



Cheektowaga Central School District

APPR

Teacher Evaluation Manual

Revised February 2025

ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR)

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Statement of Purpose:

It is the intent of the Cheektowaga Central School District to foster ongoing professional growth and development, reflection, and refinement of professional practice for all of its faculty and staff in order to improve teaching and learning. The protocols, instruments, and rubrics included in this document are to be considered a framework for a cycle of continuous improvement and efficacy for all students, faculty, and staff.

Rationale:

In accordance with Ed Law §3012-d, amended in 2019, the evaluation processes herein are based on the New York State Teaching Standards provided by the Commissioner of Education pursuant to the Regulation 100.2. However, the ultimate purpose of a quality Annual Professional Performance Review Plan (APPR) is much more than fulfilling a State mandate. It is an essential process by which the entire learning organization can achieve its mission and vision for all students. The Cheektowaga Central School District is committed to focusing its efforts and resources to bring about a meaningful evaluation process as an important means to achieve this goal. *The CCSD bases its APPR on the collective works of Charlotte Danielson, most specifically: Enhancing Professional Practice; A Framework for Teaching, 2nd Edition, 2011. (Appendix A)*

Committee Members

Administration:

Dennis Kane, Superintendent
Mary Morris, Assistant Superintendent
Cheryl Buggs, Dir. of Human Resources
Maureen George, Dir. of Learning
Scott Zipp, HS Principal
Steven Wright, PH Principal

CCTA:

Jeff Kuemmel, CCTA President
Paul Aroune, NYSUT
Kevin Fitzgerald, Teacher
David Guzzino, Teacher
Melissa Rogers, Teacher
Lynnae Kwilas, Teacher
Luke Silliman, Teacher

Statement of No Change: The content on this page reflects the original language as approved in the district's prior APPR plan. No updates were made to this section.

TEACHER OBSERVATION EVALUATION PLAN

During the 2011-12 school year, Cheektowaga Central School District and CCTA collaboratively developed the new APPR based on the Charlotte Danielson 2011 Framework for Teaching model. In 2016-2017 the collaboration continued, updating the APPR to meet new State mandates (3012d). The Danielson 2011 model still being used.

In February 2025, Cheektowaga Central completed a materials change to our 3012-d APPR plan. We updated the process from using individual Student Learning Objectives (SLOs) for identified subgroups to a Districtwide SLO score applied to all teachers. These updates were made to align with changes to Education Law §3012-d enacted in 2019, which prohibit the use of Grades 3–8 state assessments and state-provided growth scores in teacher evaluations. Additionally, the district moved away from using Regents scores for individual SLOs to promote a more consistent and equitable approach to measuring student growth across all content areas and grade levels. The revised sections of the plan are noted in the document.

As outlined in the original plan, all teachers will have an end of the year meeting. This meeting will be to review the following:

1. Professional Goals
2. Formal Announced Observation* for all teachers annually
3. Unannounced Walk Through for all teachers annually (ample notice will be given).
4. Teacher Reflection

*Formal observation includes:

- Pre-Observation Planning Form completed prior to the lesson
- Pre-Observation conference if needed
- Observation
- Post-Observation conference if needed

Statement of change: The content on this page reflects changes made to align with revisions to Education Law §3012-d, amended in 2019 and the materials change approved by NYSED in February 2025.

OBSERVATION PROCEDURES FOR TEACHERS

- A. A minimum of 1 announced observation (class period) per year. A raw score of 0 to 40 will be assigned. This will constitute 90% of the “Observation Category” of the APPR score.
1. All announced observations will be completed by a trained building administrator or trained Central Office administrator. If the situation warrants, the building principal or teacher may request an additional announced observation from the building administrator or another district administrator. If more than one administrator does an announced observation, the administrative observers will meet together at least once to discuss their classroom visits.
 2. All announced observations will have a pre-observation conference unless the administrator determines this is unnecessary and the teacher agrees. Whether or not there is a pre-observation conference, a Pre-Observation Planning Form (Appendix B) will be completed.
- B. A minimum of 1 documented walk through per year. The administrator will give ample notice of when walkthroughs will take place. This will constitute 10% of the “Observation Category” of the APPR score.
1. All walkthroughs will be completed by a Central Office administrator (impartial independent trained evaluator). If the situation warrants, the Central Office administrator or teacher may request an additional walk through from the same or another Central Office administrator. If more than one administrator does a walk through, the administrative observers will meet together at least once to discuss their classroom visits.
 2. For walkthroughs, the three highest scores for Domain 2 and the three highest scores for Domain 3 will be totaled for a raw score of 0 to 24.

All formal observations and walkthroughs will result in a Classroom Observation Form (Appendix C) being completed by the appropriate administrator and signed by the administrator and teacher. This form will be placed in the personnel file. A meeting may be requested by either the administrator or teacher.

Statement of No Change: The content on this page reflects the original language as approved in the district’s prior APPR plan. No updates were made to this section.

ADDITIONAL PROCEDURES FOR ALL TEACHERS

1. The teacher shall complete Professional Goals in the *Frontline Education: Employee Evaluation Management (EEM)* system and submit by October 1 (Appendix D) each year. It shall be reviewed and finalized by the building administrator.
2. The teacher shall prepare an annual reflection encompassing activities in and outside of the classroom, which is to be submitted in the *Frontline EEM* System by June 1.
3. All teachers will have an end of the year meeting with a building administrator*.
4. Copies of Pre-Observation Forms (Appendix B), Classroom Observation Forms (Appendix C), the Professional Goals (Appendix D), Teacher Reflection (Appendix E) and Scoring Summary-3012-d Composite Score Report (Appendix F) shall be maintained in the *Frontline Employee Evaluation Management [EEM]* System.
5. All provisions of Article 2 of the Contract between the Cheektowaga Central Teachers' Association and the Cheektowaga Central School District shall remain in effect.

*designated by the building principal

Statement of Change: The content on this page reflects updates made to align with the district's transition from hard copy APPR evaluation documents to the use of the Frontline Education: Employee Evaluation Management (EEM) system.

STUDENT PERFORMANCE

APPR §3012-d STUDENT GROWTH CATEGORY

[approved pursuant to Education Law §3012-d reflecting a material change approved by NYSED on 2/20/25]

A. ALL TEACHERS

Who? All Teachers

How? District-Wide Student Learning Objective (SLO) based on the results of STAR Reading grades 1-11. One group SLO will be written by all teachers (Appendix G), with tiered targets of student growth, as measured using historical data and STAR pre-test results. The SLO must be approved by the superintendent or his/her designee.

CHEEKTOWAGA CSD (Approved 2/20/2025)

Submit both required subcomponents and the overall rating

Evaluation plan includes REQUIRED subcomponents only; optional subcomponents not used

- > Student performance for these educators is based on the REQUIRED student performance subcomponent.
- > The optional student performance subcomponent is not used.
- > Educator performance is based on the REQUIRED (lead evaluator and independent evaluator) subcomponents.
- > The optional (peer) observation/school visit subcomponent is not used.

STUDENT PERFORMANCE	Tasks 2/7 and 3/8 of Evaluation Plan
REQUIRED (0-20 score)	OPTIONAL NOT USED: DO NOT SUBMIT OPTIONAL SCORE
SLO from Task 2/7	
TEACHERS	
<i>Collectively attributed results</i>	
Collectively attributed results: STAR Reading	
> All Teachers	
PRINCIPALS	
<i>Collectively attributed results</i>	
Collectively attributed results: STAR Reading	
> All Principals	
EDUCATOR PERFORMANCE (observation/school visits)	Task 4/9 of Evaluation Plan
REQUIRED (1.00-4.00 rubric score or 0.00)	OPTIONAL NOT USED: DO NOT SUBMIT OPTIONAL SCORE
Teachers and principals: 90% Lead Evaluator, 10% Independent Evaluator	
HEDI Ranges (all educators) > Ineffective: 0-1.49, Developing: 1.5-2.49, Effective: 2.5-3.49, Highly Effective: 3.5-4	
OVERALL RATING (ORXX, rating only)	Based on student performance and observation/school visit ratings using the evaluation matrix

Providing evaluation results to educators:

- Scores and ratings should be provided to educators no later than September 1.
- When distributing staff evaluation results to educators, all applicable subcomponent scores and ratings, category ratings and overall ratings should be provided.
- This group of educators should receive five (5) scores/ratings: (1) required student performance subcomponent score, (2) student performance category rating, (3) required teacher observation/principal school visit subcomponent score, (4) teacher observation/principal school visit category rating, and (5) overall rating.

Statement of change: The content on this page reflects changes made to align with revisions to Education Law §3012-d, which prohibit the use of Grades 3–8 state assessments in teacher evaluations.

A Framework for Teaching Charlotte Danielson 2011

Domain 1: Planning and Preparation A: Demonstrating Knowledge of Content and Pedagogy Knowledge of Content and the Structure of the Discipline Knowledge of Prerequisite Relationships Knowledge of Content-Related Pedagogy B: Demonstrating Knowledge of Students Knowledge of Child and Adolescent Development Knowledge of the Learning Process Knowledge of Students' Skills, Knowledge and Language Proficiency Knowledge of Students' Special Needs C: Selecting Instructional Outcomes Values, Sequence and alignment Clarity Balance Suitability for Diverse Students D: Demonstrating Knowledge of Resources Resources for Classroom Use Resources to Extend Content Knowledge and Pedagogy Resources for Students E: Designing Coherent Instruction Learning Activities Instructional Materials and Resources Instructional Groups Lesson and Unit Structure F: Designing Student Assessments Congruence with Instructional Outcomes Criteria and Standards Design of Formative Assessments Use of Planning	Domain 2: The Classroom Environment A: Creating an Environment of Respect and Rapport Teacher Interaction with Students Including Both Words and Actions Student Interactions with Other Students Including Both Words and Actions B: Establishing a Culture for Learning Importance of the Content and of Learning Expectations for Learning and Achievement Student Pride in Work C: Managing Classroom Procedures Management of Instructional Groups Management of Transitions Management of Materials and Supplies Performance of Non Instructional Duties D: Managing Student Behavior Expectations Monitoring of Student Behavior Response to Student Misbehavior E: Organizing Physical Space Safety and Accessibility Arrangement of Furniture and Use of Physical Resources
Domain 4: Professional Responsibilities A: Reflecting on Teaching Accuracy Use in Future Teaching B: Maintaining Accurate Records Student Completion of Assignments Student Progress in Learning Non instructional records C: Communicating with families Information about the Instructional Program Information about Individual Students Engagement of Families in the Instructional Program D: Participating in a Professional Community Relationships with Colleagues Involvement in a Culture of Professional Inquiry Service to the School Participation in School and District Projects E: Growing and Developing Professionally Enhancement of Content Knowledge & Pedagogical Skill Receptivity to Feedback from Colleagues Service to the Profession F: Showing Professionalism Integrity and Ethical Conduct Service to Students Advocacy Decision Making Compliance with School and District Regulations	Domain 3: Instruction A: Communicating with Students Expectations for Learning Directions for Activities Explanations of Content Use of Oral and Written Language B: Using Questioning and Discussion Techniques Quality of Questions/Prompts Discussion Techniques Student Participation C: Engaging Students in Learning Activities and Assignments Grouping of Students Instructional Materials and Resources Structure and Pacing D: Using Assessment in Instruction Assessment Criteria Monitoring of Student Learning Feedback to Students Student Self -Assessment and Monitoring of Progress E: Demonstrating Flexibility and Responsiveness Lesson Adjustment Response to Students Persistence

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CHEEKTOWAGA CENTRAL SCHOOL DISTRICT

Pre-Observation Planning Form

[Show Submission History](#)

Pre-Observation Planning Form

User Information	
Name: CCSD Educator *Demo	Title:
Building: DIST	Department: None
Grade: None	Evaluation Type: *Demo
Assigned Administrator: George, Maureen	Evaluation Cycle: 09/01/2024 - 06/30/2025
Saved By: N/A	Date Submitted: Incomplete
Acknowledged By: N/A	Date Acknowledged: Unacknowledged
Finalized By: George, Maureen	Date Finalized : 05/02/2025 10:16 am EDT

Meeting Date:

Grade Level/Subject Area:

Date of Observation:

Time:

A formal lesson plan should be attached that includes:

- Common Core Learning Standards
- Learning objective for the lesson
- A description of the activity including the teaching strategies being used
- A description of how student learning will be assessed
- All supporting documents for the lesson

1. What prerequisite information has been taught?

2. What challenges may your students experience and how will you address those challenges? List any information regarding class dynamics or other environmental factors that would be useful to the observer.

3. What areas would you like specific feedback on during the observation?

File List

File Name	Date Uploaded	Size		

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Statement of Change: The content on this page reflects updates made to align with the district's transition from hard copy APPR evaluation documents to the use of the Employee Evaluation Management (EEM) system in Frontline.

CHEEKTOWAGA CENTRAL SCHOOL DISTRICT

Formal Observation Sample

Formal Observation				
User Information				
Name: CCSD Educator *Demo		Title:		
Building: DIST		Department: None		
Grade: None		Evaluation Type: *Demo		
Assigned Administrator: George, Maureen		Evaluation Cycle: 09/01/2024 - 06/30/2025		
Saved By: N/A		Date Submitted: Incomplete		
Acknowledged By: N/A		Date Acknowledged: Unacknowledged		
Finalized By: George, Maureen		Date Finalized : 04/29/2025 12:04 pm EDT		
Domain 2: The Classroom Environment				
FFT 2013 (HEDI) - Component 2a				
Component	Ineffective	Developing	Effective	Highly Effective
2a Creating an Environment of Respect and Rapport Indicators: 1. Respectful talk, active listening, and turn-taking 2. Acknowledgment of students' backgrounds and lives outside the classroom 3. Body language indicative of warmth and caring shown by teacher and students 4. Physical proximity 5. Politeness and encouragement 6. Fairness	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior. Critical Attributes: 1. The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. 2. Students' body language indicates feelings of hurt, discomfort, or insecurity. 3. The teacher displays no familiarity with, or caring about, individual students. 4. The teacher disregards disrespectful interactions among students.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict. Critical Attributes: 1. The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. 2. The teacher attempts to respond to disrespectful behavior among students, with uneven results. 3. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks. Critical Attributes: 1. Talk between the teacher and students and among students is uniformly respectful. 2. The teacher successfully responds to disrespectful behavior among students. 3. Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. 4. The teacher makes general connections with individual students. 5. Students exhibit respect for the teacher.	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks. Critical Attributes: 1. The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. 2. There is no disrespectful behavior among students. 3. When necessary, students respectfully correct one another. 4. Students participate without fear of put-downs or ridicule from either the teacher or other students. 5. The teacher respects and encourages students' efforts.
Rubric Score: 0/0				

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Domain 3: Instruction				
FFT 2013 (HEDI) - Component 3a				
Component	Ineffective	Developing	Effective	Highly Effective
3a Communicating with Students Indicators: 1. Clarity of lesson purpose 2. Clear directions and procedures specific to the lesson activities 3. Absence of content errors and clear explanations of concepts and strategies 4. Correct and imaginative use of language	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. Critical Attributes: - At no time during the lesson does the teacher convey to students what they will be learning. - Students indicate through body language or questions that they don't understand the content being presented. - The teacher makes a serious content error that will affect students' understanding of the lesson. - Students indicate through their questions that they are confused about the learning task. - The teacher's communications include errors of vocabulary or usage or imprecise use of academic language. - The teacher's vocabulary is inappropriate to the age or culture of the students.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary. Critical Attributes: - The teacher provides little elaboration or explanation about what the students will be learning. - The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. - The teacher makes no serious content errors but may make minor ones. - The teacher's explanations of content are purely procedural, with no indication of how students can think strategically. - The teacher must clarify the learning task so students can complete it. - The teacher's vocabulary and usage are correct but unimaginative. - When the teacher attempts to explain academic vocabulary, it is only partially successful. - The teacher's vocabulary is too advanced, or too juvenile, for students.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding. Critical Attributes: - The teacher states clearly, at some point during the lesson, what the students will be learning. - The teacher's explanation of content is clear and invites student participation and thinking. - The teacher makes no content errors. - The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. - Students engage with the learning task, indicating that they understand what they are to do. - If appropriate, the teacher models the process to be followed in the task. - The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. - The teacher's vocabulary	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary. Critical Attributes: - If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. - The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. - The teacher points out possible areas for misunderstanding. - The teacher invites students to explain the content to their classmates. - Students suggest other strategies they might use in approaching a challenge or analysis. - The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline. - Students use academic language correctly.

FFT2013 - 3e N/A	
Component	Insufficient Evidence
N/A	

FFT 2013 - 3e Critical Attributes

Areas of Strength:

Areas for Growth:

Recommendations:

Additional Comments:

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Statement of Change: The content on this page reflects updates made to align with the district's transition from hard copy APPR evaluation documents to the use of the Employee Evaluation Management (EEM) system in Frontline.

CHEEKTOWAGA CENTRAL SCHOOL DISTRICT

Professional Goals

Professional Goals	
User Information	
Name: CCSD Educator *Demo	Title:
Building: DIST	Department: None
Grade: None	Evaluation Type: *Demo
Assigned Administrator: George, Maureen	Evaluation Cycle: 09/01/2024 - 06/30/2025
Saved By: N/A	Date Submitted: Incomplete
Acknowledged By: N/A	Date Acknowledged: Unacknowledged
Finalized By: George, Maureen	Date Finalized : 06/13/2025 2:10 am EDT
Date:	
Every effort should be made to connect Strategic Plan components to professional goals for teachers, below are some examples: <u>Management</u> 3.2 Work on Strategic Plan Committee Year 2 (making the document teacher friendly) Other <u>Communication</u> 1.1, 1.2, 1.3, 1.4 Project Positive Character Ed TACD Parent Communication Other <u>Student Achievement</u> 2.1, 2.2, 2.4 Project Positive Attendance Incorporating Standards Classroom Technology Kagan Thoughtful Classroom Writing Curriculum Literacy Designing Instruction Other <u>Professional Growth</u> 4.3, 4.4 Instructional Coaching Thoughtful Classroom Writing Curriculum Classroom Technology TACD Literacy Other	
1. Describe the goal you intend to work toward for this school year:	
2. Using your Strategic Plan Guidelines Identify the component(s) that your goal will be addressing:	
3. How do you intend to do it?	
4. How will you measure or demonstrate success?	
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CHEEKTOWAGA CENTRAL SCHOOL DISTRICT

TEACHER REFLECTION

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Teacher Reflection

User Information

Name: [REDACTED]	Title: Teacher
Building: [REDACTED]	Department: None
Grade: None	Evaluation Type: Tenured Teacher
Assigned Administrator: [REDACTED]	Evaluation Cycle: 09/01/2024 - 06/30/2025
Submitted By: [REDACTED]	Date Submitted: 04/29/2025 10:07 am EDT
Acknowledged By: N/A	Date Acknowledged: Unacknowledged
Finalized By: [REDACTED]	Date Finalized : [REDACTED]

Date: 4/29/2025

The Teacher Reflection is a narrative that enables the teacher to reflect on professional goal(s) and highlight his/her involvement in professional activities during the year. The teacher should explain how the professional goals and activities have affected his/her development and growth as an educator this year.

Consider in your reflection:

- To what extent did you achieve your goal(s)?
- Did you find it necessary to modify your goal(s)? If yes, how?
- Which activities did you find most useful?
- In what ways were your colleagues helpful to you in working toward your goal(s)?

Teacher Reflection:

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Statement of Change: The content on this page reflects updates made to align with the district's transition from hard copy APPR evaluation documents to the use of the Employee Evaluation Management (EEM) system in Frontline.

CHEEKTOWAGA CENTRAL SCHOOL DISTRICT

3012-d Composite Score Report

3012-d Composite Score Report (90/10)							
User Information							
Name: CCSD Educator *Demo				Title:			
Building: DIST				Department: None			
Grade: None				Evaluation Type: *Demo			
Assigned Administrator: 				Evaluation Cycle: 01/01/2024 - 01/01/2024			
Saved By: N/A				Date Submitted: Incomplete			
Acknowledged By: N/A				Date Acknowledged: Unacknowledged			
Finalized By: 				Date Finalized : 09/04/2024 11:55 am EDT			
New York State Performance Matrix							
Student Performance	Teacher Practice						
	N/A	Highly Effective	Effective	Developing	Ineffective		
	Highly Effective	Highly Effective	Highly Effective	Effective	Developing		
	Effective	Highly Effective	Effective	Effective	Developing		
	Developing	Effective	Effective	Developing	Ineffective		
Ineffective	Developing	Developing	Ineffective	Ineffective			
Teacher Practice							
Principal Observation Score Report (90%)							
Rubric	Progress	Score	Max	Criteria	Avg	Last Completed	
FFT 2013 (HEDI) - Component 2a	1 of 1	0	0	0	0	N/A	
FFT 2013 (HEDI) - Component 2b	1 of 1	0	0	0	0	N/A	
FFT 2013 (HEDI) - Component 2c	1 of 1	0	0	0	0	N/A	
FFT 2013 (HEDI) - Component 2d	1 of 1	0	0	0	0	N/A	
FFT 2013 (HEDI) - Component 2e	1 of 1	0	0	0	0	N/A	
FFT 2013 (HEDI) - Component 3a	1 of 1	0	0	0	0	N/A	
FFT 2013 (HEDI) - Component 3b	1 of 1	0	0	0	0	N/A	
FFT 2013 (HEDI) - Component 3c	1 of 1	0	0	0	0	N/A	
FFT 2013 (HEDI) - Component 3d	1 of 1	0	0	0	0	N/A	
FFT 2013 (HEDI) - Component 3e	1 of 1	0	0	0	0	N/A	
TOTAL:		0	0	0	0		
Principal Observation Average Score:							
Independent Evaluator Observation Score Report (10%)							
Rubric	Progress	Score	Max	Criteria	Avg	Last Completed	
FFT 2013 (HEDI) - Component 2a	1 of 1	0	0	0	0	N/A	
FFT 2013 (HEDI) - Component 2b	1 of 1	0	0	0	0	N/A	
FFT 2013 (HEDI) - Component 2c	1 of 1	0	0	0	0	N/A	
FFT 2013 (HEDI) - Component 2d	1 of 1	0	0	0	0	N/A	
FFT 2013 (HEDI) - Component 2e	1 of 1	0	0	0	0	N/A	
FFT 2013 (HEDI) - Component 3a	1 of 1	0	0	0	0	N/A	
FFT 2013 (HEDI) - Component 3b	1 of 1	0	0	0	0	N/A	
FFT 2013 (HEDI) - Component 3c	1 of 1	0	0	0	0	N/A	
FFT 2013 (HEDI) - Component 3d	1 of 1	0	0	0	0	N/A	
FFT 2013 (HEDI) - Component 3e	1 of 1	0	0	0	0	N/A	
TOTAL:		0	0	0	0		
Independent Observation Average Score:							
Weighted Principal Score (90%):							
Weighted Independent Score (10%):							
Teacher Practice Total Score:							
Teacher Practice Rating							
Student Performance							
Student Performance Score:							
Student Performance Rating							
 Print Edit Form							

Statement of Change: The content on this page reflects updates made to reformat the APPR Summary Form for use within the Frontline program. All components of the form remain the same as in the district's prior APPR plan.

Student Learning Objective

The district has discontinued the previous web-based program for creating Student Learning Objectives and will develop SLOs that meet all NYSED requirements. Districtwide SLO scores for Grades 1–11 will be calculated using STAR Reading assessment data in an Excel spreadsheet, providing a consistent, transparent, and locally managed process. Scores will be converted to teacher ratings using the NYSED HEDI rating ranges. An SLO template will be developed using the NYSED required elements.

Required Elements of a Student Learning Objective (SLO)

Required Element	Description
Student Population	Identifies the specific students whose learning is being measured (e.g., course roster, section, grade level).
Learning Content	Specifies the standards, skills, and concepts the SLO will address, aligned to NYSED Learning Standards and district priorities.
Interval of Instructional Time	States the length of the instructional period covered by the SLO (e.g., full year, semester), with rationale if not full year.
Evidence	Lists the assessments, performance tasks, or other measures used to determine student growth or achievement.
Baseline	Indicates students' starting performance levels based on prior data or pre-assessments.
Target	Defines the expected outcome for students by the end of the instructional period.
HEDI Criteria	Establishes scoring bands for Highly Effective, Effective, Developing, and Ineffective ratings.
Rationale	Explains why the learning content, evidence, and target were chosen and how they promote student success.

HEDI RATING SCALES

	Overall Student Performance Category Score and Rating			Overall Observation Category Score and Rating	
	Minimum	Maximum		Minimum	Maximum
H	18	20	H	3.5 to 3.75	4.00
E	15	17	E	2.5 to 2.75	3.49 to 3.74
D	13	14	D	1.5 to 1.75	2.49 to 2.74
I	0	12	I	0.00	1.49 to 1.74

Statement of change: The content on this page reflects the change from using a web-based program for creating and managing Student Learning Objectives to a district-developed tracking system.

Appendix H, *the Scoring Conversion Table*, is now embedded in the 3012-d Summary Report within Frontline EEM and has been removed as a separate document.]

TIP PROCEDURE

This Agreement is made by and between the Cheektowaga Central School District (“District”) and the Cheektowaga Central Teachers’ Association (“Association”), collectively referred to herein as the “Parties”.

In order to implement the requirements of NY Education Law §3012-d, and notwithstanding any other current bargaining obligation or agreement, the District and the Association hereby agree as follows:

ELEMENTS OF A TIP

The exclusive purpose of a TIP is the improvement of teaching practice and the issuing of a TIP is not a disciplinary action.

Use of a TIP shall be limited only to instances where the teacher has received an overall rating of “ineffective” or “developing” based on his or her single composite effectiveness score.

The TIP will define specific standard based goals that a teacher must make progress toward attaining within a specific period of time. A timeline for achieving improvement, the manner in which improvement will be assessed, and, where appropriate, differentiated activities to support improvement in these areas will be developed.

The TIP will clearly describe the professional learning activities that the educator must complete including how improvement will be measured and monitored and provide for periodic reviews (no less than five weeks; no more than ten weeks) with the teacher, principal, and union representative. The activities should be connected directly to the areas needing improvement. The artifacts that the teacher must produce that can serve as benchmarks of their improvement and as evidence for the final stage of their improvement plan should be described and could include items such as lessons, student work, or unit plans. The principal must clearly state in the TIP the additional support and assistance that the educator will receive.

The teacher, principal and a union representative will meet to discuss the contents of the TIP before implementation. The teacher, principal, and union representative will agree to the final TIP’s contents; if no agreement is reached by the deadline for implementation of the TIP, the Superintendent will examine the issues that are in dispute and determine what is the most appropriate corrective action for the disputed items. His decision shall be final and included in the final version of the TIP that is to be implemented.

Statement of No Change: The content on this page reflects the original language as approved in the district’s prior APPR plan. No updates were made to this section.

The TIP must be implemented no later than ten school days after the teachers are required to report at the beginning of the next school year. If there continues to be areas that need improvement during the year in which the TIP is in effect, the Plan will be reviewed and to the extent warranted modified not more frequently than once every five –week period in an effort to make the teacher successful.

A teacher who believes that the district has failed to meet its obligation to properly implement the terms of a TIP may seek relief through an appeal.

APPEALS

A teacher may appeal the implementation of the improvement plan in accordance with the appeals process procedure included in the APPR. Nothing in this Memorandum of Agreement shall in any way restrict or affect the District's non-reviewable authority to terminate the appointment of or deny tenure to a probationary teacher, and any such termination or denial shall not in any way be subject to challenge through the grievance and arbitration provisions of the collective negotiations agreement between the Parties or in any other forum.

Statement of No Change: The content on this page and pages in Appendix I reflect the original language as approved in the district's prior APPR plan. No updates were made to these sections.

CHEEKTOWAGA CENTRAL SCHOOL DISTRICT TEACHER IMPROVEMENT PLAN (TIP)

NAME OF TEACHER _____

NAME OF SCHOOL

ADMINISTRATOR'S NAME

SCHOOL YEAR _____

CHARLOTTE DANIELSON'S 2011 FRAMEWORK FOR TEACHING DOMAINS TO ADDRESS:

Domain 1:	Domain 2:	Domain 3:	Domain 4:
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TIP Start Date:	Anticipated Date of TIP Completion:
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TIP Review Anticipated Meeting Dates

1. _____ 2. _____ 3. _____ 4. _____

Identified domain Category	Actions to be Taken	Principal's responsibilities	Teacher's responsibilities	Timeline for completion	Success Indicators <i>Evidence and artifacts</i>	Improvements made and documented

INITIAL PLANNING SESSION

_____/_____
TEACHER SIGNATURE DATE

_____/_____
ADMINISTRATOR SIGNATURE DATE

_____/_____
ASSOCIATION REPRESENTATIVE DATE

ACCEPTANCE OF TIP PLAN

_____/_____
TEACHER SIGNATURE DATE

_____/_____
ADMINISTRATOR SIGNATURE DATE

_____/_____
ASSOCIATION REPRESENTATIVE DATE

_____/_____
SUPERINTENDENT SIGNATURE DATE

REVIEW SESSION 1

_____/_____
TEACHER SIGNATURE DATE

_____/_____
ADMINISTRATOR SIGNATURE DATE

_____/_____
ASSOCIATION REPRESENTATIVE DATE

REVIEW SESSION 2

_____/_____
TEACHER SIGNATURE DATE

_____/_____
ADMINISTRATOR SIGNATURE DATE

_____/_____
ASSOCIATION REPRESENTATIVE DATE

REVIEW SESSION 3

_____/_____
TEACHER SIGNATURE DATE

_____/_____
ADMINISTRATOR SIGNATURE DATE

_____/_____
ASSOCIATION REPRESENTATIVE DATE

REVIEW SESSION 4

_____/_____
TEACHER SIGNATURE DATE

_____/_____
ADMINISTRATOR SIGNATURE DATE

_____/_____
ASSOCIATION REPRESENTATIVE DATE

ADEQUATE IMPROVEMENT: SHOWN ☐ NOT SHOWN ☐

_____/_____ TEACHER SIGNATURE DATE	_____/_____ ADMINISTRATOR SIGNATURE DATE
_____/_____ ASSOCIATION REPRESENTATIVE DATE	_____/_____ SUPERINTENDENT SIGNATURE DATE

Cheektowaga Central Teachers Association/District

APPR

MEMORANDUM OF AGREEMENT

This Agreement is made by and between the Cheektowaga Central School District ("District") and the Cheektowaga Central Teachers' Association ("Association"), collectively referred to herein as the "Parties".

In order to implement the requirements of NY Education Law §3012-d, and notwithstanding any other current bargaining obligation or agreement, the District and the Association hereby agree as follows:

1. Where and to the extent applicable, the Annual Professional Performance Review of classroom teachers shall be a significant factor for employment decisions and teacher development as determined by the District, and will be subject to any procedures which may in the future be negotiated by the District and Association.
2. Appeals of Annual Professional Performance Reviews shall be limited to only those which rate a classroom teacher as ineffective or developing. A unit member holding the position of classroom teacher may challenge only the substance of the Annual Professional Performance Review, the District's adherence to the standards and methodologies required for such Annual Professional Performance Review, the District's compliance with the procedures for conducting the Annual Professional Performance Review, its issuance, and/or implementation of the terms of the Teacher Improvement Plan.

Such challenge must be submitted in writing to the Administrator performing the Annual Professional Performance Review or Teacher Improvement Plan. There may be only one appeal submitted in relation to any particular Annual Professional Performance Review or Teacher Improvement Plan. The writing must explain in detail the specific basis for the challenge, and must provide any relevant supporting documentation. Any grounds not raised in the appeal shall be deemed waived. The appeal must be submitted within ten (10) business days of the issuance of the Annual Professional Performance Review or Teacher Improvement Plan or it is deemed waived. If the teacher elects, he/she may request his/her appeal to be presented via a meeting with the administrator responsible for the Annual Professional Performance Review or Teacher Improvement Plan. The teacher has the burden of demonstrating a clear right to the relief requested and the burden of establishing the facts upon which such relief is sought.

Within ten (10) business days of receipt of the challenge, the Administrator conducting the Annual Professional Performance Review or Teacher Improvement Plan shall submit a written determination. In the absence of a timely determination by the Administrator, the District may not use the Annual Professional Performance Review or Teacher Improvement Plan

until such determination is rendered. If the teacher received an “ineffective” rating and disagrees with the determination, the teacher may submit a copy of the challenge, the determination, and a written statement explaining in detail the basis for disagreement with the determination, with any relevant supporting documentation, to the Superintendent of Schools with ten (10) business days of the date of the determination. If the teacher elects, he/she may request his/her appeal to be presented via:

- A meeting with the Superintendent, or
- A panel of two (2) teachers chosen by the Association President and two (2) administrators chosen by the Superintendent (neither of who can be the administrator responsible for the APPR/TIP), or

If the APPR/TIP appeal is submitted to a Panel, the Panel shall submit its nonbinding recommendations to the Superintendent with ten (10) business days of receiving and hearing the teacher’s appeal. The decision of the Superintendent in all cases shall be final and binding, and there shall be no further appeal to any other authority, including, but not limited to, the Commissioner of Education, State or Federal courts, the Public Employment Relations Board (PERB) or the contractual grievance/arbitration procedure set forth with the CBA between the District and Association. The Superintendent shall render a final determination on the challenge within ten (10) business days thereafter. In the absence of a timely determination by the Superintendent, the District may not use the Annual Professional Performance Review or Teacher Improvement Plan until such determination is rendered. A challenge or determination under this section shall be exempt from the grievance and arbitration provisions in the collective negotiations agreement between the Parties, and may not be challenged in any other forum.

3. Nothing in this Memorandum of Agreement shall in any way restrict or affect the District’s non-reviewable authority to terminate the appointment of or deny tenure to a probationary teacher, and any such termination or denial shall not in any way be subject to challenge through the grievance and arbitration provisions of the collective negotiations agreement between the Parties or in any other forum.

4. The Parties agree that they will further conduct negotiations concerning the APPR Regulations adopted by the Board of Regents, and to the extent necessary to comply with said Regulations and N.Y. Education Law §3012-d. The Parties agree that it is their intent that the requirements under N.Y. Education Law §3012-d be implemented as soon as practicable.

Statement of No Change: The content on this page reflects the original language as approved in the district’s prior APPR plan. No updates were made to this section.

LEA CERTIFICATION FORM: Please download, sign, and upload this form to complete the submission of your LEA's Educator Evaluation plan.

By signing this document, the LEA and its collective bargaining agent(s) certify that the Educator Evaluation plan submitted to the Commissioner for approval constitutes the school LEA's complete Educator Evaluation plan, that all provisions of the plan that are subject to collective negotiations have been resolved pursuant to the provisions of Article 14 of the Civil Service Law, and that such plan complies with the requirements of Education Law §3012-d as amended by the Laws of 2019 and Subpart 30-3 of the Rules of the Board of Regents, and has been adopted by the governing body of the LEA.

The LEA and its collective bargaining agent(s), where applicable, also certify, upon information and belief, that all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using the Educator Evaluation plan submitted to the Commissioner for approval.

The LEA and its collective bargaining agent(s), where applicable, also certify that this Educator Evaluation plan is the LEA's complete Educator Evaluation plan and that such plan will be fully implemented by the LEA; that there are no collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent, conflict, or interfere with full implementation of the Educator Evaluation plan; and that no material changes will be made to the Plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-3 of the Rules of the Board of Regents.

The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this Educator Evaluation plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this Educator Evaluation plan may be withheld or forfeited by the State pursuant to Education Law §3012-d(11).

The LEA and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their Educator Evaluation plan:

- Assure that the overall Educator Evaluation rating will be used as a significant factor in employment decisions, including but not limited to: tenure determinations and teacher and principal improvement plans;
- Assure that the entire Educator Evaluation will be completed for each teacher or principal as soon as practicable but in no case later than September 1 of the school year following the year in which the classroom teacher or building principal's performance is being measured;
- Assure that the LEA shall compute and provide to the teacher/principal their score and rating on the Student Performance category, if available, and for the Teacher Observation category or Principal School Visit Category of a teacher's or principal's APPR, in writing, no later than the last day of the school year for which the teacher or principal is being measured, but in no case later than September 1 of the school year following the year in which the teacher's or principal's performance is measured;
- Assure that the Educator Evaluation plan will be filed in the LEA's office and made available to the public on the LEA's website no later than September 10th of each school year or within 10 days after the plan's approval by the Commissioner, whichever shall later occur;
- Assure that complete and accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner;
- Assure that the LEA will continue to report to the State individual subcomponent scores and the overall rating for each classroom teacher and building principal in a manner prescribed by the Commissioner;
- Assure that the LEA provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them;
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process;
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English language learners and students with disabilities;
- Assure that any teacher or principal who receives an Overall Rating of Developing or Ineffective in any school year will receive a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statutes and regulations, by October 1 of the school year following the year in which such teacher's or principal's performance was measured or as soon as practicable thereafter.
- Assure that such improvement plan shall be developed by the superintendent or their designee in the exercise of their pedagogical judgment, and shall be subject to collective bargaining to the extent required under Article 14 of the Civil Service Law;
- Assure that all evaluators and lead evaluators, including independent evaluators and peer evaluators, as applicable, will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with all applicable statutes and regulations;
- Assure that LEA has collectively bargained appeal procedures that are consistent with the statute and regulations and provide for the timely and expeditious resolution of an appeal to the LEA;
- Assure that, for teachers, all observable NYS Teaching Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual observations and, for principals, all observable ISLLC 2008 Leadership Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual school

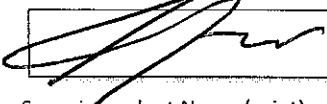
visits;

- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0, for each subcomponent and that the LEA shall ensure that the process by which weights and scoring ranges are assigned to subcomponents and categories is transparent and available to those being rated before the beginning of each school year;
- Assure that if a second measure for the Student Performance category is locally selected, then the same locally selected measures of student growth or achievement will be used across all classrooms in the same grade/subject, for teachers, or similar building configurations/programs, for principals, in the LEA will be used in a consistent manner to the extent practicable;
- Assure that all growth targets represent a minimum of one year of expected growth;
- Assure that any material changes to this Educator Evaluation plan will be submitted to the Commissioner for approval by March 1 of each school year;
- Assure that the LEA will provide the Department with any information necessary to conduct annual monitoring pursuant to Subpart 30-3 of the regulations;
- Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by State or Federal law for each classroom or program of the grade does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for such classroom or program of the grade; and
- Assure that the amount of time devoted to test preparation under standardized testing conditions for each grade does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for such grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, or performance assessments shall not be counted towards the limits established by this subdivision. In addition, formative and diagnostic assessments shall not be counted towards the limits established by this subdivision and nothing in this subdivision shall be construed to supersede the requirements of a section 504 plan of a qualified student with a disability or Federal law relating to English language learners or the individualized education program of a student with a disability.

Signatures, dates

Superintendent Signature:

Date:

 2/3/25

Superintendent Name (print):

SCOTT ZIPP

Teachers Union President Signature:

Date:

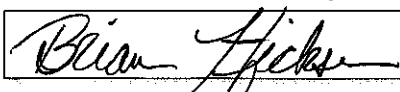
 2/3/25

Teachers Union President Name (print):

Luke Silliman

Administrative Union President Signature:

Date:

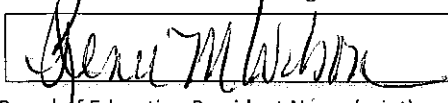
2/12/25


Administrative Union President Name (print):

Brian Hickson 2/12/25

Board of Education President Signature:

Date:

 2/3/25

Board of Education President Name (print):

Renee M. Wilson 2/3/25