ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR)

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Mamaroneck Union Free School District
2014-2015

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Statement of Purpose

The Annual Professional Performance Review (APPR) provides the guidelines for the supervision and evaluation of all Mamaroneck UFSD teachers and other instructional personnel. The evaluation of instructional personnel is twofold: (1) to promote the continuous growth and development of the professional staff for the purpose of improving student learning and (2) to assess professional performance as part of a larger ongoing appraisal of the entire Mamaroneck District.

The criteria to be considered for the assessment of professional practice include those set forth by New York State and additional criteria described by the Mamaroneck UFSD in agreement with the Mamaroneck Teachers' Association. The teachers are assessed using the Marshall Rubric and the support staff (psychologists, social workers, counselors, speech/language therapists and nurses) is assessed using the Danielson Rubrics.

These criteria (described in full in Appendix A) promote the development and growth of a teacher into an effective instructor, a collegial and contributing member of our staff, and a self-directed learner.

The establishment of a standing committee to review the APPR protocol on an annual basis is required. More frequent meetings will be held in the event of changes in state legislation and/or by the request of either the MTA or the Administration.

The committee will represent equally the teaching and administrative constituencies. The committee will consist of the President of the Mamaroneck Teachers' Association and an additional six members appointed by the Mamaroneck Teachers' Association (two teachers from the high school (one Post and one Palmer), one from the middle school, two from the elementary schools, one special education (secondary) and one member at large). Five members will be appointed by the Mamaroneck Administrative Association (one administrator each from the high school, the middle school and the elementary schools, and two members of central staff). Amendments and revisions will be enacted by consensus.

APPR CALENDAR

Last workday of September – All teachers/support staff/nurses submit their completed goal-setting form

October 15th – All goal-setting meetings will be completed as per the APPR document

Last workday of May – All teachers/support staff/nurses submit their completed reflection form

Last workday of June – All summative meetings will be completed

Evaluation Process for

Probationary and Full-year Leave Replacement

Teachers and Support Staff

(psychologist, social worker, speech/language therapist)

Each probationary and full-year leave replacement teacher/support staff will participate in a performance review process involving the following elements (listed chronologically):

- Teacher/support staff submits Goal-Setting Form by the last workday in September
- Goal-setting conference completed by October 15th
- Teacher/support staff receives signed copy of Goal-Setting Form by the last workday in October
- A minimum of one (1) Administrative Formal Observation
- A minimum of five (5) Administrative Mini-Observations
- Submission of a written reflection regarding goals using the Reflection Form by the last workday in May. A teacher or support staff member may opt to submit documents providing evidence of his or her professional performance.
- Summative Evaluation Process completed by the last day of the school year

Goal-Setting Conference and Written Reflection

There will be an annual meeting between the teacher/support staff and his/her supervisor to establish that teacher's goal(s)/support staff's for the coming school year. The teacher's/support staff's goal(s) will be developed within the parameters of district, building, and department goals. The description of the teacher's/support staff's goal(s) will be recorded on Goal Setting Form. Both the teacher/support staff and the administrator will receive a copy of the signed form. This meeting will take place by October 15th.

The teacher/support staff will submit a written reflection using the Reflection Form to his or her administrator about how the identified goal affected his or her professional practice and development by the last workday in May.

Administrative Formal Observations

A probationary teacher/support staff and full year leave replacement teacher/support staff will have a minimum of one (1) formal observation per school year by an administrator.

The following guidelines will apply:

a. Each formal observation shall be scheduled.

b. A pre-observation conference shall be held.

c. A post-observation conference shall be held no later than two school weeks after the observed lesson.

d. A written review shall be given to the teacher following the post-observation conference no later than four school weeks from the date of the conference. This review will state explicitly that the observed lesson did or did not meet the majority of the objectives and outcomes outlined in the pre-conference.

e. Upon receipt of the administrator's written review, the teacher/support staff will sign a copy acknowledging its receipt. This copy will be filed in the Office of Human Resources.

f. The teacher/support staff may respond in writing to the contents of the review within four school weeks of receiving it. A copy of the response will also be filed in the Office of Human Resources.

Mini-Observations

A minimum of five (5) mini-observations will occur throughout the year. Of those five (5) mini-observations, up to two (2) may be conducted in a setting other than the classroom (i.e. CSE meeting, school event, IST meeting).

A **mini-observation** is an unannounced visit by an administrator in which he/she stays a minimum of five minutes. The teacher/support staff receives feedback on mini-observations in two ways, "face to face" first, followed by written report within ten school days after the visit.

Year-end Summative Evaluation

The summative evaluation is intended to be a comprehensive reflection of a teacher's overall job performance. The Annual Summative Evaluation will be completed and a meeting held by the last day of the school year. This evaluation will primarily focus upon but not be limited to the teacher's performance and the criteria described by the MUFSD in agreement with the Mamaroneck Teachers' Association as set forth within this APPR and stated below using the domains of the Marshall rubric:

Planning and Preparation
Classroom Management
Delivery of Instruction
Monitoring, Assessment, and Follow-up
Family and Community Outreach
Professional Responsibilities

The evaluation of social workers, counselors and speech/language therapists will

primarily focus upon, but not be limited to, the support staff's performance and the criteria described by the Mamaroneck UFSD in agreement with the Mamaroneck Teachers' Association as set forth within this APPR and stated below using the domains of the Danielson rubric:

Planning and Preparation
Environment
Delivery of Service
Professional Responsibilities

The evaluation of psychologists will primarily focus upon, but not be limited to, the psychologists' performance and the criteria described by the Mamaroneck UFSD in agreement with the Mamaroneck Teachers' Association as set forth within this APPR and stated below using the domains of the Danielson rubric:

Assessment, Data-Based Decision Making and Accountability
Interventions and Instructional Support to develop Academic, Social and Life Skills
Consultation and Collaboration
Leadership
Core Professionalism

Additionally, formal and mini-observations and written/ verbal feedback about overall performance may be included in the summative evaluation.

No later than the last workday in May, the teacher/support staff will submit a written reflection and any supporting documents related to his/her practice for the school year.

The teacher/support staff and administrator will sign the report and it will be filed in the Office of Human Resources. The teacher/support staff member will receive a copy of the report.

The teacher/support staff member may submit a written response to the report no later than ten calendar days after the summative meeting.

Evaluation Process for

Tenured Teachers and Support Staff

(psychologist, social worker, speech/language therapist)

Each tenured teacher/support staff member will participate in a performance review process involving the following elements (listed chronologically):

- Teacher/support staff submits Goal-Setting Form by the last workday in September
- Goal-setting Conference to be completed by October 15th (Every other year)
- Teacher/support staff receives signed copy of Goal-Setting Form by the last workday in October
- A minimum of five (5) Administrative Mini-Observations
- Submission of a written reflection regarding goal using Reflection Form by the last workday in May. A teacher/support staff member may opt to submit documents providing evidence of his or her professional performance.
- Summative Evaluation Process completed by the last day of the school year

Goal-Setting Conference and Written Reflection

- There will be a bi-annual meeting (every other year) between the teacher/support staff member and their supervisor to establish goal(s) for the current school year. If it not a designated year for the teacher/support staff member and supervisor to meet, either party may request a goal setting meeting. The teacher's/support staff's goal(s) will be developed within the parameters of district, building, and department goals as well as the contents and outcomes from the summative meeting from the previous year. The description of the teacher's/support staff's goal(s) will be recorded on the Goal Setting Form. Both the teacher/support staff member and the administrator will receive a copy of the signed form. This meeting will take place by October 15th.
- The teacher/support staff member will submit a written reflection attached to APPR using the Reflection Form to their administrator about how the identified goal affected his or her professional practice and development by the last workday in May.

Mini-Observations

A minimum of five (5) mini-observations will occur throughout the year. Of those five (5) mini-observations, up to two (2) may be conducted in a setting other than the classroom (i.e. CSE meeting, school event, IST meeting).

A **mini-observation** is an unannounced visit by an administrator in which he/she stays a minimum of five minutes. The teacher/support staff receives feedback on mini-observations in two ways, "face to face" first, followed by written report within ten school days after the visit.

Year-end Summative Evaluation

The summative evaluation is intended to be a comprehensive reflection of a teacher's overall job performance. The Annual Summative Evaluation will be completed and a meeting held by the last day of the school year. This evaluation will primarily focus upon but not be limited to the teacher's/support staff's job performance and the criteria described by the MUFSD in agreement with the Mamaroneck Teachers' Association as set forth within this APPR and stated below using the domains of the Marshall rubric:

Planning and Preparation for Learning
Classroom Management
Delivery of Instruction
Monitoring, Assessment, and Follow-up
Family and Community Outreach
Professional Responsibilities

The summative evaluation of social workers, counselors and speech/language therapists will primarily focus upon, but not be limited to, the support staff member's performance and the criteria described by the MUFSD in agreement with the Mamaroneck Teachers' Association as set forth within this APPR and stated below using the domains of the Danielson rubric:

Planning and Preparation
Environment
Delivery of Service
Professional Responsibilities

The summative evaluation of psychologists will primarily focus upon, but not be limited to, the psychologist's performance and the criteria described by the Mamaroneck UFSD in agreement with the Mamaroneck Teachers' Association as set forth within this APPR and stated below using the domains from the Danielson rubric:

Assessment, Data-Based Decision Making and Accountability
Interventions and Instructional Support to develop Academic, Social and Life Skills
Consultation and Collaboration
Leadership
Core Professionalism

Additionally, formal and mini-observations and written/verbal feedback about overall

performance may be included in the summative evaluation.

No later than the last workday in May, the teacher/support staff member will submit a written reflection and any supporting documents related to his/her professional practice for the school year.

The teacher/support staff member and administrator will sign the report and it will be filed in the Office of Human Resources. The teacher/support staff member will receive a copy of the report.

The teacher/support staff member may submit a written response to the report no later than ten calendar days after the summative meeting.

Evaluation Process for
Part-Time Teachers/Support Staff

Each part-time teacher/support staff member will participate in a performance review process involving the following elements (listed chronologically):

- Teacher/support staff submits Goal-Setting Form A by the last workday in September
- Goal-setting Conference completed by October 15th
- Teacher/support staff receives signed copy of Goal-Setting Form A by the last workday in October
- A minimum of two (2) Administrative Mini- Observations
- Submission of a written reflection regarding a goal by the last workday in May using the Reflection Form. A teacher/support staff may opt to submit documents providing evidence of his or her professional performance.
- Summative Evaluation Process completed by the last day of the school year

Goal-Setting Conference and Written Reflection

There will be an annual meeting between the teacher/support staff member and their supervisor to establish the teacher's/support staff's goal(s) for the coming school year. The teacher's/support staff's goal(s) will be developed within the parameters of district, building, and department goals as well as the contents and outcome from the summative meeting from the previous year. The description of the teacher's/support staff's goal(s) will be recorded on the Goal Setting Form. Both the teacher/support staff and the administrator will receive a copy of the signed form. This meeting will take place by October 15th.

The teacher/support staff member will submit a written reflection attached to APPR using the Reflection Form to their administrator about how the identified goal affected his or her professional practice and development by the last workday in May.

Mini-Observations

A minimum of two (2) mini-observations will occur throughout the year. Of those two (2)mini-observations, up to one (1) may be conducted in a setting other than the classroom (i.e. CSE meeting, school event, IST meeting).

A **mini-observation** is an unannounced visit by an administrator in which he/she stays a minimum of five minutes. The teacher/support staff member receives feedback on mini-observations in two ways, "face to face" first, followed by a written report within ten school days after the visit.

Year-end Summative Evaluation

The summative evaluation is intended to be a comprehensive reflection of a part-time teacher's overall job performance. The Annual Summative Evaluation will be completed and a meeting held by the last day of the school year. This evaluation will primarily focus upon but not be limited to the teacher's/support staff's job performance and the criteria described by the Mamaroneck UFSAD in agreement with the Mamaroneck Teachers' Association as set forth within this APPR and stated below using the domains of the Marshall rubric:

Planning and Preparation for Learning
Classroom Management
Delivery of Instruction
Monitoring, Assessment, and Follow-up
Family and Community Outreach
Professional Responsibilities

The summative evaluation of part-time social workers, counselors and speech/language therapists will primarily focus upon, but not be limited to, the support staff member's performance and the criteria described by the Mamaroneck UFSD in agreement with the Mamaroneck Teachers' Association as set forth within this APPR and stated below using the domains of the Danielson rubric:

Planning and Preparation
Environment
Delivery of Service
Professional Responsibilities

The summative evaluation of part-time psychologists will primarily focus upon, but not be limited to, the psychologist's performance and the criteria described by the Mamaroneck UFSD in agreement with the Mamaroneck Teachers' Association as set forth within this APPR and stated below using the domains from the Danielson rubric:

Assessment, Data-Based Decision Making and Accountability
Interventions and Instructional Support to develop Academic, Social and Life Skills
Consultation and Collaboration
Leadership
Core Professionalism

Additionally, formal and mini-observations and written/verbal feedback about overall performance may be included in the summative evaluation.

No later than the last workday in May, the teacher/support staff member will submit a written reflection and any supporting documents related to his/her professional practice for the school year.

The teacher/support staff member and administrator will sign the report and it will be filed in the Office of Human Resources. The teacher/support staff member will receive a copy of the report.

The teacher/support staff member may submit a written response to the report no later than ten calendar days after the summative meeting.

Evaluation Process for Probationary Teaching Assistants
(General Education/Special Education/Computer Lab)

Mini-Observations

A minimum of three (3) mini-observations will occur throughout the year. Of those three (3) mini-observations, one (1) may be conducted in a setting other than the classroom (i.e. CSE meeting, school event, IST meeting).

A **mini-observation** is an unannounced visit by an administrator in which he/she stays for a minimum of five minutes. The teaching assistant receives feedback on mini-observations in two ways, "face to face" first, followed by a written report within ten school days after the visit.

Year-end Summative Evaluation

The summative evaluation (using old form) is meant to be a comprehensive reflection of a teaching assistant's overall job performance. The Annual Summative Evaluation will be completed and a meeting held by the last day of the school year. This evaluation will primarily focus upon, but not be limited to, the teaching assistant's job performance as it relates to his/her mini-observations and the criteria described by the Mamaroneck UFSD in agreement with the Mamaroneck Teachers' Association as set forth within this APPR and in the areas below using the former APPR Summative form.

Content Knowledge
Preparation and Planning
Instructional Delivery
Classroom Management
Student Development
Student Assessment
Collaboration
Reflective and Responsive Practice
Professionalism

The teaching assistant and administrator will sign the report and it will be filed in the Office of Human Resources. The teaching assistant will receive a copy of the report.

The teaching assistant may submit a written response to the report no later than ten calendar days after the summative meeting.

Evaluation Process for Tenured Teaching Assistants
(General Education/Special Education/Computer Lab)

Mini-Observations

A minimum of two (2) mini-observations will occur throughout the year. Of the two (2) mini-observations, one (1) may be conducted in a setting other than the classroom (i.e. CSE meeting, school event, IST meeting).

A **mini-observation** is an unannounced visit by an administrator in which he/she stays for a minimum of five minutes. The teaching assistant receives feedback on mini-observations in two ways, "face to face" first, followed by a written report within ten school days after the visit.

Year-end Summative Evaluation

The summative evaluation (using old form) is meant to be a comprehensive reflection of a tenured teaching assistant's overall job performance. The Annual Summative Evaluation will be completed and a meeting held by the last day of the school year. This evaluation will primarily focus upon, but not be limited to, the teaching assistant's job performance as it relates to his/her mini-observations and the criteria described by the Mamaroneck UFSD in agreement with the Mamaroneck Teachers' Associationas set forth within this APPR and stated in the areas below using the former APPR Summative form.

Content Knowledge
Preparation and Planning
Instructional Delivery
Classroom Management
Student Development
Student Assessment
Collaboration
Reflective and Responsive Practice
Professionalism

The tenured teaching assistant and administrator will sign the report and it will be filed in the Office of Human Resources. The teacher will receive a copy of the report.

The teaching assistant may submit a written response to the report no later than ten calendar days after the summative meeting.

Evaluation Process for
Less than Full-year Leave Replacement Teachers/Support Staff

Mini-Observations

The number of mini-observations for a leave replacement teacher/support staff member serving less than a full school year will be prorated commensurate with the length of the leave replacement assignment. Of those mini-observations completed, one (1) or two (2) may be conducted in a setting other than the classroom (i.e. CSE meeting, school event, IST meeting).

A **mini-observation** is an unannounced visit by an administrator in which he/she stays a minimum of five minutes. The teacher/support staff member receives feedback on mini-observations in two ways, "face to face" first, followed by written report within ten school days after the visit.

Evaluation Process for
Probationary and Full-year Leave Replacement Nurses

Each probationary or full-year leave replacement nurse will participate in a performance review process involving the following elements (listed chronologically):

- Nurse submits Goal-Setting Form by the last workday in September
- Goal-setting Conference completed by October 15th
- Nurse receives signed copy of Goal-Setting Form by the last workday in October
- A minimum of one (1) Administrative Formal Observation
- A minimum of two (2) Administrative Mini-Observations
- Submission of a written reflection regarding goal using the Reflection Form by the last workday in May. A nurse may opt to submit documents providing evidence of his or her professional performance.
- Summative Evaluation Process completed by the last day of the school year

Goal-Setting Conference and Written Reflection:

There will be an annual meeting between the nurse and their supervisor to establish the nurse's goal(s) for the coming school year. The nurse's goal(s) will be developed within the parameters of district, building, and department goals. The description of the nurse's goal(s) will be recorded on Goal Setting Form. Both the nurse and the administrator will receive a copy of the signed form. This meeting will take place by October 15th.

The nurse will submit a written reflection using the Reflection Form to their administrator about how the identified goal affected his or her professional practice and development by the last workday in May.

Administrative Formal Observations

A probationary nurse or a full-year leave replacement nurse will have a minimum of one (1) formal observation per school year by an administrator. The following guidelines will apply:

a. Each formal observation shall be scheduled.

b. A pre-observation conference shall be held.

c. A post-observation conference shall be held no later than two school weeks after the observed lesson.

d. A written report shall be given to the teacher following the post-observation

conference no later than four school weeks from the date of the conference. This review will state explicitly that the observed lesson did or did not meet the majority of the objectives and outcomes outlined in the pre-conference.

e. Upon receipt of the administrator's written review, the nurse will sign a copy acknowledging its receipt. This copy will be filed in the Office of Human Resources.

f. The nurse may respond in writing to the contents of the review within four school weeks of receiving it. A copy of the response will also be filed in the Office of Human Resources.

Mini-Observations

A minimum of two (2) mini-observations will occur throughout the year. Of those two (2) mini-observations, one (1) may be conducted in a setting other than the health office (i.e. CSE meeting, parent meeting etc.).

A **mini-observation** is an unannounced visit by an administrator in which he/she stays a minimum of five minutes. The nurse receives feedback on mini-observations in two ways, "face to face" first, followed by a written report within ten school days after the visit.

Year-end Summative Evaluation

The summative evaluation is meant to be a comprehensive reflection of a nurse's overall job performance. The Annual Summative Evaluation will be completed and a meeting held by the last day of the school year. This evaluation will primarily focus upon, but not be limited to, the nurse's job performance and the criteria described by the Mamaroneck UFSD in agreement with the Mamaroneck Teachers' Association as set forth within this APPR and stated below using the domains of the Danielson rubric.

Planning and Preparation
Environment
Delivery of Service
Professional Responsibilities

Additionally, formal and mini-observations and written/ verbal feedback about overall performance may be included in the summative evaluation.

No later than the last workday in May, the nurse will submit a written reflection and any supporting documents related to their practice for the school year.

The nurse and administrator will sign the report and it will be filed in the Office of Human Resources. The nurse will receive a copy of the report.

The nurse may submit a written response to the report no later than ten calendar days after the summative meeting.

Evaluation Process for
Permanent Status Nurses

Each permanent status nurse will participate in a performance review process involving the following elements (listed chronologically):

- Nurse submits Goal-Setting Form by the last workday in September
- Goal-setting Conference completed by October 15th (Every other year)
- Nurses receives signed copy of Goal-Setting Form by the last workday in October
- A minimum of two (2) Administrative Mini- Observations
- Submission of a written reflection regarding goal using Reflection Form by the last work day in May. A nurse may opt to submit documents providing evidence of his or her professional performance.
- Summative Evaluation Process completed by the last day of the school year

Goal-Setting Conference and Written Reflection:

There will be a bi-annual meeting between the permanent status nurse and their supervisor to establish the nurse's goal(s) for the coming school year. The nurse's goal(s) will be developed within the parameters of district, building, and department goals. The description of the nurse's goal(s) will be recorded on Goal Setting Form. Both the nurse and the administrator will receive a copy of the signed form. This meeting will take place by October 15th.

The nurse will submit a written reflection using the Reflection Form to their administrator about how the identified goal affected his or her professional practice and development by the last workday in May.

Mini-Observations

A minimum of two (2) mini-observations will occur throughout the year. Of those two (2) mini-observations, one (1) may be conducted in a setting other than the health office (i.e. CSE meeting, parent meeting etc.

A **mini-observation** is an unannounced visit by an administrator in which he/she stays a minimum of five minutes. The nurse receives feedback on mini-observations in two ways, "face to face" first, followed by a written report within ten school days after the visit.

Year-end Summative Evaluation

The summative evaluation is meant to be a comprehensive reflection of a nurse's overall job performance. The Annual Summative Evaluation will be completed and a meeting held by the last day of the school year. This evaluation will primarily focus upon, but not be limited to, the nurse's job performance and the criteria described by the Mamaroneck UFSD in agreement with the Mamaroneck Teachers' Association as set forth within this APPR and stated below using the domains of the Danielson rubric.

Planning and Preparation
Environment
Delivery of Service
Professional Responsibilities

Additionally, formal and mini-observations and written/verbal feedback about overall performance may be included in the summative evaluation.

No later than the last workday in May, the nurse will submit a written reflection and any supporting documents related to his/her practice for the school year.

The nurse and administrator will sign the report and it will be filed in the Office of Human Resources. The teacher will receive a copy of the report.

The nurse may submit a written response to the report no later than ten calendar days after the summative meeting.

Teacher Performance Plan (TPP)

A Teacher Performance Plan (TPP) is required for any tenured teacher whose performance is rated developing or ineffective overall on the 60% Marshall Rubric summative evaluation. It is the shared responsibility of the teacher and the administrator to address those areas of professional performance in need of improvement.

The TPP is intended to help teachers improve professional performance. The TPP reflects a productive professional collaboration between the administrator and teacher.

Those performance areas of a teacher's practice identified and documented as developing or ineffective overall during the Summative Annual Evaluation Conference will serve as focal points of the plan for improvement.

If a tenured teacher receives a developing or ineffective overall rating on his/her 60% Marshall Rubric Summative Evaluation, the teacher may appeal. The teacher must follow the appeals process outlined in the MTA contract. A tenured teacher who receives an effective rating may not file an appeal; however a rebuttal may be attached to the rubric which should be submitted by the last workday in June.

Plan Procedures

1. The teacher will be informed that an MTA representative is welcome at any or all meetings related to the TPP.

2. The administrator and teacher will work collaboratively to design a plan for improvement to address that teacher's identified needs. The plan for improvement will be **specific** in identifying desired outcomes and the manner in which they are to be achieved.

3. Written documentation of the plan will be drafted by the administrator and presented to the teacher by September 15th.

4. The plan shall consist of items including, but not limited to the following:

    a. recommended coursework
    b. classroom visits to observe master teachers
    c. professional reading(s)
    d. recommended workshops
    e. mentoring

5. At least one formal observation shall be completed by October 31st, and at least a second formal observation shall be completed by January 15th.

    The following guidelines will apply:

    a. Each formal observation shall be scheduled.

b. A pre-observation conference shall be conducted.

c. A first quarter formal progress review meeting shall be held between the Principal/Administrator and staff member by November 15th. In addition, a mid-year formal progress review meeting shall be held between the Principal and staff member by January 30th. A written summary of the concerns raised by the Principal/Administrator during the formal progress review meetings shall be shared with the staff member no later than 10 work days after the date of the meetings.

d. The Principal/Administrator shall hold a formal review with the staff member to determine whether or not the staff member has met the goals of the TIP and improved his/her performance. Said review shall be held by April 1st.

e. A summative evaluation and conference between the Principal/Administrator and the staff member shall be completed by no later than June 20th.

f. For any staff member whose performance is rated "Ineffective" based on the Marshall Rubric (60%) for a second consecutive year, the Superintendent shall have the discretion to withhold step advancement for said staff member until such time as the staff member achieves an overall performance rating of "Effective" as set forth in any new APPR plan as indicated by the rating on the overall summative evaluation at the conclusion of the future school year. Any staff member whose overall performance is rated as "Ineffective" or "Developing" on the Summative Evaluation in the year in which the TPP Plan was enacted, shall be presented with a new, revised TPP Plan by September 15th of the following school year.

g. There shall be no limitation upon the number of instances a staff member may be denied step advancement during his/her career.

6. If the teacher's performance is "Ineffective" for two consecutive years, a formal notice of unprofessional conduct or incompetence may be prepared and presented to the teacher.

7. If the problem in performance is not related to classroom instruction or clinical practice but is attached to other areas of professional responsibility, a plan specific to the professional performance to be improved will be crafted. Such a plan will be specific as to the desired outcomes, ways to achieve these outcomes, and a timeline of administrative oversight.

Teacher Improvement Plan (TIP)

A Teacher Improvement Plan (TIP) is required for any tenured teacher whose performance is rated developing or ineffective on the overall 100% composite score from NYSED. It is the shared responsibility of the teacher and the administrator to address those areas of professional performance in need of improvement.

The TIP is intended to help teachers improve professional performance. The TIP reflects a productive professional collaboration between the administrator and teacher.

For any staff member whose performance is rated "Developing or Ineffective" based on the 100 point composite score will be placed on a Teacher Improvement Plan (TIP), the teacher may appeal. The teacher must follow the Appeals process outlined in the MTA Contract.

A tenured teacher who receives an effective rating may not file an appeal; however a rebuttal may be attached to the rubric, which should be submitted by the last workday in June.

Plan Procedures

1. The teacher will be informed that an MTA representative is welcome at any or all meetings related to the TIP.

2. The administrator and teacher will work collaboratively to design a plan for
    i. improvement to address that teacher's identified needs. The plan for improvement will be **specific** in identifying desired outcomes and the manner in which they are to be achieved.

3. A written documentation of the plan will be drafted by the administrator and presented to the teacher by September 15th.

4. The plan shall consist of items including but not limited to the following:
    a. recommended coursework
    b. classroom visits to observe master teachers
    c. professional reading(s)
    d. recommended workshops
    e. mentoring

5. At least one formal observation shall be completed by October 31st, and at least a second formal observation shall be completed by January 15th.

    The following guidelines will apply:

    a. Each formal observation shall be scheduled.

b. A pre-observation conference shall be conducted.

c. A first quarter formal progress review meeting shall be held between the Principal/Administrator and staff member by November 15th. In addition, a mid-year formal progress review meeting shall be held between the Principal and staff member by January 30th. A written summary of the concerns raised by the Principal/Administrator during the formal progress review meetings shall be shared with the staff member no later than 10 work days after the date of the meetings.

d. The Principal/Administrator shall hold a formal review with the staff member to determine whether or not the staff member has met the goals of the TIP and improved his/her performance. Said review shall be held by April 1st.

e. A summative evaluation and conference between the Principal/Administrator and the staff member shall be completed by no later than June 20th.

f. For any staff member whose performance is rated "Developing or Ineffective" based on the 100 point composite score will be placed on a Teacher Improvement Plan (TIP). Any staff member whose performance is rated "Developing or Ineffective" based on the 100 point composite score in the year in which the TIP Plan was enacted, shall be presented with a new, revised TIP Plan by September 15th of the following school year.

g. If the teacher's performance is "Ineffective" for two consecutive years, a formal notice of unprofessional conduct or incompetence may be prepared and presented to the teacher. Any staff member whose rating is "Ineffective" for two consecutive years, may result in an expedited 3020a.

6. If the problem in performance is not related to classroom instruction or clinical practice but is attached to other areas of professional responsibility, a plan specific to the professional performance to be improved will be crafted. Such a plan will be specific as to the desired outcomes, ways to achieve these outcomes, and a timeline of administrative oversight.

MAMARONECK UNION FREE SCHOOL DISTRICT

Annual Professional Performance Review
Goal Setting Form

Name: _____

School: _____

Department/Grade:_____

Year: _____

Please check one:
_____Tenured Teacher/Support Staff Member
_____Permanent Status Nurse
_____Probationary Teacher/Support Staff Member/Teaching Assistant/Nurse
_____Full-year Leave Replacement Teacher/Support Staff Member/Teaching Assistant/Nurse
_____Part-time Teacher/Support Staff Member/Teaching Assistant/Nurse

Professional Goal(s):

1) Please describe your professional goal(s) for this school year.

2) Why is this goal(s) important to your professional growth and/or instructional practice? How does/do your goals(s) connect to district, school and department goals? In what ways does/do your goal(s) reflect your evaluation from last year's summative assessment?

3) What steps will be required for you to achieve your goals?

You may also want to consider the following:

- What new learning/strategies/approaches will support your accomplishing this goal?
- What is the desired impact on student learning?
- How will you demonstrate and share achievement of your goal?

Form and attachment must be submitted by the last workday in September.

This form will be returned to you by the last workday in October.

Employee's Signature_____Date_____

Administrator's Signature_____Date _____

MAMARONECK UNION FREE SCHOOL DISTRICT

Annual Professional Performance Review

End-of-Year Reflection Form

Name: _____

School: _____

Department/Grade:_____

Year: _____

Please check one:

_____Tenured Teacher/Support Staff Member

_____Permanent Status Nurse

_____Probationary Teacher/Support Staff Member/Teaching Assistant/Nurse

_____Full-year Leave Replacement Teacher/Support Staff Member/Teaching Assistant/Nurse

_____Part-time Teacher/Support Staff Member/Teaching Assistant/Nurse

Please attach a **one-page reflection** assessing your work towards your annual goal. What did you do? What did you learn? How have you implemented what you have learned? How can you demonstrate and share your findings?

If appropriate, please attach your original written goal as well as samples of student work or other artifacts that reflect your work.

This form and your reflection must be submitted by the last workday in May.

This form will be returned to you by the last workday in June.

Teacher's Signature_____Date _____

Administrator's Signature_____Date _____

APPR APPEALS LANGUAGE

APPEALS PROCESS:

A. A tenured 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 statue and regulations and also possess either 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.

B. 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 Education Law.

C. 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.

D. 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 a decision shall be made within ten (10) calendar days of the receipt of the appeal.

E. 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 administrator'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 and shall be composed of the following membership:
    a. The MTA President or Designee
    b. Two (2) teachers selected by the MTA President or designee
    c. One (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.

F. 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.