY RELATIONS			
INTEGRITY, FAIRNESS, ETHICS			
CULTURAL COURTESY			
COLLABORATION			

Separate sheets may be attached for each Area of Improvement in order to complete the required information.

Principal Signature _____ Date _____
Assistant Supt. Signature _____ Date _____
Superintendent Signature _____ Date _____

**PRINCIPAL IMPROVEMENT PLAN
PROGRESS RECORD FORM**

	Summary of meeting (Superintendent or Central Office Administrator)	SIGN-OFF BY BOTH PARTIES
Meeting #1 Date _____		_____ _____
Meeting #2 Date _____		_____ _____
Meeting #3 Date _____		_____ _____
Meeting #4 Date _____		_____ _____
Meeting #5 Date _____		_____ _____
Meeting #6 Date _____		_____ _____
Meeting #7 Date _____		_____ _____

APPENDIX E

Annual Professional Performance Review (APPR) Appeal Procedure

It is recognized that the Education Transformation Act and implementing regulations have magnified the consequences of “developing” and “ineffective” ratings for teachers and principals. These consequences include, but are not limited to, restrictions on eligibility for tenure and modification of seniority and excessing protections. Therefore, the parties believe it is imperative to have adequate procedural protections for appeals of these ratings. Therefore, in compliance with the mandate of Education Law Section 3012-d, which requires local negotiations of appeal procedures, the parties agree as follows:

- a. Appeals shall be available for all Building Principals, whether probationary or tenured. Evaluations which have resulted in a rating of “ineffective” or “developing” may be appealed.
- b. Within ten (10) school days of the receipt of the final annual evaluation providing a rating as set forth in Subparagraph (a) above, a Principal may appeal the annual evaluation to the First Level Reviewer as defined below. If a Principal is on vacation or other paid leave when the final evaluation is issued, the ten (10) school days for appeal provided herein shall not commence until the Principal returns from such leave, provided, however, that the appeal be filed no later than thirty (30) school days after receipt of the final evaluation. The appeal shall be in writing and shall articulate in detail the basis of the appeal. Appeals shall be limited to:
 1. the substance and rating of the annual professional performance review;
 2. the school district’s adherence to the standards and methodologies required for such reviews pursuant to Section 3012(c) of the Education Law;
 3. the school district’s adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated evaluation procedures; and
 4. the school district’s issuance and/or implementation of the terms of the Principal’s improvement plan; and
 5. Instances where the Principal is rated “ineffective” in the Student Performance Category, but rated Highly Effective on the Observation/School Visit Category based upon anomalies determined locally under this appeal procedure.

- c. Within five (5) school days of receipt of the appeal, the First Level Reviewer shall deliver a written determination of the appeal to the Principal.
- d. For Purposes of this Section, the term “First Level Reviewer” shall consist of a JOINT REVIEW BOARD. The Joint Review Board shall consist of two representatives appointed by the Association and one representative appointed by the Superintendent. It is understood that if an outside mentor has been provided to the Principal that he/she will be deemed the representative appointed by the Superintendent. The Joint Review Board shall have 30 calendar days to issue a written decision. The Joint Review Board shall have the power to discuss an appeal with the evaluator, the appealing Principal, or with both at the same time, if it believes such a discussion will be helpful. The Joint Review Board cannot act except when all of its members are present. The Joint Review Board’s decisions will be explained in a writing that sets forth the reasoning of each panel member. If the Joint Review Board’s decision is 3-0 or 2-1 in favor of the unit member, then the decision will be final, binding, and unreviewable. If the decision is 3-0 or 2-1 against the Building Principal, then the Building Principal may appeal the decision to arbitration as provided hereinafter.
- e. If the First Level Reviewer decision is not in favor the Building Principal, the Principal may appeal from such decision to an arbitrator approved by the American Arbitration Association (“AAA”) who will hear the appeal no later than thirty (30) business days from the date of the final evaluation in question. The Principal shall have the right to present witnesses and documentation at an appeal hearing before the arbitrator. The arbitration shall be governed by the rules of the AAA. The arbitrator shall issue a written determination within thirty (30) business days from the conclusion of the hearing. Such decision may modify or vacate the evaluation or the points allocated. If the evaluation is vacated or modified the arbitrator may also require re-implementation of PIP for the subsequent school year, and/or in the subsequent school year have the evaluation conducted by a trained non-bargaining unit administrator other than the original evaluator. The arbitrator’s decision shall be final and binding on all parties.

The evaluated Principal may be represented at all stages by a union representative of his/her choosing. The evaluated Principal may submit a rebuttal to the APPR evaluation either before or after his/her appeal without jeopardizing their rights to file or pursue an appeal.

- f. The cost of the arbitrator will be borne equally by the District and Association.