



PATCHOGUE-MEDFORD SCHOOL DISTRICT
Annual Professional
Performance Review Plan
July 2022

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Teacher Supervision and Evaluation

The Patchogue-Medford Annual Professional Performance Review (APPR) Plan represents the District's response to New York State Legislature promulgated Education Law Section 3012-d. The APPR Plan is intended to support the Patchogue-Medford School District's mission through the articulation of a reflective, collaborative performance appraisal process that will foster exemplary practice. This APPR Plan will go through annual review and revision as the district increasingly incorporates creative ideas, strategies, and agreed-on "best practice". This APPR Plan shall remain in effect until a successor APPR Plan is approved by the Board of Education. The APPR includes elements that foster high professional standards while allowing for differentiated supervision and choices for tenured faculty in good standing. The APPR Plan provides extensive guidance to faculty members who are in a direct instructional role; it will be supplemented with additional specific guidance for faculty members who serve in a specialist or support role such as pupil personnel professionals and librarians. All certified staff would be assessed on the four major areas of "domains" of Planning & Preparation, the Classroom Environment, Instruction, and Professional Responsibilities.

THE PURPOSE OF THE PERFORMANCE REVIEW

Based on the Commissioner of Education's Regulations, the Patchogue-Medford Annual Professional Performance Review system is designed to achieve two goals: quality assurance and the professional growth of teachers and principals. The purpose of the Annual Professional Performance Review Plan is to outline a comprehensive plan for the annual review of the professional performance of teachers and principals. An essential component of professional growth is periodic, critical reviews of professional practices. Self-reflection of professional performance is an opportunity for each educator to realize his or her fullest potential and to make modifications to practices they view as areas needing improvement so they can continue to grow as educational leaders to maximize student learning outcomes.

GOAL

The goal of the Annual Professional Performance Review Plan is to improve the quality of teaching and learning to meet the needs of students in the Patchogue-Medford School District.

OBJECTIVES

- to provide teachers and administrators with clear, consistent criteria for review and have an understanding of what constitutes good practice and student engagement,
- to have teachers and administrators look at their observations as opportunities for continued professional growth,
- to ensure that teachers and administrators are part of the creation process,
- to use multiple measures for review of performance, connect performance
- to align district/school priorities, and provide support to teachers and principals in need of improvement.

TEACHER AND STUDENT DATA

The Patchogue-Medford School District will work with Eastern Suffolk BOCES and NYSED to report teacher and student data, including enrollment, attendance data, and any other student, teacher, school, course, and student/teacher linkage data necessary in a format and timeline prescribed by the Commissioner of Education. The information will be submitted through the Student Information Repository System (SIRS), TEACH Online Services, and BEDS Online reporting systems.

The data elements that will be reported include unique statewide identifiers for all teachers assigned to reported courses, student enrollment in all elementary and middle-level courses linked to a state assessment using the statewide standardized course codes, duration of reported course selection, student-teacher linkage start/end dates, duration of student attendance, student exclusion-from evaluation flag, student enrollment in all remaining courses using a to-be-determined statewide-standardized course code, evaluation component score, and any other personnel data required by the New York State Education Department.

Each classroom teacher and building principal will have the opportunity to verify the subjects and/or students assigned to them through the eSchool student management system.

FUTURE GOALS

Members of the District administration and Patchogue-Medford Congress of Teachers believe that ongoing collaboration between teachers and administrators can help the District to achieve the following:

- Teachers and administrators view the APPR process as a shared opportunity to continue with the collaborative practice of instructional planning.
- Have all parties share a common understanding of what constitutes effective teaching practice and student engagement.
- Value the experience and training of administrators who are skilled in collecting stable performance data, with high levels of inter-rater reliability.
- Teachers are active partners in the assessment of their practice and will be included in the ongoing training of evaluators.
- The district APPR process continues to be improved to foster continuous growth and support the teaching and learning process.
- The District shall submit the APPR Plan to the Commissioner of Education upon resolution of all its terms. Should the APPR Plan be rejected by the Commissioner of Education for any deficiencies that are subject to collective bargaining, the deficiencies shall be resolved through negotiations and when concluded, the revised APPR Plan will be resubmitted to SED.
- The APPR Plan adopted by the District's Board of Education shall be subject to the review of the District and the Association on an annual basis. Any necessary revisions involving issues that are subject to the obligation to bargain shall be accomplished through collective bargaining.

INDIVIDUAL SUBCOMPONENT SCORES AND COMPOSITE SCORES

The District will report to SED a HEDI rating for both the student performance category and the teacher observation category for each classroom teacher and building principal. In addition, a single HEDI rating based on the matrix established by NYSED incorporating both student performance and teacher observation will be generated and reported to NYSED. Information in the District will be available in a format and timeline prescribed by the Commissioner. Parents may request their teacher's overall composite effectiveness score. Teachers will be notified that such a request was submitted. Forms for obtaining teacher HEDI ratings are located on the district webpage.

SECURITY OF ASSESSMENTS

For the administration of State Assessments, the Patchogue-Medford School District follows the scoring procedures as outlined in the School Administrator's Manual, Teacher's Direction Manual, Scoring Site Operations Manual, and Scoring Leader Handbook provided by NYS Education Department. These documents detail administration and scoring operations from the on-site delivery of students' assessment materials to the conclusion of scoring.

State Assessments are stored in a safe or vault that meets the specifications set by NYSED. All testing materials remain sealed until the dates on which they will be administered. As soon as testing of each booklet is completed, all used and unused test booklets and student answer sheets are collected and securely stored until the official scoring process begins. Scoring Site Coordinators supervise all activities related to the scoring facility. Teachers are asked to sign off on the security certification. Teachers are reminded of which assessments are secured and are given guidelines as to what can and cannot be discussed or used for instructional purposes.

The Patchogue-Medford School district agrees to inform SED regarding any test administration errors that arise with any of the 11 schools within the District.

TEACHER EVALUATION SYSTEM

Education Law 3012-d specifies that all teacher evaluation plans are to include, but not be limited to assessment of the following areas:

1. Content Knowledge - the teacher shall demonstrate a thorough knowledge of the subject matter area and curriculum;
2. Preparation - the teacher shall demonstrate appropriate preparation by employing the necessary pedagogical practices to support instruction;
3. Instructional Delivery - the teacher shall demonstrate that the delivery of instruction results in active student involvement, appropriate teacher/student interaction, and meaningful lesson plans resulting in student learning;

4. Classroom Management the teacher shall demonstrate classroom management skills supportive of diverse student learning needs, which create an environment conducive to student learning;
5. Student Development — the teacher shall demonstrate knowledge of student development, an understanding and appreciation of diversity, and the regular application of developmentally appropriate instructional strategies for the benefit of the students;
6. Student Assessment - the teacher shall demonstrate that he or she implements assessment techniques based on appropriate learning standards designed to measure students' progress in learning and that he or she successfully utilizes analysis of available student performance data (for example State test results, student work, school-developed assessments, teacher-developed assessments, etc.) and other relevant information (for example documented health or nutrition needs, or other student characteristics affecting learning) when providing instruction;
7. Student Growth - the teacher shall demonstrate a positive change in student achievement for his or her students between at least two points in time as determined by the school district, taking into consideration the unique abilities and /or disabilities of each student, including English Language Learners. For purposes of this subdivision, student achievement means a student's scores on State assessments for tested grades and other measures of student learning, including student scores on pre-tested and end-of-course tests, student performance on English language proficiency assessments, iReady, and other measures of student achievement determined by the school district to be rigorous and comparable across classrooms.
8. Collaboration - the teacher shall demonstrate that he or she develops effective collaborative relationships with students, parents, or caregivers, as needed and with appropriate support personnel to meet the learning needs of students; and
9. Reflective and Responsive Practice — the teacher shall demonstrate that practice is reviewed, effectively assessed, and appropriate adjustments are made continuously.

To ensure common language and shared understandings as to what these criteria look like in practice, the district is making use of a widely used, research-based Danielson Framework for Teaching (2011). This Framework consists of 22 components organized into four domains:

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

The Danielson Framework for Teaching (2011) serves to supplement and clarify the language in the APPR plan adopted by the Board of Education. It helps teachers and administrators to answer the question "*What does good teaching consist of?*" Rubrics based on the Framework can be found on the district website under the Instructional Service tab titled Annual

Professional Performance Review Plan. The rubric describes each of the 22 components across a continuum of performance from Highly Effective to Ineffective. The rubrics, which align with the New York State Criteria, are to be used as a tool for self-reflection and goal setting, as well as a lens to focus teachers and observers on essential elements of teaching and learning during formal and informal supervision and observation of instruction.

Pursuant to Commissioner Regulations 3012-d, all teachers will receive an annual performance rating linked to teaching observation and student performance. The four ratings established by NYSED are: **HIGHLY EFFECTIVE, EFFECTIVE, DEVELOPING, and INEFFECTIVE (HEDI).**

Teacher Observation Category Scoring

Teachers will be measured on classroom observation by a building principal or other trained administrator in the district. During a formal and informal evaluation, each subcomponent that is observed within each domain will be scored in accordance with the following point system:

- Highly Effective Rating = 4 points
- Effective Rating = 3 points
- Developing Rating = 2 points
- Ineffective Rating = 1 point

		TEACHER OBSERVATION			
STUDENT PERFORMANCE		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective
	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D	D	I	I

**In the event that an educator earns a score of 1 on all rated components of the rubric across all observations, the teacher will receive a score of zero (0) will be assigned.*

Based on the total number of subcomponents observed during a single formal or informal observation an average will be calculated for a final score for that specific observation. If multiple observations are completed within a specific category (formal or informal) a final score for that category will be calculated by calculating the average of all subcomponents from all observations.

Highly Effective	18-20	90% - 1000%
Effective	15-17	75% -89%
Developing	13-14	60%-74%
Ineffective	0-12	0-59%

EVALUATION PROCEDURES

Evaluation is a professional and highly personal undertaking for both teachers and administrators. The primary goal of the teacher and administrator evaluations is to enhance individual performance, thereby improving instruction and facilitating the highest levels of student achievement. It is most effective when it leads to ongoing self-reflection of professional practice and individual goal setting on the part of each staff member. Teacher evaluation will be based on the NYS Criteria, and further clarified with *Danielson's Framework for Teaching (2011)* and Professional Performance rubrics.

Teacher performance will be assessed through general supervision, as well as through formal and informal observation of classroom and related professional activities, focusing on the criteria as addressed in the four domains:

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

Formal and informal observations will focus on determining the appropriateness of the curricular content, student engagement in their learning, and assessment of student learning.

TEACHER OBSERVATIONS TENURED TEACHERS

Informal classroom observations will be conducted on all tenured teachers a minimum of two (2) times each school year throughout the probationary period. Observations will utilize the items listed in the *Danielson Framework for Teaching Revised 2011* and will seek to obtain evidence of each component during the classroom visit. Although each observation may not encompass all 22 items of the rubric, the overall evaluation will provide evidence of such throughout the school year. Observations will be delineated as listed below:

EVALUATOR	Announced INFORMAL (80%)	Unannounced INFORMAL (20%)
Observation by a principal or other trained administrator	Minimum of 1 announced	
Observation by an impartial independent trained evaluator		Minimum of 1 unannounced

A minimum of one observation will be completed before the February recess, the write may come after the recess. All observations and written reports to teachers will be completed by June 1 of each school year. Observations will be conducted a minimum of one month between each other.

TEACHER OBSERVATIONS- NON-TENURED TEACHERS

Formal classroom observations will be conducted on all non-tenured teachers a minimum of two (2) times each school year throughout the probationary period. Observations will utilize the items listed in the Danielson Framework for Teaching Revised 2011 and will seek to obtain evidence of each component during the classroom visit. Although each observation may not encompass all 22 items of the rubric, the overall evaluation will provide evidence of such throughout the school year. Observations will be delineated as listed below:

EVALUATOR	Announced FORMAL (80%)	Unannounced INFORMAL (20%)
Observation by a principal or other trained administrator	Minimum of 1 announced	
Observation by an impartial independent trained evaluator		Minimum of 1 unannounced

A minimum of one observation will be completed by January 31st of each school year, the written response may come after January 31st. All observations and written reports to teachers will be completed by June 1 of each school year. Observations will be conducted a minimum of one month between each other. If both the informal and formal observation generates an overall *Developing or Ineffective* rating, an additional unannounced informal observation will occur. When possible, the additional observation should be conducted at least one month after the last observation.

TENURED AND NON-TENURED TEACHERS FINAL SCORE

Based on the final score received in each of the categories (formal and informal), the score will be weighted appropriately based on the percentage listed above. The sum of these scores will be converted to a HEDI rating based on the locally negotiated ranges listed below:

	Overall Observation Category Score and Rating	
	Minimum	Maximum
H	3.5	4.0
E	2.5	3.49
D	1.5	2.49
I	0	1.49

**If a teacher is rated ineffective in the student performance category and a State-designed supplemental assessment was included as an optional subcomponent of the student performance category, the teacher can be rated no higher than ineffective overall pursuant to Education Law 555(a) and 7.*

Teachers will be notified of announced formal or informal observations a minimum of one (1) calendar week prior to the observation taking place. Included in the notification will be a specific date, time, period, location, etc. for the evaluation appointment. Teachers should use the Pre-Conference Observation Form to make notations and references during the pre-conference. This form is not required to be submitted to the evaluating administrator. It will serve as speaking points during the pre-conference. Such conference will occur no more than two (2) school days prior to the announced observation. However, this timeframe is subject to change due to unforeseen circumstances and if mutually agreed upon by all parties.

District evaluators (including the Superintendent of Schools and Assistant Superintendents) may conduct additional classroom observations as necessary, based on specific teacher needs. Observations may be in the format of formal and informal classroom observations as well as walk-through visits.

TEACHER RESPONSIBILITIES FOR ANNOUNCED FORMAL/INFORMAL OBSERVATION

Administrators will schedule a pre-observation conference prior to the scheduled announced formal observation. The evaluating administrator and teacher will review the following during each pre-observation meeting:

- lesson plans,
- learning targets for the lesson,
- the planned instructional activities,
- expected learning outcomes,
- assessment of student learning
- any other relevant information.

THE POST-OBSERVATION CONFERENCE FOR ANNOUNCED FORMAL OBSERVATION

(applicable to non-tenured staff only)

Formal observations will be followed up with a Post-Observation Conference scheduled by the observer within five (5) school days of the observation. As noted above, supervising administrators and teachers are to synthesize the observation data and conduct a collaborative post-observation conference following an observation. The primary purpose of the post-observation conference is to engage in shared analysis of the lesson, review the impact of teacher decisions made concerning curriculum,

design and delivery of instruction, student engagement, and assessment of learning. Conferences will expect teachers to reflect on the effectiveness of the lesson and its components. Each conference will explore ideas on how to increase student learning and improve achievement outcomes. The post-observation conference will serve as a model for the type of reflective analysis that teachers are expected to practice daily. Teachers are not required

to complete the questions but should use to make notations to reference during the learning conversation that will take place at the post-conference.

Timeframes may be adjusted due to unforeseen extenuating circumstances.

WRITTEN OBSERVATION REPORTS

Furthermore, a completed written Observation Report (found in the Appendix) will be presented to the teacher for review no later than ten (10) school days following the classroom observation. Formal Observation Reports will include:

- reference to the learning objective,
- a summary of the lesson and the learning taking place,
- analysis and feedback of instruction,
- a summary of the post-observation conference,
- recommendations and/or commendations,
- where relevant, connections by mapping past observations.

Timeframes may be adjusted due to unforeseen extenuating circumstances.

INFORMAL OBSERVATIONS AND FEEDBACK

In addition to informal observations that result in an evaluation write-up, periodic brief classroom visits and walk-through observations will be conducted throughout the school years that are not necessarily followed with a formal written observation report. **Upon entering the room, the evaluator should indicate to the teacher, that the observation will be used for their APPR evaluation. Informal observations will be 15-20 minutes in duration.**

A learning conversation regarding the informal classroom visit used for a teacher's APPR evaluation will occur within four (4) days of the informal observation. Informal observations that will be followed by a written observation report must be submitted to the teachers within ten (10) school days of the informal observation. These classroom visits are designed to review a teacher's instructional practices, help build the administrators' awareness of the programs and instructional methodology in place and support a continuing dialogue between the teacher and the supervisor. Furthermore, informal observation visits are expected to foster collaboration, contribute to teacher-supervisor relationships, help to identify programmatic needs, expand on best teaching practices, and assist with school improvement initiatives. Timeframes may be adjusted due to unforeseen extenuating circumstances.

GENERAL SUPERVISORY REPORTS

General supervisory reports dealing with positive or negative miscellaneous aspects and qualities of a teacher, which have a bearing upon the teacher's performance, may be written by an administrator at any time. Such reports may be in the format of email correspondence, memos, letters, etc.

COUNSELING LETTERS

Counseling letters (also known as "Holt" letters) may be utilized when critical of a teacher's performance, these letters will provide suggestions and emphasize expected outcomes. Furthermore, such letters must: include strategies for improvement, be written on school or district letterhead, and indicate that they will be placed in the teacher's permanent personnel file if applicable.

CONTINUOUS IMPROVEMENT

At the beginning of each year, instructional supervisors will review district and school goals, individual goals, and the district professional performance criteria. Meetings will take place on either a group or individual basis.

ATTENDANCE

Regular attendance is vital for the continuity of instruction and student learning. Attendance records will be reviewed periodically and statements of attendance included in each annual professional performance review, staff members will be reminded of their attendance as necessary and may be done in writing.

INEFFECTIVE TEACHER PERFORMANCE

Teachers who are not meeting the State and District's professional performance standards are to be placed on a Teacher Improvement Plan (TIP). (See Appendix for TIP forms). According to the regulations, a district must develop and implement a TIP for teachers receiving a final rating of Developing or Ineffective. TIPS must be developed and implemented by October 1 in the school year following the year the teacher received such a rating. The District in consultation with the teacher, the PMCT President or designee, and the Assistant Superintendent for Instruction shall develop the TIP action plan. The TIP is designed to help a teacher who has been found to have ineffective or developing professional practice. A teacher on a Patchogue-Medford TIP will be provided a document that will format specify the following:

- identification of specific behaviors to be changed, with a precise statement of expected outcomes,
- a timeline for accomplishing change including the frequency and nature of required observations,
- actions that the teacher will take to make the desired changes,
- supports that are available to the teacher, including people, materials, or professional development opportunities, *monitoring/evaluation methods.

At any time, the supervisor feels that a teacher has made a significant process in the areas identified in the TIP, timelines can be adjusted accordingly. At no time during the TIP process can new areas for improvement be added. Additional concerns regarding classroom instruction

and planning should be noted in the formal or informal observations. If necessary, a new TIP may be developed in the following school year.

TRAINING OF OBSERVERS & EVALUATORS

Periodic in-service sessions will be made available to ensure that all administrators and teachers are familiar with the District's APPR Methods. Professional performance criteria for staff and effective instructional strategies will be reviewed annually at administrative meetings. The District will ensure that all lead evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by a certified BOCES Network Team personnel or another highly qualified trainer hired by the district. The use of performance data to inform instruction, and the primary purposes of supervision and evaluation, as part of the process for improvement of teaching and learning, and ensuring that students have high-quality instruction will continuously be reviewed.

SHARED UNDERSTANDING REGARDING TEACHER PERFORMANCE

- Teachers shall receive from their administrators and /or immediate supervisor(s) candid appraisal of their work, and supervisory assistance.
- Each teacher will receive a completed, electronic copy of all observation reports. Teachers have the right to discuss such reports with the supervisor who completed them. Teachers shall acknowledge such reports.
- The teacher has a right to submit a written response for any observation.
- Teachers must acknowledge this on Frontline within ten (10) days.
- Acknowledging through Frontline indicates receipt is not a necessary agreement.
- Discussions concerning negative aspects of a teacher's performance will whenever possible, not take place when students or other school personnel not having an interest are present.
- Teachers may have the building representative or designee present for observation conferences.
- Personnel files shall remain confidential, except to members of the Board of Education, Administrative staff, and those authorized in writing by the teacher.
- A teacher may review his/her Personnel file by appointment.

EMPLOYMENT DECISIONS

The District's adopted Annual Professional Performance Review supports the professional growth of all educators. A successful review system should provide timely feedback, an opportunity to acknowledge educators' strengths as well as their weaknesses, and an opportunity for the educator to demonstrate professional growth.

Annual Professional Performance reviews, using the designated quality rating categories of Highly Effective, Effective, Developing, and Ineffective (HEDI), will be used as a significant factor in employment decisions

PROFESSIONAL DEVELOPMENT

An overall goal of the Patchogue-Medford School District is to include the use of the APPR as a significant factor in teacher and principal development, including, but not limited to, coaching, induction support (mentoring), and differentiated professional development. The District Professional Development Plan provides opportunities for teachers to have input into the selection of staff development and provides access to a variety of different staff development opportunities. The focus of staff development will be on the improvement of student performance and will be aligned with State Standards and New York State Teaching Standards.

TIMELY AND CONSTRUCTIVE FEEDBACK

Teachers will receive a comprehensive Annual Professional Performance review and have the opportunity to discuss the review with their supervisor. In addition, any teacher rated ineffective or developing will begin the Teacher Improvement Plan (TIP) process.

TEACHER IMPROVEMENT PLANS (TIP)

The Teacher Improvement Plan (TIP) is designed to provide support through communication, discussion, and collaboration in identified areas of significant concern. When a teacher receives an overall performance rating of "developing" or "ineffective" through an annual professional performance review, a Teacher Improvement Plan will be developed and implemented. A TIP must be implemented by October 1 for the school year. Upon rating a teacher as "developing" or "ineffective" through an annual professional performance review, the District will develop and formulate the implementation of a teacher improvement plan (TIP) for such teachers. Participants in the improvement plan process include the teacher in need of improvement, a PMCT union representative, the building principal, the department director (if applicable), and the Assistant Superintendent for Instruction and/or Assistant Superintendent for Human Resources.

- By October 1, a planning meeting will be scheduled to develop an improvement plan.
- The teacher improvement plan will be developed at the planning meeting. The teacher improvement plan will describe the following: the rationale for the improvement plan, areas in need of improvement (as outlined in the Frameworks: Planning and Preparation, Classroom Environment; Instruction, and/or Professional Responsibilities), support to be provided to the teacher by the District and the PMCT, and schedule for a follow-up meeting for the teacher to obtain administrative feedback.
- The TIP will be implemented no later than October 1 in the school year for which the Tip is assigned.
- Continued concerns may warrant consideration of the removal of probationary teachers or a 3020a procedure of tenured faculty.

- Teacher Improvement Plan timelines may be altered and modified if agreed upon in writing between the District administrators and the PMCT member. Timelines will be revised on the TIP form.

The TIP will define specific standards-based goals that a teacher must make progress toward attaining within a specific period of time. The TIP will include:

- The identification of areas that need improvement
- Differentiated activities to support improvements in these areas
- A timeline for achieving improvement
- The manner in which achievement will be assessed

The Teacher Improvement Plan will clearly describe the professional learning activities that the teacher will be required to complete. These activities must be directly connected to the areas in need of improvement and those that are deficient. Additional assistance and support supplied by administrators and other participants will be stated in such TIPS whenever feasible. Teachers may be asked to supply artifacts that will serve as benchmarks for their improvement. Furthermore, such evidence will be utilized during the final stage of the improvement plan as reasonable support as to whether or not the TIP is needed to continue into the next year.

APPR APPEALS PROCESS

Pursuant to Education Law 53012-d, a teacher may only challenge the following in an appeal: An overall performance rating of "ineffective" on the annual evaluation is the only rating subject to appeal. Teachers who receive a rating of "highly effective", "effective" or "developing" shall not be permitted to appeal their rating.

Tenured teachers who are rated highly effective, effective, or developing may elect to submit a written response to their overall rating, which response shall be appended to the APPR Evaluation and filed in the teacher's personnel file. Such response shall be filed within ten (10) business days, occurring during the school year including summer recess, of the teacher's receipt of the APPR evaluation.

Non-tenured (probationary) teachers shall not be permitted to appeal any aspect of their annual evaluation, or the school district's issuance and/or implementation of the terms of a teacher improvement plan. Probationary teachers who are rated highly effective, effective, developing, or ineffective may elect to submit a written response to their overall rating, which response shall be appended to the APPR evaluation and filed in the teacher's personnel file. Such response shall be filed within ten (10) business days, occurring during the school year including summer recess, of the teacher's receipt of the APPR evaluation.

WHAT MAY BE CHALLENGED IN AN APPEAL

Appeal procedures will limit the scope of appeals under Education Law §3012-d to the following:

1. the substance of the annual professional performance review: which shall include the following:
 - I. in the instance of a teacher receiving a rating of ineffective on the Student Performance category but receives a rating of Highly Effective on the Observation category based on an anomaly, as determined locally;
2. the school districts or board of education's adherence to the standards and methodologies required for such review pursuant to Education Law §3012-d and Subpart 30-3 of the 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 or board of education's issuance and/or implementation of the terms of the teacher improvement plan under Education Law §3012-d and Subpart 30-3 of the Commissioner's regulations.

BURDEN OF PROOF

In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which the petitioner seeks relief.

APPEAL PROCESS

Within ten (10) business days of the receipt of the teacher's annual evaluation, issuing of the TIP, or completion of the TIP, the teacher may request in writing a review by the Superintendent of Schools or his/her designee.

The appeal writing shall articulate in detail the basis of the appeal to the Superintendent of Schools or his/her designee. Failure to articulate a particular basis for the appeal in the aforesaid appeal writing shall be deemed a waiver of that claim.

- Within ten (10) business days, of receipt of the appeal, the Superintendent of Schools or his/her designee shall render an initial determination, in writing, respecting the appeal.
- Within 10 days of the Superintendent's determination, the affected teacher may elect to review the appeal papers by one outside expert who will be chosen from a panel of three persons selected by the District and PMCT, which panel shall be established by the parties. The initial panel shall be identified in a separate writing between the parties. The panel composition shall be reviewed annually. The panelists shall be selected in rotating order; if a panelist is unavailable, the next listed panelist will be chosen.

- The cost of expert review shall be borne equally by the parties.
- The selected panelist may recommend a modification of the TIP, or modification of the rating, along with his/her rationale for the same.
- Expert review shall be completed within ten (10) business days of delivery of the written request for review to the panel member. No hearing shall be held.
- The review shall be based solely on the original written appeal, the Superintendent's original determination, the supporting papers submitted by the teacher, and the response, if any, submitted by the teacher's evaluator.
- The selected panelist's written review recommendation shall be transmitted to the Superintendent and appellant upon completion.
- The Superintendent shall consider the written review recommendation of the selected panelist and shall issue a written decision within ten (10) days thereof.
- The determination of the Superintendent of Schools, or his/her designee, shall be final and shall not be grieveable, arbitral, nor reviewable in any other forum; however, the failure of either party to abide by the above agreed-upon process shall be subject to the grievance procedure.

CLASSROOM TEACHER PRE-OBSERVATION CONFERENCE FORM

(Conversational Speaking Points)

1. What are your learning outcomes for this lesson? What do you want the students to understand? (1a, 1c)
2. How does this lesson fit into the sequence of learning for this class? (1a, 1e)
3. How will you engage the students in learning? What will you do? What will the students do? Will the students work in groups, individually, or as a large group? Provide any handouts or other materials the students will be using. (1b, 1d, 1e)
4. Describe any modifications you will make to accommodate individuals or groups of students in this class. (1b, 1d)
5. During the lesson, how will you monitor student progress? (1f)
6. How and when will you know whether the students have learned what you intend? (1f)
7. Is there anything else, either about your students or your classroom, that you would like an observer to know?
8. Which components of teaching would like the observer to specifically observe during the lesson?

Informal Observation Evaluation Form Patchogue-Medford

Evaluator: _____ Subject/Grade: _____

Date of Observation: _____

Employment Status: Tenured ____ Non-Tenured ____

Learning Objective:

Summary of Lesson:

Domain 1- Planning and Preparation	Ineffective 1 pt	Developing 2 pts	Effective 3 pts	Highly Effective 4 pts
1 a. Demonstrating Knowledge of Content and Pedagogy				
1 b. Demonstrating Knowledge of Students				
1 c. Setting Instructional Outcomes				
1 d. Demonstrating Knowledge of Resources				
1 e. Designing Coherent Instruction				
If. Designing Student Assessments				
Domain 1 Evidence and Comments/Suggestions:				
Domain 2- The Classroom Environment	Ineffective 1 pt	Developing 2 pts	Effective 3 pts	Highly Effective 4 pts
2a. Creating an environment of respect and rapport				
2b. Establishing a culture for learning				
2c. Managing classroom procedures				
2d. Managing Student Behavior				
2e. Organizing Physical Space				
Domain 2 Evidence and Comments/Suggestions:				
Domain 3- Instruction	Ineffective 1 pt	Developing 2 pts	Effective 3 pts	Highly Effective 4 pts

3a. Communication with students				
3b. Using questioning/prompts and				
3c. Engaging students in learning				
3d. Using assessment in instruction				
3e. Demonstrating flexibility and responsiveness				
Domain 3 Evidence and Comments/Suggestions:				
Domain 4- Professional Responsibilities	Ineffective 1 pt	Developing 2 pts	Effective 3 pts	Highly Effective 4 pts
4a. Reflecting on Teaching				
4b. Maintaining Accurate Records				
4c. Communicating with families				
4d. Participating in a Professional Community				
4e. Growing and Developing Professionally				
4f. Demonstrating Professionalism				
Domain 4 Evidence and Comments/Suggestions:				

Total Observable Components _____ Total Points _____ Overall Observation Score _____

Overall Observation Category Score and Rating	
Minimum	Maximum
3.5	4
2.5	3.49
1.5	2.49
	1.49

Teacher Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

Informal Observation Evaluation Form Patchogue-Medford

Evaluator: _____ Class/Period: _____ Subject: _____

Date of Observation: _____ Time In: _____ Time Out: _____

Date of Learning Conversation (Post-Conference): _____

Domain 2- The Classroom Environment	Ineffective 1 pt	Developing 2 pts	Effective 3 pts	Highly Effective 4 pts
2a. Creating an environment of respect and rapport				
2b. Establishing a culture for learning				
2c. Managing classroom procedures				
2d. Managing Student Behavior				
2e. Organizing Physical Space				
Domain 3- Instruction	Ineffective 1 pt	Developing 2 pts	Effective 3 pts	Highly Effective 4 pts
3a. Communication with students				
3b. Using questioning/prompts and				
3c. Engaging students in learning				
3d. Using assessment in instruction				
3e. Demonstrating flexibility and responsiveness				

Actions & Statements/Questions: _____

Total Observable Components _____ Total Points _____ Overall Observation Score _____

Overall Observation Category Score and Rating	
Minimum	Maximum
3.5	4
2.5	3.49
1.5	2.49
	1.49

Teacher Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

POST-OBSERVATION CONFERENCE

(Conversational Speaking Points)

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

The document should be used for notations and conversational speaking points during the post observation conference. The form does not need to be submitted to the administrator.

PATCHOGUE-MEDFORD SCHOOL DISTRICT TEACHER IMPROVEMENT PLAN

Name: _____ Building: _____ Grade/Subject: _____

Identification of Areas Needing Improvement	Action Recommended <i>(Strategies the teacher will use to improve)</i>	The manner in which improvement will be assessed	Resources	Timeline	Administrators Responsible
Knowledge of Students and Student Learning					
Knowledge of Content and Instructional Planning					
Instructional Practice					
Learning Environment					
Assessment for Student Learning					

Teacher's Comments:

Administrator's Comments: _____

Teacher's Signature

Date

Administrator's Signature

Date

Teacher Improvement Plan Evaluation

Name: _____

Building: _____

Grade / Subject: _____

Areas Needing Improving	Action Taken	Progress Noted		
		Satisfactory	Limited	Unsatisfactory

Teacher's Comments: _____

Administrator's Comments:

Teacher's Signature

Date

Administrator's Signature

Date