

Caledonia-Mumford Central School District

Annual Professional Performance Review Plan 2020-2021



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2016-17 CMCS APPR Plan

Members of the APPR Committee

Mr. David Bulter, Elementary School Principal
Mrs. Lisa Clar, Director of Curriculum and Instruction
Ms. Lisa D'Angelo, Middle School Teacher
Ms. Nicole Docteur, MS/HS Librarian
Mr. Paul Estabrooks, Middle School Principal
Mr. Charles Martelle, High School Teacher
Mr. Robert Molisani, Superintendent of Schools
Mrs. Terri Pukos, Elementary School Teacher
Mrs. Jamie Tagliaferri, High School Teacher
Mrs. Courtney Wilson-Monahan, Elementary Teacher

Goals of the CMCS APPR Plan

The goal of the evaluation system is to ensure that there is an effective teacher in every classroom and an effective leader in every school. To accomplish this, the evaluation system will foster a culture of continuous professional growth in which educators can consistently improve instructional and management practices.

The chief purpose of the evaluation of the teaching staff shall be to maintain quality education for children, to promote the continuing development of educational goals and to maintain a highly qualified, competent staff.

To further these purposes, the supervisory personnel responsible for the evaluation of teachers shall acknowledge the right of the teacher to question how well he/she is performing the duties and responsibilities of his/her position, question the areas in which improvement is needed, have candid appraisal of his/her work, discuss his/her evaluation reports with his/her supervisor and seek and receive supervisory assistance where needed and available.

The Caledonia-Mumford Central School District's Annual Professional Performance Review Plan will be consistent with the new education law set forth in §3012 (d) and Commissioner Regulations. Our plan will consist of two components: 50% Student Performance and 50% Teacher Observation and will result in teachers earning an overall annual rating of Highly Effective, Effective, Developing or Ineffective as prescribed by the New York State Teacher Rating Matrix.

Teacher Observation Component

I. Secret Monitoring or Observing is Prohibited

All monitoring or observation of the work performance of a teacher will be conducted openly, with full knowledge of the teacher. The use of public address or audio systems and similar surveillance devices shall not be used for this purpose.

II. Use of Video Recorders

Teachers will have the choice to conduct live or video observations.

III. Teachers Covered Under the §3012(d) Law Observation Procedures

Teachers that fall under the §3012 (d) law will be assessed using the Danielson Revised Framework for Teachers, Domains 1-4. The announced observation score will contribute to 90% of the overall Teacher Observation Component which is 50% of the overall teacher score. Each announced observation will be preceded by a preconference at which the teacher's plans are to be discussed. The teacher must submit his/her lesson plan (Appendix A) to their trained evaluator one day prior to the pre-conference meeting. A formal classroom observation (Appendix B) will then be conducted. The teacher will then complete the post reflection form (Appendix C) and submit it to the principal no more than 2 days after the observation. The written report of the observation will be given to the teacher one day prior to the post – conference which will occur within the 10 day limit.

For each observation, the evaluators will assess each domain on a scale of 1-4 (Appendix E). However, the final rating will not be determined until the end of the school year, thus allowing the teacher further opportunity to grow. In the event that after the post conference the evaluator finds it necessary to change a teacher's rating score, the evaluator will adhere to the following change process:

- In the observation if a teacher scores a 1 or a 2 the teacher can be re-observed for that component at a subsequent time.
- After the observation or walk through, administrators have the right to increase a teacher's score, provided that they see new evidence
- Should an administrator decide they want to lower a score after the observation process has been completed, a conference must be held with the teacher to discuss the issue.

At the end of the year, the evaluation will be signed by both the evaluator and the teacher, with the express understanding that such signature in no way indicates agreement with the contents. The teacher will also have the right to submit a written answer to such material and attach it to the file copy.

Upon rating a teacher as Developing or Ineffective through an annual professional performance review, an administrator, must formulate and commence implementation of a Teacher Improvement Plan (TIP) (Appendix P).

In the event that a teacher wishes to appeal an annual professional performance review the process will follow the Teacher/Principal 3012.d appeals process (Appendix Q).

Tenured Teacher

Tenured teachers will have one announced observation and one unannounced observation. Both observations will be completed prior to June 1 of each year. A teacher's request for additional observations would always be considered.

Non-Tenured Teacher

Non-Tenured teachers will have two announced observations and two unannounced observations. One of the announced observations will be conducted during the first ten weeks of school and the second announced observation will be completed prior to May 15th. No formal observation of a non-tenured teacher will take place during the first four-week period of a semester for a new course. Unannounced observations will occur between first ten weeks of school and prior to May 15th of each year. A teacher's request for additional observations would always be considered.

Walk-Through Observations

Walk-through observations will be unannounced, unscheduled and be conducted by an independent evaluator per §3012 (d). Such observation will be based on the Danielson Revised Framework for Teachers and be rated based on a four point scale consistent with the announced observation. The walk-through observation will result in the total of 10% of the overall teacher's rating. The observation will typically take between 10-20 minutes or until the various subcomponents of the domain being assessed is observed. An example of the walk-through observation form is located in Appendix D. Within ten days after the unannounced observation, the evaluator will electronically place the walk-through observation in the teacher's shared folder with the evaluator. Once the teacher receives the observation, he/she shall print, sign and return the form to the evaluator indicating it has been received. The teacher's signature does not indicate agreement with the contents of the document but rather that they have received and read it. In addition, the teacher has the right to submit a rebuttal attached to the observation. Furthermore, a teacher may request a post-observation conference with the evaluator to discuss the observation further. Walk-through observations must be completed by June 1st. **During the 2018-2019 school year, District evaluators will observe and assess Domain #3 Instruction (Appendix D) during the unannounced observation(s).** However, this does not preclude the district to assess different domains and or subcomponents of a domain in future years. Such changes will be effectively communicated in writing to teachers at the beginning of each school year.

IV. Teachers Not Covered Under the §3012(d) Law Observation Procedures

Tenured Teacher

Tenured teachers that are not covered under the new §3012 (d) law will use the district's Annual Professional Performance Review Forms (Appendix M) used prior §3012 (c). and a classroom observation (Appendix K) or a Professional Growth plan. (Appendix N)

Selection of Annual Professional Performance Review/Professional Growth Plan

A tenured teacher not covered under the §3012(d) and is performing in a satisfactory manner (exemplary, accomplished, or competent), with the agreement of his/her building principal, may develop a mutually acceptable growth plan that will then replace formal, written observations. This self-directed growth plan is intended to improve the classroom skills of the tenured teacher. The plan will also help the teacher become more insightful and self-directing in his/her professional growth and facilitate a productive dialogue between the teacher and the administrator. Your respective building principal reserves the right to require a teacher to have a formal written observation and evaluation. The Superintendent of Schools may review these decisions. In the event that a tenured teacher, who has opted for the "growth plan activity" for seven years or more, is required to have a formal observation and evaluation, it is agreed that the administrator will notify the teacher, in writing, as to the rationale for this decision.

Teachers opting for the professional growth plan will file the Professional Growth Project Proposal form (see attached) with the appropriate building principal by the third Friday in September. At this time a meeting between the administrator and teacher will be scheduled. This meeting must take place before the third Friday in October. The principal and teacher will review the plan and develop a mutually acceptable path for the teacher to follow.

Once the proposal is accepted by both parties, implementation will begin in a timely manner. When the project is completed, the teacher will prepare a typed assessment of the activity (approximately one page). This assessment, signed by the teacher, must be submitted to the building administrator any time after the first of March but no later than May 15. This will include notation of goals achieved, reasons for goals not being achieved, and the Professional Performance Review Self-Assessment (Appendix L). By the end of the second week in June, the building principal will meet with the teacher to review the documents. When both parties are satisfied that the assessment reflects the teacher's professional growth, this Professional Performance Review, signed by the administrator and teacher, will become part of the teacher's personnel file.

Non-Tenured

Non-Teachers that are not covered under the new §3012 (d) law will use the district's Observation Form (Appendix K) and Annual Professional Performance Review Forms (Appendix M) used prior §3012 (c).

The following observation procedures will be used:

Non-Tenured teachers will have an announced observation as well as an annual professional performance review. Each announced observation will be preceded by a preconference at which the teacher's plans are to be discussed. The teacher must submit his/her lesson plan (Appendix A) to their trained evaluator one day prior to the pre-conference meeting. A formal classroom observation will be followed within ten full days by a post-conference during which observations will be discussed. The written report of the observation will be given to the teacher (within the ten day limit) and the teacher will complete and submit the Post Lesson Reflection Form (Appendix C) to his/her evaluator at least one day prior to the post-observation conference. Teachers will be rated on a scale of Exemplary, Accomplished, Competent, Developing and Improvement Required. However, the final rating will not be determined to the end of the school year. Thus allowing the teacher further opportunity to grow. As part of the final observation (which must take place by June 1), the teacher will also complete a self-assessment of the Professional Performance Review using the Reflective Teacher Rubric. This self-assessment form will be due on or before May 15th. As prescribed in the contract, a post conference will be held during which observations and the Professional Performance Review will be discussed. The administrator will complete the Professional Performance Review having considered the teacher's reflective comments. At the end of the year, the evaluation will be signed by both the evaluator and the teacher, with the express understanding that such signature in no way indicates agreement with the contents. The teacher will also have the right to submit a written answer to such material and attach it to the file copy.

V. School Nurses and Teacher Assistant Evaluations

Evaluators will use the Annual Performance Review Evaluation Form located in Appendix O for school nurses and teacher assistants. Said employees will be evaluated using the Reflective Teacher Rubric in the following categories:

Exemplary, Accomplished, Competent, Developing, and Improvement Required.

Employees will complete and submit a self-assessment by May 15 June 1 of each year to his/her evaluator. The administrator will complete the Professional Performance Review having considered the nurses and teaching assistant's reflective comments. A post conference will be held during which the Professional Performance Review will be discussed.

Student Performance Component

K-12 Teachers in which their course does not end with a Regent's examination will be assessed as follows:

The districtwide SLO will include ALL of the following components:

1. All students will meet the target on the New York State 4th & 8th grade science assessment
2. All students will meet the target on nine New York State Regents Exams (Global History and Geography, United States History and Government, Common Core ELA, Living Environment, Earth Science, Chemistry, Common Core Algebra I, Common Core Geometry, Common Core Algebra II). Only January and June Regents exams will be calculated based on student's highest attempts. In the event that a new common core regents exam is administered a two-year average will be calculated including the new exam and the previous year performance. When the targets are established consideration will be given to: attendance and poverty.

Teachers in which their course ends in a New York State Regents Exam must write a SLO specific to the Regents exam using the Student Learning Objective Template (Appendix H). When the targets are established consideration will be given to: attendance and poverty. Special Education teachers may be required to write SLO's. Please see your appropriate administrator for further information.

Once all New York State assessments have been completed and scored, your HEDI rating will be determined using the chart in Appendix J.

If your class ends in a New York State Regents Exam or New York State Science you must create a Student Learning Objective (SLO) by November 10th and/or April 1st of each school year. Teachers will use the Student Learning Objective Template located in Appendix H. The evaluator and teacher will determine student's baseline skills and knowledge and create a target for student growth that is reasonable and deemed rigorous (must reflect a year of expected growth, which can vary by a student's academic preparedness, prior achievement and/or learning needs). The evaluator will affix his/her signature to the approved SLO.

Once you receive scores for the New York State assessment, the teacher and the evaluator will analyze the data to determine if your students met the target indicated in the approved SLO.

The parties agree to follow the procedures contained in the Annual Performance Review Plan and to be reviewed on an annual basis mandated by Commissioner's Regulation 100.2 (o).

The parties agree to strongly consider the use of Professional Growth Projects should they become eligible for evaluation protocols per APPR laws and regulations.

Appendix A :
Pre-Conference Lesson Plan Form

Caledonia-Mumford Central School
Notice of Intent to Observe

Teacher:

Date:

Date of Observation:

Time of Observation:

Course/Subject:

Grade Level:

Room#

All questions written in this document are intended to lead the teacher to a level of proficiency in the Danielson Rubric. Use the Danielson Rubric to ensure you meet the proficient level and strive to achieve the distinguished level whenever possible.

Demonstrating Knowledge of Content and Pedagogy (1a)

- a. List curricular and/or common core standards being addressed.
- b. What concepts and skills are important for the students to learn and understand as a result of this lesson?
- c. What did students learn before this lesson, and how will this learning connect to what they will be learning in the future? (Trajectory of Learning)
- d. Describe the expected misconceptions students will have during this lesson. How will they be addressed?

Demonstrating Knowledge of Students (1b)

Describe the learning needs of your students.

Setting Instructional Outcomes (1c)

- a. State the student learning that will occur in the lesson being observed. Describe the learning in age and developmentally appropriate language that students would understand (What am I learning, and what will I be able to do when I finish this lesson?) (**Learning Target Statement**)
- b. What learning experiences will students engage in to achieve the intended learning? (**Performance of Understanding**)

- c. How will students measure their own learning (**Success Criteria**)?

Demonstrating Knowledge of Resources

NOT MEASURED AT THIS TIME

Designing Coherent Instruction (1e)

- a. State how the students will be actively engaged in the learning process to achieve the intended learning target or instructional outcomes.

Designing Student Assessments (1f)

- a. How do you plan on monitoring student learning and providing feedback to the students?
How will students monitor where they are in reaching the learning target?

Please have this form completed and provided to your administrator at least one full school day prior to pre-conference meeting. Your administrator will collect evidence for Domain 1 from this form and discussions.

Appendix B:

Post Observation Form

**Caledonia-Mumford Central School
Post-Observation Form**

Teacher:

Date:

Date of Observation:

Time of Observation:

Course/Subject:

Grade Level:

All questions written in this document are intended to lead teacher to a level of proficiency in the Danielson Rubric. Use the Danielson Rubric to ensure you meet the proficient level and strive to achieve the distinguished level whenever possible.

Reflecting on Teaching (4a)

- a. Did the students learn what you intended for them to learn?

- b. How do you know?

- c. If you had a chance to teach this lesson again to the same group of students, what would you do differently and how would you expect that change to affect student learning?

Growing and Developing Professionally (4e)

- a. What learning are you taking from this lesson and applying it to future lessons?

- b. What professional development opportunities have you participated in to gain knowledge about instruction observed during the lesson? For example: PLC, Faculty Meeting, Team Meeting, Grade Level meetings, Association Membership/conferences, Professional Development and/or Instructional Coach.

- c. How have you worked with your colleagues to gain knowledge in this content area?

The teacher will then complete this post reflection form (Appendix C) and submit it to their evaluator no more than 2 days after the observation. The written report of the observation will be given to the teacher one day prior to the post – conference which will occur within the 10 day limit.

**Appendix C:
Observation Form & APPR End of
Year Summary**

CALEDONIA-MUMFORD CENTRAL SCHOOL

ANNOUNCED & UNANNOUNCED CLASSROOM OBSERVATIONS

TEACHER:

SCHOOL:

GRADE/SUBJECT:

EVALUATOR & TITLE:

Note: The Framework for Teaching Proficiency Test Instrument rubrics will be utilized to assign each component of each domain a point value.

Announced Observation Evidence

<u>Key</u>	<u>Points</u>
Ineffective (Unsatisfactory)	1 point
Developing (Basic)	2 points
Effective (Proficient)	3 points
Highly Effective (Distinguished)	4 points

DOMAIN	Points	Evidence
Domain 1 - Planning and Preparation		
Demonstrating Knowledge of Content and Pedagogy		
Demonstrating Knowledge of Students		
Setting Instructional Outcomes		
Demonstrating Knowledge of Resources	N/A	N/A
Designing Coherent Instruction		
Designing Student Assessments		
Domain 2 - The Classroom Environment		
Establishing a culture for learning	N/A	N/A
Managing Classroom Procedures		
Managing Student Behavior		
Managing Classroom Procedures		
Managing Student Behavior		
Domain 3 - Instruction		
Communicating with Students	N/A	N/A
Using Questioning and Discussion Techniques		
Engaging Student in Learning		
Using Assessment in Instruction		
Demonstrating Flexibility and Responsiveness	N/A	N/A

Domain 4 - Professional Responsibilities		
Reflecting on Teaching		
Maintaining accurate records	N/A	N/A
Communicating with Families	N/A	N/A
Participating in a Professional Community	N/A	N/A
Growing and Developing Professionally		
Showing Professionalism		

Unannounced Observation Evidence

DOMAIN	Points	Evidence
Domain 3 - Instruction		
Engaging Student in Learning		

Dates of meetings:

Pre-conference held:

Announced Observation date:

Unannounced Observation date:

Post-conference held:

End of the year review:

DATE:

Signature of Teacher

DATE:

Signature of Evaluator

CALEDONIA-MUMFORD CENTRAL SCHOOL

APPR End-of-Year Summary

Area			
Announced Observations			
Domain	Domain Avg.	Weight	Weighted Points
Planning and Preparation		.25	
The Classroom Environment		.25	
Instruction		.15	
Professional Responsibilities		.25	
<i>Domain Average * Weight = Weighted Points</i>			
Unannounced Observation			
Instruction Domain - 3(c) (Pts *.10)		.10	
<i>Total Observation Points</i>			

Observation Rating (HEDI)	
Assessment Rating (HEDI)	
Overall Rating	

Supervisor Comments (Optional):

Teacher Comments (Optional):

Date of End-of Year Conference:

DATE:

Signature of Teacher

DATE:

Signature of Evaluator

Appendix D:
Walk-Through Observation Form

Teacher Name:

Administrator Name:

Date of Unannounced Observation:

Unannounced Observation Evidence

Key

Ineffective (Unsatisfactory)
Developing (Basic)
Effective (Proficient)
Highly Effective (Distinguished)

Points

1 point
2 points
3 points
4 points

Domain 3 Walkthrough (Domain is weighted as 10%)	Points	
Engaging Students In Learning		
Total Score		

Teacher Signature:

Date:

Appendix E:

Danielson's Revised Framework for

Teachers

(rubric attached separately - [click here to access rubric electronically](#))

Framework for Teaching 2011 Revised Edition

Charlotte Danielson’s Framework for Teaching (2011 Revised Edition) is the next generation of this research-validated instrument for teacher observation, evaluation and development. Charlotte Danielson has selected Teachscape as the exclusive electronic provider of this refined instrument.

In the Framework for Teaching (2011 Revised Edition) all the domains, components, and elements are identical to the earlier version. Therefore, the pre-existing research foundation applies.

The Framework for Teaching (2011 Revised Edition) is specifically enhanced to be used as an evaluation instrument. The enhancements contained in the Framework for Teaching (2011 Revised Edition) are based on lessons learned from the Measures of Effective Teaching (MET) Project, a large scale research study funded by the Bill & Melinda Gates Foundation that used the Framework for Teaching to evaluate over 20,000 classroom lessons.

Based on her experience with the MET Project, Charlotte Danielson has enhanced her Framework for Teaching (2011 Revised Edition) to be even more effective, precise, and useful as a tool for teacher evaluation.

See below for a summary of the key changes from the old version to the newly updated Framework for Teaching (2011 Revised Edition).

Old version of the Framework for Teaching	Framework for Teaching (2011 Revised Edition)
Rubrics for each component contain general language helpful for professional development but not well suited for precise evaluation.	Rubrics for each component have been revised to include more precise language enabling for better observer discernment between teacher performance at different levels.
Absence of Critical Attributes makes it difficult to identify instructional evidence tied to each component and performance level.	Critical Attributes have been added for each Component and performance level. Critical attributes are specific observable teacher and/or student behaviors or actions that are evidence of a teacher’s performance at a specific performance level relative to a particular Component.
Absence of possible teaching examples means that observers must generate their own examples without being sure they are accurate.	Possible teaching examples have been added for each level of performance, for each Component, to assist observer in determining examples of classroom practice that would observe as evidence for each Component.

With these new additions and adjustments, the Framework for Teaching (2011 Revised Edition) is now the best, most reliable instrument available for high-stakes evaluation of teaching.

Appendix F:
Teacher Observation Rating Scale

TEACHER OBSERVATION RATING SCALE

	Minimum	Maximum
H	3.5	4.0
E	2.5	3.49
D	1.5	2.49
I	0	1.49

Appendix G:

Student Observation Rating Scale

STUDENT PERFORMANCE RATING SCALE

	Minimum	Maximum
H	18	20
E	15	17
D	13	14
I	0	12

Appendix H:
Student Learning Object Template
(SLO)

Caledonia-Mumford CSD Student Learning Objective Template

Teacher Name:

Grade Level / Subject Area:

<i>All SLOs MUST include the following basic components:</i>	
Population	<i>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.)</i>
Learning Content	<i>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?</i>
Interval of Instructional Time	<i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?</i>
Evidence	<i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i>
Baseline	<i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i>

Appendix I:
Student Learning Objective Rating
Scale

STUDENT LEARNING OBJECTIVE RATING SCALE

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

Appendix J:
Overall Performance HEDI
Conversion Chart

Overall Performance HEDI Conversion Chart

		Teacher	Observation	
Student Performance	H	E	D	I
H	<i>H</i>	<i>H</i>	<i>E</i>	<i>D</i>
E	<i>H</i>	<i>E</i>	<i>E</i>	<i>D</i>
D	<i>E</i>	<i>E</i>	<i>D</i>	<i>I</i>
I	<i>D*</i>	<i>D*</i>	<i>I</i>	<i>I</i>

*Can be rated no higher than ineffective overall

**Appendix K:
Non §3012 (d) Teacher Observation
Form**

CALEDONIA-MUMFORD CENTRAL SCHOOL
CLASSROOM OBSERVATION

TEACHER:

DATE:

TIME:

SCHOOL: _____ #OF YEARS IN THE DISTRICT:

GRADE/SUBJECT:

EVALUATOR:

TITLE:

KEYS: (E) Exemplary (A) Accomplished (C) Competent (D) Developing (I) Improvement
Required

	KEY	COMMENTS
Demonstrates Mastery of Content Knowledge: <ul style="list-style-type: none"> ● Accuracy of information ● Effective use of materials ● Content matches objectives 		•
Demonstrates Effective Preparation/Planning: <ul style="list-style-type: none"> ● Well-planned and organized ● Appropriate objectives developed in student performance terms ● Good progression of activities within lesson ● Values integrated when appropriate 		
Demonstrates Effective Techniques of Instruction: <ul style="list-style-type: none"> ● Varied methodologies ● Innovative methodologies ● Active involvement from all students ● Clear delivery of instruction/direction ● Proper questioning techniques ● Evidence of higher order learning ● Appropriate assessment(s) ● Effective lesson closure 		•

Demonstrates Effective Student Management:		
<ul style="list-style-type: none"> ● Maintains neat, organized, healthful classroom ● Establishes effective class routines ● Requires appropriate student behavior ● Actively monitors individual/group progress within lesson 		<ul style="list-style-type: none"> ●
Comments/Additional Suggestions:		

COMMENTS BY SUPERVISOR:

Pre-conference held:

Post-conference:

DATE:

Signature of teacher acknowledging review of this evaluation

DATE:

Signature of evaluator

**Appendix L:
Non §3012 (d) Teacher Annual
Professional Performance Review
Self-Assessment**

CALEDONIA-MUMFORD CENTRAL SCHOOL
PROFESSIONAL PERFORMANCE REVIEW –SELF ASSESSMENT

TEACHER:

DATE:

SCHOOL:

#OF YEARS IN THE DISTRICT:

GRADE/SUBJECT:

KEYS: (E) Exemplary (A) Accomplished (C) Competent (D) Developing (I) Improvement Required

	KEY	COMMENTS
Classroom Practice:		
<ul style="list-style-type: none"> ● Consistently Produces Effective Class Lessons ● Adheres to Prescribed Discipline Procedures and Effectively Manages Student Behavior ● Aligns Course Curriculum with State Standards/Assessments 		
Professional Practice:		
<ul style="list-style-type: none"> ● Committed to Student Achievement ● Flexible and Objective ● Complies with faculty requirements (i.e., prepares for substitute teachers; on time for school, class, meetings; punctual submitting attendance, grading, budgeting information, etc.) ● Assists with extra-class functions ● Demonstrates evidence of professional growth ● Models exemplary teacher conduct for students and colleagues 		
Interpersonal Skills:		
<ul style="list-style-type: none"> ● Establishes rapport with colleagues, staff, administration ● Effectively communicates with parents ● Consistently collaborates with colleagues 		
Comments/Future Goals: (MUST BE COMPLETED)		

COMMENTS BY SUPERVISOR:

Pre-conference held:

Post-conference:

DATE:

Signature of teacher acknowledging review of this evaluation

DATE:

Signature of evaluator

Appendix M:
Non §3012 (d) Teacher Annual
Professional Performance Review
Assessment

CALEDONIA-MUMFORD CENTRAL SCHOOL
PROFESSIONAL PERFORMANCE REVIEW ASSESSMENT

TEACHER:

DATE:

SCHOOL:

#OF YEARS IN THE DISTRICT:

GRADE/SUBJECT:

KEYS: (E) Exemplary (A) Accomplished (C) Competent (D) Developing (I) Improvement Required

	KEY	COMMENTS
Classroom Practice:		
<ul style="list-style-type: none"> ● Consistently Produces Effective Class Lessons ● Adheres to Prescribed Discipline Procedures and Effectively Manages Student Behavior ● Aligns Course Curriculum with State Standards/Assessments 		
Professional Practice:		
<ul style="list-style-type: none"> ● Committed to Student Achievement ● Flexible and Objective ● Complies with faculty requirements (i.e., prepares for substitute teachers; on time for school, class, meetings; punctual submitting attendance, grading, budgeting information, etc.) ● Assists with extra-class functions ● Demonstrates evidence of professional growth ● Models exemplary teacher conduct for students and colleagues 		
Interpersonal Skills:		
<ul style="list-style-type: none"> ● Establishes rapport with colleagues, staff, administration ● Effectively communicates with parents ● Consistently collaborates with colleagues 		
Comments/Future Goals: (MUST BE COMPLETED)		

COMMENTS BY SUPERVISOR:

Pre-conference held:

Post-conference:

DATE:

Signature of teacher acknowledging review of this evaluation

DATE:

Signature of evaluator

Appendix N:

**Non §3012 (d) Professional Growth
Project Proposal**

Professional Growth Project Proposal

Teacher:

Date:

1. I request a formal written observation and evaluation. Yes/No

OR

2. I request the following proposal be considered in lieu of an observation and evaluation.

A. My goal(s) for professional growth is/are:

B. To achieve this goal, I propose the following activity(ies):

C. I will measure the success of this activity by:

D. I will submit an assessment (approx. one page) of this activity by May 15.

Teacher's Signature:

Evaluator's Signature:

Evaluator's Comments:

Appendix O:

**School Nurse and Teacher Assistant
Evaluation Forms**

**CALEDONIA-MUMFORD CENTRAL SCHOOL
ANNUAL PERFORMANCE REVIEW – School Nurse and Teacher
Assistant**

Employee's name: _____

Date: _____

Department / Building: _____

Evaluator: _____

**Rating Scale: (A) Above Average (S) Satisfactory (N) Needs Improvement
(U) Unsatisfactory (NA) Not Applicable**

Rating		Evidence
	QUALITY OF WORK	
	KNOWLEDGE OF NECESSARY SKILLS	
	WORK HABITS <ul style="list-style-type: none"> ● Attendance ● Punctuality ● Dependability ● Organizational skills ● Use of Time ● Ability to work with minimum amount of supervision 	
	ATTITUDE <ul style="list-style-type: none"> ● Toward District ● Ability to accept constructive criticism 	
	ADAPTABILITY: <ul style="list-style-type: none"> ● Works well under pressure ● Responds well to problem situations ● Responds well to schedule changes 	
	COURTESY: <ul style="list-style-type: none"> ● Maintains self control, friendly, discrete, polite and tactful 	
	COOPERATION: <ul style="list-style-type: none"> ● Willingness to work as part of a team 	

	<ul style="list-style-type: none"> ● Cooperates and works with fellow employees ● Follows directives 	
	<p>PUBLIC RELATIONS:</p> <ul style="list-style-type: none"> ● Deals effectively and is polite with students, staff and other adults ● Takes phone calls politely and tactfully ● Operation and care of equipment ● Driving skills per 19A ● Discipline-Student control 	

Strengths:

- 1.
- 2.
- 3.

Progress achieved:

Recommendation(s):

- 1.
- 2.
- 3.

Other comments

Employee Comments (Optional)

Please contact me as soon as possible so we can set up a time within five (5) school days to go over your performance review together. Please do not sign your review until we meet.

Evaluator's Signature

Date

Employee's Signature

Date

	EXEMPLARY	ACCOMPLISHED	COMPETENT	DEVELOPING
Classroom Practice	PROACTIVELY...provides students with opportunities to be reflective; monitor and adjusts to facilitate learning; demonstrates effective classroom management practice; teaches to align with a standards-based curriculum; incorporates theory of how students learn into their lessons; maintains open lines of communication with stakeholders for mutual support..TO A HIGH DEGREE.	CONSISTENTLY provides students with opportunities to be reflective; monitors and adjusts to facilitate learning; demonstrates effective classroom management practice; teaches to align with a standards-based curriculum; incorporates theory on how students learn into their lessons; maintains open lines of communication with stakeholders for mutual support.	FREQUENTLY...provides students with opportunities to be reflective; monitors and adjusts to facilitate learning; demonstrates effective classroom management practice; teaches to align with a standards-based curriculum; incorporates theory on how students learn into their lessons; maintains open lines of communication with stakeholders for mutual support.	SOMETIMES...provides students with opportunities to be reflective; monitors and adjusts to facilitate learning; demonstrates effective classroom management practice; teaches to align with a standards-based curriculum; incorporates theory on how students learn into their lessons; maintains open lines of communication with stakeholders for mutual support.
Professional Practice	PROACTIVELY...practices self-assessment; seeks to improve their foundation in the content area; assesses new information; models effective classroom management techniques; is knowledgeable about and models application of standards, performance indicators and benchmarks ...TO A HIGH DEGREE.	CONSISTENTLY...practices self-assessment for professional growth and development; demonstrates a solid foundation in the content area; accesses new information; is current with the latest classroom management theory; is knowledgeable about and applies standards, performance indicators and benchmarks.	FREQUENTLY...practices self-assessment for professional growth and development; demonstrates a solid foundation in the content area; accesses new information; is current with the latest classroom management theory; is knowledgeable about and applies standards, performance indicators and benchmarks.	SOMETIMES...practices self-assessment for professional growth and development; demonstrates a solid foundation in the content area; accesses new information; is current with the latest classroom management theories; is knowledgeable about and applies standards, performance indicators and benchmarks.
Interpersonal	INITIATES...collegiality; communication with parents; PROACTIVELY... demonstrates student empathy; works well with building and district administration; utilizes community resources; practices positive relationship building.	CONSISTENTLY... collegial; demonstrates student empathy; communicates effectively with parents; works well with building and district administration; utilizes community resources; practices positive relationship building.	FREQUENTLY... collegial; demonstrates student empathy; communicates effectively with parents; works well with building and district administration; utilizes community resources; practices positive relationship building.	SOMETIMES...collegial; demonstrates student empathy; communicates effectively with parents; works well with building and district administration; utilizes community resources; practices positive relationship building.

Appendix P: Teacher Improvement Plan

CALEDONIA-MUMFORD CENTRAL SCHOOL DISTRICT

TEACHER IMPROVEMENT PLAN

Name: _____ Date: _____

The teacher has the right to request to have another unit member present during the discussion/development of the improvement plan.

AREAS OF IMPROVEMENT:

-
-
-

TIMELINE FOR ACHIEVING IMPROVEMENT (*PLAN OF ACTION*):

-
-
-

MANNER IN WHICH IMPROVEMENT WILL BE ASSESSED: *IMPROVEMENT WILL BE DEMONSTRATED BY:*

-
-
-

ADDITIONAL SUPPORT AND ASSISTANCE PROVIDED BY THE ADMINISTRATOR

-
-
-

Date: _____
Signature of teacher acknowledging evaluation

Date: _____
Signature of evaluator

Appendix Q: Teacher Appeal Process

Teacher/Principal Appeals Process

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

APPEALS OF INEFFECTIVE or DEVELOPING RATINGS ONLY

Appeals of annual professional performance reviews (APPR) shall be limited only to those where the teacher/principal has received an overall rating of ineffective or developing based on his/her single composite effectiveness score.

WHAT MAY BE CHALLENGED IN AN APPEAL

In an appeal, the teacher/principal may only challenge:

1. The substance of the annual professional performance review; which shall include the instance of a teacher/ principal rated Ineffective on the Student Performance Category but rated Highly Effective on the Observation/School Visit Category based on an anomaly, as determined locally.
2. The school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d and Subpart 30-3 of Commissioner's regulations;
3. The adherence to the Commissioner's regulations, as applicable to such reviews and compliance with any applicable locally negotiated procedures, as required under Education Law §3012-d; and
4. The school district's issuance and/or implementation of the terms of the teacher or principal improvement plan under Education Law §3012-d.

PROHIBITION AGAINST MORE THAN ONE APPEAL

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

BURDEN OF PROOF

In an appeal, the teacher/principal has the burden of demonstrating by clear and convincing evidence that his/her overall rating was affected by substantial error or defect.

TIME FRAME FOR FILING APPEAL

Appeals of an annual professional performance review must be submitted in writing no later than 10 school days after receipt by the teacher/principal or of a copy of the APPR. The failure to file an appeal within the required timeframe shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the teacher/principal must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or 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.

TIMEFRAME FOR DISTRICT RESPONSE

Within 10 business days of receipt of an appeal, the school district staff members(s) who issued the performance review or were or are responsible for either the issuance and/or implementation of the terms of the teacher/principal's improvement plan must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The teacher/principal initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the school district files its response.

DECISION-MAKER ON APPEAL

A decision shall be rendered by the superintendent of schools or District Superintendent, as applicable, or that individual's designee, except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. In such case, the superintendent shall appoint another person to decide the appeal.

DECISION

A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the teacher/principal filed his or her appeal. The appeal shall be based solely on the written record, comprised of the teacher/principal's appeal papers and any documentary evidence accompanying the appeal, as well as the school district or response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final and binding on the parties. The decision shall not be subject to any further appeal through any other process including grievance or arbitration procedures contained within the parties' collective bargaining agreement, adjudication before an administrative body or individual (including, but not limited to the Commissioner of Education) or court action.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher/principal's appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect or require such other corrective action as is just and proper. A copy of the decision shall be provided to the teacher and the evaluator.

EXCLUSIVITY OF SECTION §3012-D APPEAL PROCEDURE

The §3012-d appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher/principal performance review and/or improvement plan. A teacher/principal may not resort to any other procedures for the resolution of challenges and appeals related to a professional performance review and/ or improvement plan.