

SUPPLEMENTAL MEMORANDUM OF AGREEMENT

BY AND BETWEEN THE SUPERINTENDENT OF SCHOOLS AND BOARD OF EDUCATION OF THE CHAPPAQUA CENTRAL SCHOOL DISTRICT, hereinafter referred to as "The District," and **THE CHAPPAQUA TEACHERS' ASSOCIATION, INC.**, hereinafter referred to as "The CCT";

WHEREAS, pursuant to the provisions of Education Law Section 3012-c the parties are required to negotiate certain subjects to inform the Annual Professional Performance Reviews of classroom teacher as described in Part 30-2.4 and 30-2.5 of the Regent's Rules: and

WHEREAS, the parties have negotiated in good faith to conclusion regarding such subjects;

NOW THEREFORE, it is agreed that the following provisions shall be added to the District's APPR Plan Document for the 2012-13 school year:

1. ANNUAL EVALUATION – POINTS AND RATINGS

The 100 point APPR composite shall be broken down as follows:

- A. 20 points will be determined, subject to state mandates, by state assessments or a comparable growth measure and a score for each teacher will be reported to the district by SED in June 2013. That score will then be incorporated into each teacher's total score, by the district, and reported back to SED. For teachers who are assigned to a class(es) with a NYS assessment that will result in a growth measure, a score will be reported from NYSED to Chappaqua Central Schools. The score reported from NYSED will be incorporated into teachers overall ratings as per Section 3012-c of the Education Law. For teachers who are assigned to a class(es) without a growth measure as defined by NYSED, Student Learning Objectives(SLO) will be developed by the teacher/department according to NYSED guidelines and Chappaqua Central School District procedures.
- B. 20 points will be based on locally developed measures of students. In the first year (2012-2013), teachers will have the opportunity to earn points in this category through their piloting and implementation of such measures. These new measures will be locally designed, quality, standards-based assessments that are meaningful for students and teachers. The assessments will embed diagnostic, formative, and summative components that are explicitly aligned to Chappaqua standards and the Common Core Standards thus ensuring validity. The assessments will be implemented fairly and

comparatively across classrooms in compliance with New York State testing-based standards.

C. 60 Points:

As per State requirement, 40 of the 60 points will be based on the evaluator's broad assessment of teaching practices. There will be at least two classroom observations of each teacher annually. Probationary teachers will have a minimum of three classroom observations during the school year. The evaluator and teacher will make use of the Danielson Framework for Teaching 2011 Revised Rubric approved by the State in evaluating a teacher's work. The Danielson rubric, which is attached to the end of this plan, is clearly linked to the New York State Teaching Standards. Its four domains are also incorporated into the template that will be used annually to guide each teacher through the APPR process. Those domains will be used by both the evaluator and teacher for the purpose of goal setting and the development of relevant inquiry questions.

The remaining 20 points will be earned through a process of self-reflection, goal setting, inquiry, the gathering of artifacts and other evidence of teacher effectiveness, and an end-of-year summary, to be developed in conjunction with the appropriate evaluator.

The evaluator working with the teacher shall, ultimately, determine the number of points earned by the teacher both according to the Danielson rubric and according to the teacher's completion of those other steps (goal setting, etc.). Each of the four domains defined in the Danielson rubric will receive equal weighting when it comes to assigning points. It will be incumbent upon the evaluator to keep the teacher well informed as to his/her progress throughout the year and as to the likely numerical outcome. Appendix "A" hereto sets forth a template and individual plan that will be utilized in determining the 60 points.

2. TRAINING

Apart from the training that the District will provide to its evaluators, teachers will receive training in the application of the Danielson rubric and in the peer review process so they can function in the role of peer observers for one another.

3. RATING CATEGORIES IN RELATION TO EMPLOYMENT DECISIONS

All teachers in the CCSD currently go through a rigorous hiring, professional development and evaluation process. The new APPR plan and the resulting rating for each teacher will become part of that existing, rigorous process. It will be expected that new teachers who receive ratings in the Effective or Highly Effective categories will continue making progress towards tenure in

the assessment of their pedagogy. Probationary and Tenured teachers receiving lower ratings will be placed on Teacher Improvement Plans, in accordance with NYSED directions.

4. RATING CATEGORIES IN RELATION TO TEACHER DEVELOPMENT

The new APPR for teachers has been developed to enhance our already strong continual improvement model. Through the development of inquiry questions, modeled on our effective Teacher Action Research Program, we expect that all teachers will further strengthen their abilities to make annual progress towards their goals and towards ever more effective teaching.

5. TIMELY FEEDBACK

Each year, as the initial step in the APPR process, each teacher will engage in a self-reflection process using the Danielson Rubric, the NYS Teaching Standards, and the Chappaqua Central School District Indicators to the Board of Education's Strategic Question for Teaching and Learning. Following the initial self-reflection, teachers will engage in a Reflection and Goal Setting Conference with their evaluator including a structured discussion about teacher strengths, teaching practices, and administrator feedback. During the course of the school year, teachers will participate in two peer collaboration sessions focused on supporting each teacher's Inquiry Question. At the close of the school year, teachers will participate in a summary conference with their evaluator.

All such meetings will continue and will serve as the opportunity for administrators to provide timely and constructive feedback to teachers regarding their work on their APPR's. Such meetings will provide the opportunity for teachers and administrators to review the Danielson rubric, to reflect on progress, as well as on areas for improvement. Both progress and need for improvement will be noted at these meetings.

6. APPEALS PROCESS

Appeals Process:

1. A teacher who receives an ineffective or developing rating on their APPR shall be entitled to appeal their annual APPR rating, based upon a paper submission to the evaluator, who shall be trained in accordance with the requirements of statute and regulations and also possess either an SDA or SBL Certification. A tenured teacher may choose to submit a written rebuttal upon determination of an "Effective Rating" if desired, but may not appeal such rating.
2. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a teacher who is placed on a Teacher Improvement Plan ("TIP") shall have a

corresponding right to appeal concerns regarding the TIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

3. An appeal of an evaluation or a TIP must be commenced within ten (10) calendar days of the presentation of the document to the teacher or else the right to appeal shall be deemed waived in all regards.
4. The evaluator shall respond to the appeal with a written answer that either grants the appeal and directs further administrative action or denies the appeal. Such decision shall be made within ten (10) calendar days of the receipt of the appeal.
5. In the event that the teacher is unsatisfied with the result of the appeal, a further appeal may be taken to the Superintendent of Schools within ten (10) calendar days of receipt of the evaluator's decision upon the appeal.

1. The first part of the appeal to the Superintendent shall consist of a review of the appeal by an Appeals Committee that shall be composed of the following membership:

The CCT President or designee

2 Tenured teachers selected by the CCT President or designee

1 Tenured Administrator selected by the Superintendent of Schools

2. Upon the selection of committee members, those who have not previously been trained in the appeals process by the District shall immediately be provided with such training.
3. The Appeals Committee shall conduct its proceedings confidentially and make a written recommendation to the Superintendent of Schools within ten (10) calendar days of receipt of the appeal.
6. The recommendation of the Appeals Committee shall not be revealed to any party other than the Superintendent of Schools, who following review of said recommendation shall issue his or her decision within ten (10) calendar days of receipt of the Appeals Committee's recommendation. The decision of the Superintendent shall be final and binding upon all parties in all regards and shall not be subject to review in arbitration, before any administrative agency or in any court of law.

7. TEACHER IMPROVEMENT PLAN PROCESS

Upon rating a teacher as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than ten (10) days before the start of a school year. The evaluator, in cooperation with the teacher, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that promulgated the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. For probationary teachers, an achievement timeline of three months to one semester will be implemented. For tenured teachers, an achievement timeline of up to one school year will be implemented.
5. Required and accessible resources to achieve goals.
6. A formative evaluation process documenting meetings strategically throughout the year to assess progress.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, written summative assessment delineating progress made

Any changes regarding the provisions set forth in this MOA shall be negotiated pursuant to Taylor Law requirements before being placed into the district's Annual Professional Performance Review document.

SO AGREED THIS 15 DAY OF FEBRUARY, 2012.

THE DISTRICT

BY: 
Lyn McKay, Superintendent

THE CCT

BY: 
Ellen Pincus, President