

**Marcus Whitman Teachers' Association
And the
Marcus Whitman Central School District**

**Annual Professional Performance Review Plan (APPR)
2019-2020**

August 23, 2019

Table of Contents

<u>SECTION</u>	<u>Page Number</u>
Section A: Statement of Purpose	3
Section B: NYS Teaching Standards	3
Section C: Plan Requirements	4
Section D: Rubric Selection	8
Section E: Training for evaluators & staff	8
Section F: Collection and reporting of teacher and student data	9
Section G: Internal Assessment Development & Security	9
Section H: Teacher Observation	10
Non-tenured teachers	10
Tenured teachers	13
Section I: Student Performance	14
Section J: Composite Scoring	16
Section K: Appeals Scoring	17
Section L: Professional Development	20
Section M: Teacher Improvement Plan Process (TIPs)	21
Signature Page	47
<u>Appendices:</u>	
A. List of Teachers subject to APPR	25
B. Pre-Announced Observation Form(Teacher Evaluation Reporting System)	26
C. Post-Observation Reflection Form (Teacher Evaluation Reporting System)	27
D. District SLO Template	28
E. Individual SLO Template	30
F. Overall Teacher HEDI Rating Form	32
G. Appeals Form	34
H. Awareness Phase Plan Form	37
I. Professional Assistance Plan Form	42
J. Professional Assistance Plan Meeting Form	44

Section A: Statement of Purpose

The Marcus Whitman Central School District (District) and the Marcus Whitman Teachers Association (Association) are committed to providing the best educational program we can for students. To this end, the District and the Association support a teacher appraisal system that merges the dual purposes of ensuring teacher quality and promoting individual professional growth; a system where teachers and administrators focus on learning in an atmosphere of collegiality and professional inquiry; a system where the administrator's role is not one of judge, but that of coach and mentor; a system in which teacher appraisal is not a once-a-year event, but is continuous and ongoing; a system where teachers, who are keenly perceptive of their own skills and needs, collaborate with administrators to identify their goals and develop a plan to meet those goals; a system where the culture surrounding evaluation is one of dialogue, excitement and risk taking rather than of isolation, anxiety and protection.

It is our belief that a teacher appraisal system needs to:

- Be based on rigorous teaching standards that promote excellence in teaching and learning;
- Promote professional development to increase student achievement and to meet school and district goals;
- Be differentiated to meet the diverse needs and stages of all its staff members;
- Be positive in nature and intent, recognizing strengths and providing a means for support and improvement;
- Be based upon a cooperative spirit, open communication and joint responsibility;
- Extend professionalism and collegiality, leading to the development of a true “community of learners.”

The Marcus Whitman Teacher Evaluation System is designed to meet New York State expectations and requirements for professional development and annual performance review. This is a living document that will be changed based upon regular review and revision.

Section B: NYS Teaching Standards

New York State's vision of effective teaching is expressed in the NYS teaching standards (2011) which were developed by the State Education Department with input from educators and adopted by the Board of Regents in 2011. The State Education Department indicates that each teaching standard “represents a broad area of knowledge and skills that research and best practices in the classroom have shown to be essential to effective teaching and to positively contribute to student learning and achievement.” (NYSED, 2011). Through the standards, an effective teacher is portrayed as a life-long learner, progressing through a continuum of career growth that includes: preparation, induction, mentoring, evaluation, professional development, and movement through a career ladder.

The New York State Teaching Standards are:

Standard 1: Knowledge of Students and Student Learning

Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.

Standard 2: Knowledge of Content and Instructional Planning

Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.

Standard 3: Instructional Practice

Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

Standard 4: Learning Environment

Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

Standard 5: Assessment for Student Learning

Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

Standard 6: Professional Responsibilities and Collaboration

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

Standard 7: Professional Growth

Teachers set informed goals and strive for continuous professional growth.

Included in the NYS teaching standards are elements of instruction described as the desired knowledge, skills, actions and behaviors that advance a particular standard. The elements define what teachers do, and performance indicators describe how teachers accomplish the actions or behaviors.

Section C: Plan Requirements

Under Education Law §3012-d, each teacher must receive an APPR resulting in a single composite effectiveness score and a rating of “Highly Effective,” “Effective,” “Developing,” or “Ineffective.” The composite score will be determined by using two categories as follows:

- Student Performance: student growth on state assessments or a comparable measure of student growth (SLO)
- Teacher Observation: based on multiple measures of effective teaching practice aligned with the state’s teaching standards.

A teacher’s rating will be determined using the following scoring ranges:

Overall Student Performance Category Score Rating

	MIN	MAX
H	18	20
E	15	17
D	13	14
I	0	12

Teacher SLO Scoring Ranges

Highly Effective	Effective	Developing	Ineffective
18-20 Points	15-17 Points	13-14 Points	0-12 Points
90-100% of students meeting or exceeding expected growth targets determined by the superintendent	75-89% of students meeting or exceeding growth targets determined by the superintendent	60-74% of students meeting or exceeding growth targets determined by the superintendent	0-59% of students meeting or exceeding growth targets determined by the superintendent

Districts and BOCES must use the State-determined scoring ranges to determine final scores and HEDI ratings.

HEDI Scoring	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
	97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

Teacher Observation Scoring Ranges

	MIN	MAX
H	3.5	4
E	2.5	3.49
D	1.5	2.49
I	0	1.49

Evaluation Matrix

The state mandates the use of the “matrix” below to determine a teacher’s composite score based on the two categories of the evaluation:

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

	NYS Student Growth Measures/SLO's	Locally Selected Measures	Multiple Measures of Teacher Effectiveness
Highly Effective	Results are well-above state average for similar students. (Or district goals if no state test).	Results are well-above District adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results exceed standards.
Effective	Results meet state average for similar students. (Or district goals if no state test).	Results meet District adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results meet standards.
Developing	Results are below state average for similar students. (Or district goals if no state test).	Results are below District adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results need improvement in order to meet standards.
Ineffective	Results are well-below state average for similar students (or district goals if no state test).	Results are well-below District adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results do not meet standards.

The intent of the evaluation system is to foster a culture of continuous growth for professionals. The APPR is required to be a significant factor in employment decisions including, but not limited to: retention, tenure determination, termination and professional development. Each decision is to be made in accordance with locally developed procedures collectively bargained.

Nothing in this agreement shall be construed to affect the statutory right of the school district to terminate a probationary teacher for statutorily and constitutionally permissible reasons other than the performance of the teacher in the classroom or school, including but not limited, to misconduct.

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

This agreement shall be used for teacher evaluation for the 2019-2020 school years unless changes are required by NYSED. The parties will meet annually to negotiate any needed changes to this agreement.

See **Appendix A** for a list of teachers who are subject to this APPR and Education Law Section 3012-d.

Section D: Danielson 2013 Rubric

The District and the Association have agreed to use Charlotte Danielson’s Framework for Teaching 2013 rubric for evaluating all teachers. See **Appendix B** for the rubric.

The Danielson Rubric’s ratings shall be used as follows:

Danielson	HEDI equivalent
Distinguished	Highly Effective
Proficient	Effective
Basic	Developing
Unsatisfactory	Ineffective

Section E: Training for evaluators and staff

Teachers: All professional staff subject to the district’s APPR will be provided with a full day of training on the evaluation system that will include: a review of the content and use of the evaluation system, the NYS Teaching Standards, STAR, the Danielson 2013 rubric, Student learning Objectives (SLOs), forms and the procedures to be followed consistent with the approved APPR plan and associated contractual provisions. All training for current staff will be conducted prior to the implementation of the APPR process. New hires hired after September 1, 2019, will be trained during the Effective Teaching Institute.

Evaluators: Only fully certified District-employed administrators (building principals, Director of Athletics, Data Coordinator/Registrar and Director of Pupil Personnel Services (for Special Education teachers only)) may evaluate teachers.

Tenured teachers will have at least one observation with their building principal. Education Law 3012d requires that all teachers be observed by their building principal and by an independent evaluator each year. Prior to any observations taking place teachers will be notified as to who will observe them beyond their building principal. Before conducting any observations, a newly hired administrator will be trained in this APPR plan by district administrators.

Any administrator who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be fully trained and/or certified in Danielson 2013/Teacher Evaluation Reporting System and as required by Education Law §3012-d and the implementing Regulations of the Commissioner of Education prior to conducting a teacher evaluation.

The Board of Education will certify administrators as evaluators annually and will provide documentation of certification in Danielson 2013/Teacher Evaluation Reporting System to the Association President.

Section F: Collection and reporting of teacher and student data

Roster Verification

On BEDS day for a full-year course, or the third week of classes for 20-week or 10-week courses, teachers will print a copy of their class roster and note any inaccuracies or state that it is accurate as of that date, sign it and give it to the building principal. Principals will work with the Data Administrator to correct any inaccuracies.

At any time after the first three weeks of a course, if a teacher notes an inaccuracy in his/her daily attendance roster, the teacher will print the roster, note the inaccuracy, date and sign it. This will be submitted to the principal who will work with the Data Administrator to correct any inaccuracies.

Prior to the NYS assessments, when SED calls for roster verification, the District will instruct teachers to login to the roster verification site and verify that the roster is accurate or indicate any inaccuracies by submitting a form for that purpose to the building principal. The principal will work with the Data Administrator to correct any inaccuracies.

Teachers are free to log into the SED-roster-verification site at any time that it is up and functioning.

Reporting Individual Subcomponent Scores

The Data Administrator shall be responsible for reporting to the SED the individual subcomponent scores and the total composite rating for each covered classroom teacher in the District. This shall be done in a format and timeline prescribed by the Commissioner.

Furthermore, the District will adhere strictly to the requirements for reporting sub-component and composite ratings 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, except as required by law.

Section G: Internal assessment development and assessment security

The Building Principals shall be responsible for overseeing the assessment development, security and scoring processes utilized by the District as per the regulation(s). Teachers, when not in the presence of the principal, are responsible for this same level of oversight regarding assessments.

Assessment security

It is understood that any assessments or measures used for the purpose of teacher evaluation will not be disseminated in advance to students, teachers or administrators. Scoring of post-assessments must be done by educators who do not have a vested interest in the assessments they score.

Section H. Teacher Observation

Non-tenured teachers (pre-tenure appraisal)

1. Evaluation for non-tenured teachers shall consist of announced and unannounced observations, training through, discussion sessions and alternative sources of data collection. An independent evaluator must do one of the observations. The building principals' observations will account for 80% of the observation score while the independent evaluators' score will account for 20% of the observation category.
- Evidence from Domains 2 and 3 of the Danielson rubric will be gathered during classroom observations. There is no requirement that teachers be evaluated on every component of Domains 2 and 3.

Listed below are the specific requirements by year:

Year	Announced	Announced (Ext)	Unannounced	Mentoring	Artifact Album
1	By Dec 15	By March 15	By March 15	X	
2	By Dec 15	By March 15	By March 15	X	
3		By Dec 15	By March 15	As needed and determined by Dist.	X
4	By Dec 15		By March 15		

- Announced requires pre & post conference
- Unannounced requires post conference

ANNOUNCED OBSERVATIONS

2. The announced observation process shall consist of:
 - a. Pre-observation Conference
Within three days prior to the scheduled observation, the teacher and evaluating administrator will discuss the submitted *Pre-Observation Form* for the lesson(s) to be observed. Both parties will sign off on the *Pre Observation Form* at the conclusion of the conference. (See Appendix C for *Pre-Observation Form*.)

3. Extended announced observations will be of an **extended**-time period to assess the teacher's ability to link learning over time for students, helping them make connections. Extended observation options are:
 - A two-to-three hour observation of one class; or
 - Three consecutive days with the same instructional group
4. The announced observations shall be approximately **40 minutes** in duration.
5. Post-Observation Conferences
 - i. A post-observation conference shall occur within five working days, between the evaluating administrator and the teacher. At least one day before that conference, the evaluating administrator will provide the teacher with a draft of the Observation and Evidence Feedback using the Danielson 2013 rubric (see **Appendix D**). Within three days after the conference, the evaluating administrator will produce the final draft. The teacher may attach a written response to the document within 10 working days, and both the teacher and evaluating administrator must sign and date **Appendices C and D**.
 - ii. The teacher shall complete an *Observation Reflection Form* prior to the post conference in preparation for discussion of the observation. (***Appendix E -- Observation Reflection Form***)
 - iii. Appendices C-E, as well as any written response the teacher elects to attach, become the complete evaluation document. Individual sheets should be initialed by the teacher and evaluating administrator, and the last page of Appendices C-E must be signed and dated by both parties.

UNANNOUNCED OBSERVATIONS

6. Unannounced observations include any and all aspects that reflect overall professionalism. It is ongoing and may take place in a variety of professional environments. It may be considered to be part of any or all professional interactions. Some examples are:
 - Administrative Walk-throughs and informal lesson observations;
 - Professional behavior observed in a variety of settings and/or with a variety of individuals: students, colleagues, parents, administrators, or other school staff.
 - All non-tenured teachers will have at least one unannounced informal observation of **20-40** minutes in duration per year.

Non-tenured teachers may request up to one “do-over” per year of an announced or unannounced observation. They may make the request immediately following the observation or within two days of receiving the written feedback. Scores from the do-over observation will be averaged into the teacher's performance score.

NEW TEACHER INDUCTION

1. The New Teacher Induction program consists of two summer workshops designed to benefit teachers of all experience levels in critical aspects of teaching.

Part I – New teachers are required to participate for two (2) days prior to the first year of teaching at Marcus Whitman. This first series of workshops will focus on getting to know Marcus Whitman as a district. This will include activities related to each individual principal's expectations, union issues, mentor time, school paper work, and technology use. Per diem pay will be provided.

Part II – Prior to the second year, new teachers will be expected to participate in a two (2)-day workshop. The work of this course can be applied as either a refresher or an introduction to teaching techniques, practices and understandings that impact student learning. Curriculum and planning (lesson, unit) issues as well as reflective practices and the Artifact Album will be addressed. Per diem pay will be provided.

Unusual circumstances regarding attendance will result in the teacher attending the following summer, a change which must be approved by an administrator (building principal or superintendent). Examples of unusual circumstances are being hired too late to participate or having a previously scheduled commitment that cannot be changed.

2. Non-tenured teachers will be required during the first three years to attend two workshops on district initiatives and/or needs.

ARTIFACT ALBUM

Artifact Collection (Year 1 and 2) Teachers in the first and second year will collect artifacts to demonstrate their day to day classroom operations. Artifacts are samples of work collected that document the process of trying to meet the learner's goals.

Artifact Album (Year 3) At the end of the first two years, teachers will continue their artifact collection by including teaching materials used in their classroom. Artifacts, instructional units, and reflections on their teaching will be a major part of this collection. This should highlight the teacher's efforts and reflect their use of Danielson 2013 rubric. During Part II of the New Teacher Induction program, teachers will be given guidelines and ideas for organizing their artifacts.

By the end of the third year there will be a meeting between the teacher and an administrator which will include sharing this collection. The artifact album is NOT given a score to be included as part of the APPR rating. This is for growth and feedback purposes.

SPECIAL CASES

Teachers who change tenure area who have previously received tenure in the district will participate in procedures for evaluating non-tenured teachers (following the requirements for Years 3 and 4) until granted tenure.

Non-tenured teachers new to the District with prior teaching experience and expertise, will be evaluated pursuant to the procedures for non-tenured teachers. They may participate in Part II of the New Teacher Induction Program.

Part-time teachers with three or more years of experience in the District will be evaluated according to the procedures for tenured teachers.

The District maintains the right to discontinue the employment of a probationary teacher or to terminate the probationary teacher in accordance with Education Law Sections 3012 and 3031 and Article VIII (B) of the collective bargaining agreement and nothing in this Agreement restricts or limits the discretion of the Superintendent or Board of Education in making a determination on the status of a probationary teacher to deny tenure.

Tenured Teachers –

An independent evaluator must do one of the two observations. The building principals' observations will account for 80% of the observation score while the independent evaluators' score will account for 20% of the observation category.

Observation Process

- Evidence from Domains 2 and 3 of the Danielson rubric will be gathered during classroom observations. There is no requirement that teachers be evaluated on every component of Domains 2 and 3.
- All Observations will be completed by June 1st.
- The Classroom Observations (20-40 minutes duration)
 - Scheduled Announced Classroom Observation
Each teacher will have one scheduled announced classroom observation per year. At the teacher or principal's request, a pre-conference will be held–The teacher may complete the pre-observation form if so desired (Appendix C).
 - Unannounced Classroom Observation
Each teacher will have no more than one unannounced classroom observations for purposes of evaluation under the APPR, per year. The teacher will be told

- within two (2) school days if the unannounced observation will be considered as part of their evaluation.
- Written evaluative comments (feedback) will be provided via Teacher Evaluation Reporting System to the teacher within five (5) school days following any observation that will be used in the APPR rating.
 - Post-Observation Conferences will be held within five (5) days of receiving written feedback from any observation for the following reasons:
 - If the administrator would consider the observation to be “Unsatisfactory” or “Basic.”
 - If the administrator has a question or concern about the observation;
 - Upon teacher request.
 - If the administrator is not satisfied about the question or concern following the discussion, an announced observation will be scheduled including pre- and post-conferences and all required paperwork (Appendices C-E).
 - Tenured teachers may request up to one “do-over” per year of an unannounced observation. They may make the request immediately following the observation or within two days of receiving the written feedback. Scores from the do-over observation will be averaged into the teacher’s performance score.
 - A teacher may ask that an administrator visit the classroom at any time to observe informally a particular lesson or activity and will discuss with the principal the lesson or activity at the time of the request, and administrators will comply with such requests as their schedules permit.
 - Tenured teachers may request one announced observation including pre- and post-conferences and all component paperwork each year (Appendices C-E).

Section I. Student Performance

Approximately half of the teacher’s evaluation is based on student growth on State assessments or other comparable measures of student growth. Student growth means the change in student achievement for an individual student between two or more points in time.

For classroom teachers of grades 4-8 ELA and math, state assessments will be used for the growth component. SED will provide these teachers a Student Growth Percentile (SGP). Additionally, back-up SLOs must still be developed for these teachers in case there are not enough students, not enough scores, or unforeseen data issues that prevent the State from generating a growth score. Throughout the transition period through the 2019-2020 school year, these teachers will receive an SGP score **but it will not be counted as part of their evaluation**. They will also not need to create back up SLOs until the end of the transition period. They will use the District-wide SLO, as described below.

All other classroom teachers of subjects where there is no state-provided measure of student growth (i.e., subjects without a state assessment and subjects where a state-provided growth measure has not yet been created based on the state assessment), must use other comparable measures of growth. These teachers will have a growth measure based on the Student Learning Objectives (SLO) methodology prescribed by SED. The SLO process to be used will consist of a District-Wide SLO as follows:

- The district established target shall be 100% of students passing on the 10 Regents administered in June of each year. The Regents are: ELA, Algebra I, Geometry, Algebra II/Trigonometry, Global History and Geography, US History & Government, Living Environment, Earth Science, Chemistry & Physics. (*See Note Below)
- The average of passing rates on these Regents exams administered in June of each year will be used to determine the HEDI Points & Rating for the District Wide SLO.
- Teachers for whom at least 50% of their course roster ends in a Regents exam will have an individual SLO, based on the same methodology as described above, and will not use the District-wide SLO.
- See Appendices G & H for the templates for individual & district-wide SLOs.

*Note- Each year, the District target will be recalculated using the current June Regents results in addition to the previous two year results to create a new three year average for the following school year target setting process.

The District and Association will meet annually to review any changes in State Assessments/Regents exams used in the SLO process. The Alternative SLO (“this District-Wide” SLO) must be approved by NYSED in 2019-2020.

Timeline for SLO’s

- The District will identify by BEDS Day each year which teachers need individual SLOs in accordance with SED regulations.
- The teacher and principal will work collaboratively using the completed BEDS forms to decide how many SLOs and which classes will be used for SLOs in accordance with SED regulations and the process outlined above.
- Individual SLOs will be developed collaboratively and in place by October 1 of each school year.
- SLO targets can be re-visited and adjusted throughout the year if necessary and if mutually agreed-upon by the teacher and supervising administrator.

Calculation of a SLO score

- Student must be included on the teacher's BEDS form to be included in percentage calculation.
- If a student withdraws from a class at any point during the school year, the student is not included in the percentage calculation.
- Where more than one SLO is applicable, each SLO shall be weighted proportionately based on the number of students in each SLO.

See Section C for the SLO conversion chart that will be used to determine the rating for the student performance portion of the overall APPR rating.

Section J. Composite Rating

Calculating transition scores and ratings under Education Law §3012-d

During the 2019-2020 school years only

For the **required** subcomponent of the Student Performance Category:

- 1) For teachers who receive a State-provided growth score (i.e., grades 4-8 ELA and math teachers of buildings that include grades 4-8 or all of grades 9-12), the growth score shall be excluded from the scores and ratings used to calculate the transition score and rating. Additionally, for grades 4-8 ELA/math teachers, the results of any back-up SLOs that utilize the grades 3-8 ELA and Math State assessments must also be excluded.
- 2) All teachers will use either the District-Wide SLO or an Individual SLO (as described in Section I).

For the Teacher Performance Category:

All teachers will receive a HEDI rating in accordance with the teacher observation procedures outlined in Section H.

Effective with the 2019-2020 school year, 4-8 teachers will resume receiving an SGP score and being required to do back-up SLOs for the Student Performance category of their evaluation.

The 1-4 rubric score will then be converted to a rating using the conversion chart on page 5. Teachers will be provided with their observation rating no later than the last teacher work day of the school year.

Teacher’s Overall Rating
Evaluation Matrix

The state mandates the use of the “matrix” below to determine a teacher’s composite rating based on the two categories of the evaluation:

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

Teachers will be provided with their overall HEDI rating within ten (10) business days of receipt of required state-assessment data or by September 1 of the following year, whichever occurs last. This score becomes available over the summer, it shall be mailed to the teacher. See Appendix J for the form to be used.

Section K. Appeals Procedure

Any unit member (or group of unit members) may file a grievance on a procedural violation of the APPR in accordance with the Grievance Procedure in Article XI of the collective bargaining agreement as amended here for APPR-related grievances.

A procedural violation shall be the District’s failure to adhere to locally negotiated APPR procedures such as timelines, use of forms, scoring errors, the number of observations, the scheduling and length of observations, whether or not the administrator has been asked to visit the classroom and has not complied with the request, the submission of data, the District’s failure to issue a TIP, the District’s failure to issue a timely TIP, whether the teacher questions the observer’s or evaluator’s credentials, failure to follow the Appeals procedure and other similar problems.

The grievance shall be filed as soon as possible to allow for the District to correct alleged deficiencies. For example, if a teacher receives feedback from an observation more than five days after the observation, the teacher may file a grievance upon receipt of the feedback and

have the observation voided. The district will then schedule another observation pursuant to the observation process, if possible.

1. An APPR grievance is a claim by teacher or group of teachers based upon an act(s), occurrence or an omission or failure to act by a Principal, Administrator or Superintendent that does not comply with the procedures set out in the APPR Agreement.
2. The grievance procedure in Article XI shall be followed for procedural APPR grievance except Article XI (C) (3) shall be modified as follows:

A grievance regarding procedural violations of the APPR Agreement shall be deemed waived unless it is submitted in writing within fifteen (15) school days after the aggrieved teacher knew or should have known of the events or conditions on which it is based. Unless the procedural matter or deficiency on the part of the District (including the acts of its Principals and administrators) has been grieved under this process, the alleged procedural deficiency or matter will be deemed waived. The time limit for filing an APPR grievance is related to the District's desire to know about and to have the opportunity to correct alleged defects in procedural matters.

The following procedures are the exclusive means for initiating, reviewing and resolving any and all appeals related to a teacher's Annual Professional Performance Review (APPR) overall HEDI rating.

- (1) Only a teacher who receives a rating of "Ineffective" or "Developing" may appeal his or her performance review. Any teacher that receives a rating of "Effective" or "Highly Effective" cannot appeal, however, has the right to submit a written professional response to his/her APPR, unless or until a time comes when the rating is used for any other purpose than evaluative, in which case the appeals procedure shall be re-negotiated and material changes will be submitted for approval by SED.
- (2) A teacher may appeal only the substance of his or her performance review, the school district's adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the Commissioner of Education, and the teacher's overall composite rating/HEDI rating in his/her Annual Professional Performance Review plan. 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.
- (3) A teacher may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

(4) A teacher initiating the appeal must submit a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal, and an explanation of relief requested to the Superintendent, with a copy to the MWTA President. E-mail or other electronic submissions are not permitted. Any additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

(5) Appeals concerning a teacher's performance review must be received in the office of the Superintendent of Schools no later than fifteen (15) school days after he/she receives his/her overall APPR composite rating. The failure to submit an appeal to the Superintendent of Schools within this time frame shall result in a waiver of the teacher's right to appeal that performance review.

(6) STEP 1 – Meeting with the Principal/Supervising Administrator--

Within ten (10) school days of receiving the teacher's appeal the principal (or supervising administrator) who compiled the appeal shall have a meeting with the teacher. A MWTA representative and another administrator may attend this meeting per the teacher's or administrator's request.

(7) Under this appeals process the teacher is expected to provide an explanation of the relief requested. The teacher is required to provide facts and evidence upon which he/she seeks relief.

(8) The principal, having met with the teacher and Association representative, if applicable, will consider the documentary materials and the conversation, and will render a written decision to the Superintendent, Teacher and the MWTA President within ten (10) schooldays. A principal may choose to maintain the initial performance review, or may modify the overall composite rating/HEDI rating performance review based upon the discussion with the teacher and the documentary materials provided by the teacher.

(9) STEP 2--Once the principal's decision is rendered, the teacher may choose to move the appeal on to the District Professional Practice Review Team within ten (10) schooldays after the date of the Principal's decision to the Superintendent. The team will be comprised of five members:

Three members of the Marcus Whitman Teachers' Association appointed by the Association President

Two Administrators appointed by the Superintendent

The committee members will be appointed for each appeal. No administrator can hear an appeal of an evaluation s/he has completed. Another administrator will be assigned to the Team in such cases. No teacher can serve on the Team to examine an appeal of his or her own evaluation. The Association will assign another member to serve in such circumstances.

(10) The District Professional Practice Review Team will schedule a meeting to examine the documentary evidence of the appeal within ten (10) schooldays of receipt of an appeal. Upon the request of the teacher or the Review Team, the teacher will make a presentation to the Review Team for its consideration. The committee will make a decision within ten (10) school days of meeting to consider the appeal. The decision must set forth the reasons and factual basis for each determination on each of the specific issues raised in the appeal. The Review Team shall have the authority to recommend that the teacher's APPR rating be modified or affirmed. The review team will send its recommendations to the Superintendent for his/her final decision.

(11) Once a recommendation(s) is received, the superintendent will render a decision on the Review Team's recommendation within ten (10) school days. The decision must set forth the reasons and factual basis for each determination on each of the specific issues raised in the appeal. The Superintendent shall have the authority to modify, or affirm the rating and composite rating of the teacher's APPR. All appeals end with the superintendent's decision. A teacher cannot file another appeal for the same evaluation.

(12) If the appeal is fully or partially sustained, the original performance review shall be revised accordingly. The revised performance review may not be reviewed or appealed under this procedure. If the appeal is rejected, the original APPR and rating shall remain unchanged.

The teacher's failure to comply with the requirements of this Appeals Procedure shall result in a denial of the appeal. If the Appeal's Procedure is violated it shall be grounds for a contractual grievance.

Section L. Professional Development

The District and the Association agree that a major purpose of conducting an APPR is to improve both professional practice and student performance. APPR must therefore be a significant factor in shaping the professional development opportunities provided to teachers. The District and the Association shall cooperate in designing professional development activities that are appropriate for and responsive to the individual needs of each individual teacher as identified in his/her APPR.

The district's EPC committee shall be responsible for recommending the various aspects of the district professional development plan. The responsibilities of the committee shall include but are not limited to: participate in the design, selection and implementation of professional development activities; encourage teachers to participate in selecting professional development activities that are appropriate for their needs; evaluate the effectiveness of existing professional development activities and to recommend changes where necessary; ensure that professional development includes training on the Teaching Standards and rubric(s) used in the APPR process; and make recommendations; as may be necessary to ensure the continued implementation of effective professional development opportunities for all District teachers.

All costs associated with district professional development will be borne by the district. Professional development will be provided within the teachers' contractual day, during contractual after-school meeting times, on days within the contractual work year that are designated for professional development, or over the summer if the days are paid by the district.

Section M. Teacher Improvement Plan (TIP) Process

NYS Education Law 3012-d and Subpart 30-3 requires that any teacher with an annual professional performance review rated as Developing or Ineffective shall receive a Teacher Improvement Plan. A TIP shall be developed by the superintendent/designee. Union representation shall be afforded at the teacher's request. A TIP is not a disciplinary action. At the end of the timeline, the teacher, administrator and mentor (if one has been assigned), and a union representative (if requested by the teacher) shall meet to assess the effectiveness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly by the superintendent/designee.

The District and the Association view the Teacher Improvement Plan as a tool to assist professional staff with their performance in order to impact positively student achievement. Professional goals will be set to ensure growth toward improved student outcomes. Working towards this growth in an environment of professional respect is an expectation for all parties.

The TIP (based on the teacher's overall APPR composite rating) is required to be used for a teacher whose overall teacher composite rating is rated as "Developing" or "Ineffective."

The TIP should be developed any time after the teacher has received his/her overall composite rating, but no later than October 1st.

The TIP should be structured around four domains, which are inclusive of the teaching seven standards. All requirements of the TIP must be realistic and focused on improving teaching in the classroom.

The following should be included on the TIP:

- Identification of the areas that need improvement;
- A clear timeframe for accomplishment;
- Success measures;
- Clear support from the administrator/designee;
- Date of future meetings.

All participants in the TIP meeting should be listed on the TIP. Periodic follow-up sessions should be conducted to assess the teacher's progress.

THERE ARE THREE PHASES TO THE MARCUS WHITMAN TEACHER IMPROVEMENT PLAN PROCESS:

- Awareness Phase
 - Collaborative Assistance Phase
 - Directed Assistance Phase
- Teachers who receive an Overall Composite Rating of “Ineffective” or “Developing” rating shall be placed in the Collaborative Assistance Phase.
- The District may place a teacher on the Awareness or Collaborative phase of the assistance plan at any time of the year if the teacher needs improvement in a specific area or there are areas of concern that may or may not be related to academic areas. A teacher retains the right to grieve TIPs of this nature per the contract.

AWARENESS PHASE

1. A concern is identified by the administrator or the teacher.
2. The administrator and the teacher meet to review the areas of concern in predetermined time frame. (*Appendix L-Awareness Phase Plan/Awareness Phase Review*)
3. A specific plan will be developed which includes:
 - Growth-promoting goals that are specific, measurable, action oriented, realistic, and time bound;
 - Strategies for resolution of the concern;
 - Timelines;
 - Indicators of progress;
 - Resources and support needed. (*Appendix M-Professional Assistance Plan*)
4. At the conclusion of the Awareness Phase, the administrator will review the progress and will make one of the following recommendations:
 - The teacher is no longer on a TIP because they met the requirements of the plan;
OR
 - In the event the concern is not resolved, the teacher is placed into either the collaborative or directed assistance phase. At this point, the teacher will be advised by the administrator to discuss the situation with the Marcus Whitman Teachers Association or designated representative. The teacher or the

administrator may request other representation in all subsequent meetings regarding the concern.

COLLABORATIVE ASSISTANCE PHASE

1. Review the recommendations from the Awareness Phase.
2. A specific plan will be developed which includes:
 - Growth-promoting goals that are specific, measurable, action oriented, realistic, and time bound;
 - Strategies for resolution of the concern;
 - Timelines;
 - Indicators of progress;
 - Resources and support needed. (*Appendix M-Professional Assistance Plan*)
3. The administrator and the teacher set up a specific time to review what progress has been made. (*Appendix N-Professional Assistance Plan Meeting Summary/Evaluation Summary Report will be used with each meeting held for reviewing progress.*)
4. One of the following recommendations will be made upon reviewing the teacher's progress
(Appendix N):
 - The teacher is no longer on a TIP because they met the requirements of the plan; OR
 - The teacher remains in the Collaborative Assistance Phase with revised goals and timelines; OR
 - The concern is not resolved, and the teacher is moved into the Directed Assistance Phase.

DIRECTED ASSISTANCE PHASE

1. The teacher may be placed in the Directed Assistance Phase because of, but not limited to:
 - Not meeting the standards of the Danielson 2013 rubric after being in the Collaborative Assistance Phase;
 - Insubordination;
 - Specific policy or rule violation(s).
2. The Directed Assistance Phase begins with a meeting between the administrator, teacher, and Marcus Whitman Teachers' Association President or designated representative. Other resource people may be involved, i.e., central office administrator(s) and/or NYSUT representative.
3. The administrator will identify in writing the specific Danielson Rubric Domain(s), rule or policy in violation. The teacher will be given an opportunity to respond. Following the discussion, the administrator will indicate the next steps to be taken, such as:

- A specific remedial plan with timeline (*Appendix M; progress will be reviewed using Appendix N*);
 - Requirement of specific training in or outside of the school, or evaluation by a professional;
 - Placement of the teacher on paid administrative leave;
 - Recommendation for further corrective action by the Superintendent and Board of Education, following New York State Education Law.
4. The Directed Assistance Phase only addresses ongoing performance concerns not corrected by the teacher under either the Awareness Phase or the Collaborative Assistance Phase. The Directed Assistance Phase is not intended as a restriction on the district's right to take appropriate disciplinary action for teacher misconduct without prior resort to either the Awareness Phase or the Collaborative Assistance Phase.

APPENDIX A List of Teachers subject to APPR

This chart represents which positions are subject to Education Law Section 3012- d and will follow the negotiated APPR procedures contained in this document.

Position	Subject to 3012- d /APPR
Psychologists	No*
Guidance Counselors and Social Workers	Yes, will be evaluated according to this APPR but are not subject to Section 3012-d.
UPK	Yes, will be evaluated according to this APPR but are not subject to Section 3012-d.
Library Media Specialists	Yes
Computer Instructors (teaching certified)	Yes
Special Education	Yes
Consultant Direct & Indirect (they are in the classroom)	Yes
Co-teach	Yes
Special classes	Yes
Resource Room	Yes
Speech	Will be determined by BEDS day each year. Yes, if primary instruction (ELA). No, if related services.*
Occupational Therapists/Physical Therapists	No*
ELL	Yes
Special Areas (music, art, physical education, business, technology, family & consumer science, health)	Yes
Reading (push-in, pull-out)	Yes
Elementary math AIS	Yes
AIS	Yes
TOSAs and Instructional Specialists	Yes, if more than 40% of their time is instructional
All other classroom teachers	Yes
Long-term substitutes	Yes, if full year. If less than full year, Association President & Superintendent will determine an appropriate evaluation.
Teachers on Leaves of Absence	No, if full year leave. If less than full year leave, Association President & Superintendent will determine an appropriate evaluation.

*Positions not subject to Section 3012-d will be evaluated according to the negotiated evaluation system in place prior to September 15 (PGP) until the District and Association negotiate a new evaluation system for them.

APPENDIX B—Pre-Observation Form (Teacher Evaluation Reporting System)

(Mandatory for announced observations; optional at teacher discretion for unannounced observations.)

1. To which part of your curriculum does this lesson relate?
2. How does this learning "fit" in the sequence of learning for this class?
3. Briefly describe the students in this class, including those with special needs.
4. What are your learning outcomes for this lesson? What do you want the students to understand?
5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets or other materials the students will be using.
6. How will you differentiate instruction for different individuals or groups of students in the class?
7. How and when will you know whether the students have learned what you intend?
8. Is there anything that you would like me to specifically observe during the lesson?

APPENDIX C – Post-Observation Teacher Self-Reflection Form (Teacher Evaluation Reporting System)

(Mandatory for announced observations; optional at teacher discretion for unannounced observations.)

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?
2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?
3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?
4. Did you depart from your plan? If so, how, and why?
5. Comment on different aspects of your instructional delivery (e.g. activities, grouping of students, materials, and resources). To what extent were they effective?
6. If you had a chance to teach this lesson again to the same group of students, what would you do differently?

APPENDIX D – District Wide SLO

New York State Student Learning Objective For MWCS D

Teachers in grades UPK-12, who do not receive a State Provided Growth Score and who do not teach a Regents exam, will use this District wide SLO based on the three year avg. passing rate for all 10 Regents exams.

Teacher Name: _____

All SLOs MUST include the following basic components:

<i>All SLOs MUST include the following basic components:</i>	
Population	The population will be all students enrolled in courses in grades 8 - 12 that result in Regents exams at the end of the year.
Learning Content	The learning content for this SLO includes all of the NY State and Common Core Learning Standards in: ELA, Integrated Algebra, Geometry, Algebra II/Trigonometry, Global History and Geography, US History and Government, Living Environment, Earth Science, Chemistry, Physics.
Interval of Instructional Time	September 2019 - June 2020.
Evidence	<ol style="list-style-type: none"> 1. Historical data from the district- The Regents Exams from the previous 3 years 2. Summative assessments will include the Regents exams in: <i>ELA, Algebra I, Geometry, Algebra II/Trigonometry, Global History and Geography, US History and Government, Living Environment, Earth Science, Chemistry, Physics.</i>
Baseline	Student growth is measured from the NYS Regents three year average for MWCS D and compared to the NYS Regents results for MWCS D students in June of 2016.
Target(s)	The target is for 100% of students in Regents courses to achieve a passing score, or higher (defined by NYSED) on their Regents exams.

Districts and BOCES must use the State-determined scoring ranges to determine final scores and HEDI ratings.

HEDI Scoring	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
	97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

Rationale

Describe the reasoning behind the choices regarding the components of the SLO and how the SLO will be used together with instructional practices to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.

The District is using the 10 Regents exams as the basis for the District wide SLO because; it allows the District to use multiple data points, it's associated with multiple standards across four grade levels and these assessments are the best indicators of college and career readiness. Using these mandated assessments minimizes more testing and the data gleaned from these assessments is helpful in the curriculum writing process.

Appendix E – Individual Teacher’s SLO

New York State Student Learning Objective For MWCS D Regents Teachers
Teachers in grades 8-12 who have classes, where the student load is 50%+1 ending in a Regents, must use their own students to determine their SLO target (this is not the District wide target for other K-12 teachers). The target for each teacher will be individualized based on their three year avg. Regents passing rate.

Teacher Name: _____

All SLOs MUST include the following basic components:

<i>All SLOs MUST include the following basic components:</i>	
Population	The population will be all students enrolled in each teacher’s courses in grades 8 - 12 that result in Regents exams at the end of the year.
Learning Content	The learning content for this SLO includes all of the NY State and/or Common Core Learning Standards in: _____
Interval of Instructional Time	September 2019 - June 2020.
Evidence	<ul style="list-style-type: none"> 3. Historical data from the district- The Regents Exams from the previous 3 years 4. Summative assessments will include the Regents exams in: _____
Baseline	Student growth is measured from the NYS Regents three year average for MWCS D and compared to the NYS Regents results for MWCS D students in June of 2016.
Targets	<p>The target is for _____% of students in Regents courses to achieve a passing score, or higher (defined by NYSED) on their Regents exams.</p> <p style="text-align: center;">Example: 11th Grade ELA- 91% or more of the students will pass the Regents in June 2016. Historical data for 2013-15 shows that 91.3% of the students have passed the regents exam in that three year time period.</p>

Districts and BOCES must use the State-determined scoring ranges to determine final scores and HEDI ratings.

HEDI Scoring

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
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

Appendix F:

MARCUS WHITMAN ANNUAL TEACHER EVALUATION COMPOSITE SCORE

This form shall be mailed to the teacher as soon as it is complete and no later than September 1.

Teacher's Name: _____ Date: _____

Position: _____ Evaluator: _____

Teacher Observation Category (use chart below): _____

	MIN	MAX
H	3.5	4
E	2.5	3.4
D	1.5	2.4
I	0	1.4

Student Performance Category (SGP) (provided by state)*: _____

Student Performance Category (SLO) (use chart below): _____

Highly Effective	Effective	Developing	Ineffective
18-20 Points	15-17 Points	13-14 Points	0-12 Points
90-100% of students meeting or exceeding expected growth targets	75-89% of students meeting or exceeding growth targets	60-74% of students meeting or exceeding growth targets	0-59% of students Meeting or exceeding growth targets

Teacher's Transitional Rating (circle rating on matrix below): _____

Teacher's Rating calculated using SGP*: _____

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

***The SGP score and rating calculated using the SGP score will not be used in the teacher's evaluation in any way. It is provided for informational purposes only. The transitional rating is the one that counts.**

If overall composite score is Ineffective or Developing, a Teacher Improvement Plan (TIP) should be developed no later than 10 days after the first of school.

Signature of Evaluator _____ Date _____

Signature of Teacher _____ Date _____

Signature only indicates receipt. I understand that I may be able to appeal this rating (See Appeals Procedure) or attach a rebuttal.

APPENDIX G -- Appeals Form

Teacher: _____ Evaluation Year: _____ File Date: _____

Notification of the appeal by the teacher must be provided to the Superintendent of Schools (or his/her designee) and the Association President (or his/her designee) fifteen (15) school days after the teacher has received his/her overall APPR Composite Score rating.

Superintendent's Signature of Receipt: _____ Date: _____
President's Signature of Receipt: _____ Date: _____

The appealing teacher should complete the following.

- 1. Teacher's APPR Composite Score: _____
- 2. Basis of Appeal (include any evidence, observations, and necessary explanations):

- 3. Relief Sought: _____

Attach additional documentation as needed.

<p><u>STEP 1 DECISION</u></p> <p><i>The building principal should complete the following:</i></p> <ul style="list-style-type: none">1. Appeal Decision: Affirmed / Denied (circle one)2. Appeal Decision w/ Teacher's revised APPR Composite Score (if applicable): _____ _____ _____ _____

Attach additional documentation as needed.

Principal Signature: _____

Date: _____

STEP 2 RECOMMENDATION TO THE SUPERINTENDENT

The District Professional Practice Review Team should complete the following:

1. Appeal Decision: Affirmed / Denied (circle one)

2. Appeal Decision w/ Teacher's revised APPR Composite Score (if applicable):

Attach additional documentation as needed.

Committee Members Names (Print): _____

Committee Member Signature: _____ Date: _____

Committee Member Signature: _____ Date: _____

Committee Member Signature: _____ Date: _____

Committee Member Signature: _____ Date: _____

STEP 3 SUPERINTENDENT'S DECISION

The Superintendent should complete the following:

1. Appeal Decision: Affirmed / Denied (circle one)
2. Appeal Decision w/ Teacher's revised APPR Composite Score (if applicable):

Attach additional documentation as needed.

Superintendent Signature: _____ Date: _____

Copies of this document must be forwarded to the Superintendent, Teacher, Personnel File, and MWTA President.

(Appendix H)

Awareness Phase Plan/Awareness Phase Review

Marcus Whitman Central School District

Name: _____ Grade/Subject: _____

Administrator: _____ **Date:** _____

Awareness Phase Plan/Awareness Phase Review

Marcus Whitman Central School District

Name: _____ Grade/Subject: _____

Administrator: _____ Date: _____

Awareness Phase Plan

Specific statement of problem(s) related to the components of the Danielson Frameworks for Teaching Rubric:

Goals (measurable, action-oriented, realistic, time-bound):

Strategies/Resources/Indicators of Progress

Time frame: _____

Administrator Signature Date

I have discussed the contents of this document with the administrator and have been provided the opportunity to respond in writing.

Teacher Signature Date

Written response attached: Yes No

Awareness Phase Review

Date: _____

Administrator's recommendations:

Teacher Comments:

Administrator Signature

Date

I have discussed the contents of this document with the administrator and have been provided the opportunity to respond in writing.

Teacher Signature

Date

Awareness Phase Plan

Specific statement of problem(s) related to the components of the Danielson Frameworks for Teaching Rubric:

Goals (measurable, action-oriented, realistic, time-bound):

Strategies/Resources/Indicators of Progress

Time frame: _____

Administrator Signature

Date

I have discussed the contents of this document with the administrator and have been provided the opportunity to respond in writing.

Teacher Signature

Date

Written response attached: Yes No

Awareness Phase Review

Date: _____

Administrator's recommendations:

Teacher Comments:

Administrator Signature

Date

I have discussed the contents of this document with the administrator and have been provided the opportunity to respond in writing.

Teacher Signature

Date

APPENDIX I

Professional Assistance Plan

Marcus Whitman Central School District

____ Collaborative Assistance Plan

____ Directed Assistance Plan

Name: _____ Discipline/Grade: _____

Administrator: _____ Date: _____

Specific Statement of Problem(s) related to the Components of the Danielson Frameworks for Teaching Rubric:

Goals (measurable, action-oriented, realistic, time-bound):

Strategies/Resources/Indicators of Progress

Review Dates:

Administrator Signature

Date

I have discussed the contents of this document with the administrator and have been provided the opportunity to respond in writing.

Teacher Signature

Date

Written response attached: Yes No

Administrator: _____ Date: _____

Specific Statement of Problem(s) related to the Components of the Frameworks for Teaching Rubric:

Goals (measurable, action-oriented, realistic, time-bound):

Strategies/Resources/Indicators of Progress

Review Dates:

Administrator Signature

Date

I have discussed the contents of this document with the administrator and have been provided the opportunity to respond in writing.

Teacher Signature

Date

Written response attached: Yes No

PROFESSIONAL ASSISTANCE PLAN

Meeting Summary/Evaluation Summary Report

____ Collaborative Assistance Plan

____ Directed Assistance Plan

Name: _____ Administrator: _____

Which meeting: __ First __ Second __ Third __ Fourth __ Fifth

Goal(s) addressed:

Strategies implemented:

Resources/Support Utilized to Date:

Administrator Comments/Recommendations:

Teacher Comments:

Next meeting date: _____

Administrator Signature

Date

I have discussed the contents of this document with the administrator and have been provided the opportunity to respond in writing.

Teacher Signature

Signature Page:

For the District:

Dr. Christopher Brown, Superintendent

Date

For the Association:

Brian Ayers, President

Date