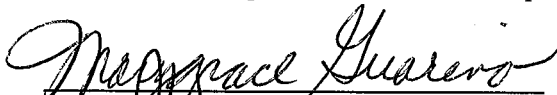


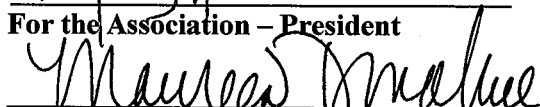
**Memorandum of Agreement between the
Southwestern Teachers' Association
and the
Southwestern Central School District**

Whereas the Southwestern Teachers' Association (the Association) and the Southwestern Central School District (the District) are parties to a collective bargaining agreement for a term beginning July 1, 2013, and ending June 30, 2018; the parties agree to the following:

1. The Southwestern Teachers' Association and the Southwestern Central School District (the parties) agree to implement Education Law §3012-d for all classroom teachers as defined §80-1.1 of the Commissioner's Regulations as negotiated in the attached APPR plan.
2. The parties agree to negotiate changes to the attached APPR plan when either party requests to do so.
3. The parties agree not to utilize the optional second assessment in the Student Performance Category of the APPR plan.
4. Unless specifically addressed in this Agreement, all terms and conditions of employment and all other provisions of the current collective bargaining agreement remain in effect regarding this Agreement.
5. The parties agree that in the event of a conflict between the provisions contained in the portions of APPR plan referenced herein and those established by New York State Education Law §3012-d, rules promulgated by the Board of Regents, regulations promulgated by the Commissioner of Education, as amended by litigation, statutory, or regulatory requirements relating to teacher evaluation, the parties will negotiate necessary changes to this agreement.
6. Consistent with New York State Commissioner of Education's Regulations nothing in this plan shall affect or be construed to affect the rights of the Board of Education to terminate a probationary teacher or restrict the discretion of the Superintendent and/or the Board of Education to make a determination on the status of a probationary teacher and/or to deny tenure.
7. The parties agree that nothing within this Agreement shall abrogate the collectively bargained rights of unit members represented by the Southwestern Teachers' Association as defined by the collective bargaining agreement and/or the Public Employees Fair Employment Act, Article 14 of the Civil Service Law (commonly referred to as the Taylor Law), New York State Education Law, rules promulgated by the Board of Regents, and/or regulations promulgated by the Commissioner of Education.
8. This Agreement and the attached APPR plan wholly replace the APPR Agreement dated August 12, 2014 and the previous MOA dated April 14, 2016.


For the Association - President


For the Association - President


For the District - Superintendent

6/7/16
Date

6-7-16
Date

6-7-16
Date

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Southwestern Central School District Annual Professional Performance Review Plan (APPR)

The purpose of the Annual Professional Performance Review:

- Ensure that the evaluation process promotes professional growth
- Respond to the needs of teachers and students
- Be congruent with the State model
- Promote student achievement
- Foster instructional conversations between teachers and evaluators

All teachers will be given a copy of the APPR plan upon employment or at the beginning of the school year. The District shall provide guidance on the APPR process should the unit member request such.

APPR Plan Requirements

Under Education Law 3012-d, each teacher must receive an APPR resulting in a single, overall rating and rating of "highly effective," "effective," "developing," or "ineffective."

Overall Rating Determination

APPRs conducted under this plan shall differentiate teacher effectiveness using an overall rating determination as set forth below.

		Observation/School Visit			
Student Performance		Highly Effective (HE)	Effective (E)	Developing (D)	Ineffective (I)
	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

Procedure for Overall Rating Determination

No later than June 30th in which the classroom teacher is measured, the teacher's Student Performance rating and Teacher Observation score shall be recorded in the Overall Rating form found in Appendix L and will be shared with the teacher. The parties recognize that New York State assessment data may not be received before the end of the school year and therefore agree that a teacher may not be able to receive the Student Performance score and the Overall Rating determination until the teacher returns in September. The teacher shall not be penalized if the data and/or assessment information is not available. In this case, the teacher will receive these scores no later than September 1.

Reporting of Scores

The District Data Coordinator (DDC) shall be responsible for reporting to the State the individual subcomponent scores and the overall rating determination score for each teacher covered under Education Law 3012-d and shall do so in a format and timeline prescribed by the Commissioner.

Training for Evaluators and Staff

In accordance with Education Law 3012-d and the Regulations of the Commissioner of Education, any evaluator who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be fully trained and/or certified.

Assessment Development, Security, and Scoring Procedures

State Assessment Security / Scoring Process

- **Security-** All state assessments will be stored in a state compliant vault.
- **State Assessments Administration-** State assessments will be distributed immediately prior to test administration.
- **Scoring Processes-** For the purpose of APPR evaluation, teachers will not score exams in which they have a vested interest in the results.

Collection and Reporting of Teacher and Student Data

The District and the Association understand that accuracy of data stored within the student management system is paramount to a teacher's accurate score on the State Assessment Growth portion of his/her evaluation. In this vein, the District and the Association agree to work towards entering correct information, verifying the information that has been exported from this system, and correcting any errors that are identified.

The District shall:

1. Enter unique statewide identifiers for all teachers assigned to reported courses;
2. Enter student enrollment in all elementary/middle-level courses linked to a state assessment using the statewide standardized NYSED course codes;
3. Enter student enrollment in all secondary-level courses that prepare students to take a Regents exam upon completion of that course using statewide standardized NYSED course codes;
4. Enter student enrollment in all remaining courses, using statewide standardized course codes;
5. Create an accurate master schedule that includes all teachers assigned to courses and all students enrolled in those courses;
6. Provide ongoing maintenance of both the master and student schedules, including entry of start and end dates when students drop or add courses or teacher assignment changes;
7. Review the information on the NYSED Education Data Portal for accuracy.

The Teacher shall:

1. Acknowledge receipt of Personal Identification Numbers (PINS) used to create an account in the Education Data Portal using the form located in Appendix B;
2. Review and verify basic roster information, including which students are linked to which teachers with what beginning and end dates. This is done every time a teacher takes attendance in the student management system;
3. Record dates students have entered or exited his/her course to be used by the teacher to verify the entrance/exit dates posted in the NYSED Education Data Portal;
4. Regularly review and verify NYSED Teacher-Student Roster Verification Reports located in the Education Data Portal. It is recommended that this be completed on a monthly basis;

5. Complete the District Data Certification form that he/she has reviewed the information contained on the NYSED Education Data Portal prior to the verification deadline established by NYSED. (Appendix A)
6. Assure the District that he/she has reviewed the information on the NYSED Education Data Portal for accuracy; (Appendix A)
7. Acknowledge that he/she understands that the data will be used for evaluation and other analytic purposes; (Appendix A)

Data Correction: Recognizing that errors may occur, the District and the Association acknowledge that the following procedure will be used for correction of data errors:

The Teacher shall:

1. Email the appropriate District personnel with data corrections as follows:
 - a. Elementary School Attendance Secretary
 - b. Middle School Guidance Secretary
 - c. High School Guidance Secretary
2. Verify that the change has been reflected in the NYSED Education Data Portal after allowing a two week time period.

The District Data Coordinator shall:

1. Make sure the change is exported to NYSED in a timely fashion.

Teacher Observation

Objective of Observation and Evaluation

The purpose of this performance review process is personal development and a continuing effort to improve the quality of instruction in the Southwestern School District.

The teacher observation score shall be calculated using evidence gathered as follows:

1. 90% from a required announced observation by the building principal or trained other evaluator
2. 10% from a required unannounced observation by an impartial independent trained evaluator

Teacher observations shall align with the seven New York State Teaching Standards which are:

1. Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.
2. Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.
3. Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.
4. Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

5. Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.
6. Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.
7. Teachers set informed goals and strive for continuous professional growth.

Rubric for Teacher Observation

The parties have selected the Danielson 2011 Rubric from the list of State approved rubrics for measuring teacher effectiveness. The Danielson performance levels shall be converted to align with SED Performance Levels as noted in the chart below:

Danielson Rubric Conversion

Danielson Performance Level	SED Performance Level	Rating
Unsatisfactory	Ineffective	1
Basic	Developing	2
Proficient	Effective	3
Distinguished	Highly Effective	4

Classroom Observations

1. Any evaluator in the district can conduct observations of classroom teachers. Under no circumstances will an Association member observe another Association member for the purpose of evaluation.
2. Each classroom teacher will be observed at least twice throughout the school year using the following differentiated process for probationary and tenured teachers:
 - a. Probationary teachers shall have no fewer than three observations per year. It is understood that additional observations may be performed at the discretion of the evaluator. At least one (1) observation, weighted at 90%, shall be announced and conducted by the principal or other trained evaluator and at least two (2) observations, weighted at 10%, shall be unannounced and conducted by impartial independent trained evaluator(s).
 - b. Tenured teachers shall be formally observed no fewer than two (2) times per year. One (1) observation, weighted at 90%, shall be announced and conducted by the principal or other trained evaluator and one (1) observation, weighted at 10%, shall be unannounced and conducted by an impartial independent evaluator. It is understood that additional observations (announced and/or unannounced) may be performed at the discretion of the evaluator.
3. It is understood that additional observations (announced and/or unannounced) may be performed in order to gather and document objective and authentic evidence of effective teaching to provide a fair and thorough assessment of a teacher's performance.
4. The first observation of the year will be announced and will take place any time after October 1 but no later than February 1st of the school year.
5. Each teacher shall sign the observation/evaluation forms with the express understanding that such signature in no way indicates agreement with the contents thereof. The teacher may attach comments if s/he desires.

6. All observation/evaluation forms will be held in the personnel file in the district office.

Classroom Observation Process – It is important for the teacher to note that portfolios are no longer allowed as evidence. New York State Teaching Standards/domains that are part of the rubric but not observable during the classroom observation may be observed during any optional pre-observation conference or post-observation review or other natural conversations between the teacher and evaluator and incorporated into the observation score. Points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent (e.g., a lesson plan viewed during the course of the classroom observation may constitute evidence of professional planning).

As such, teachers should be proactive and ensure that conversations during pre- and post- observations include the production of evidence for all Domain components which cannot be observed in the classroom.

Announced Observations:

Pre-observation conference (Provides Evidence for Domains 1 and 4 of the Danielson 2011 Rubric):

- a. This conference shall be conducted not more than five (5) school days prior to the announced observation.
- b. The purpose of the pre-observation conference is to discuss with the evaluator the objectives of the lesson, as well as the aspects of planning related to the lesson and student learning needs. The NYS teaching standards/domains that are part of the rubric but not observable during the classroom observation may be observed during any pre-observation conference or natural conversations between the teacher and the evaluator and incorporated into the observation score.
- c. The Pre-Observation Conference Form (Appendix E) shall be used for this observation portion, since the questions on this form are coded to indicate the specific components of the Danielson 2011 Rubric in Domains 1 and 4. The teacher is encouraged to refer to the rubric to consider what information they may provide to best demonstrate evidence of effectiveness in these areas.
- d. A written lesson plan is required only for the announced observation and will also be used to assess performance in Domains 1 and 4 of the Danielson 2011 Rubric. Teachers are encouraged to use the Lesson Plan Template (Appendix F) as it defines the components of Domains 1 and 4 that may indicate evidence of thoughtful and deliberate planning. Use of Appendix F is optional rather than required. Any other lesson plan prepared by the teacher should include sufficient detail to demonstrate that they have fulfilled all components of Domains 1 and 4.

Announced Lesson Observations (Provides Evidence for Domains 2&3 of the Danielson 2011 Rubric):

- a. The evaluator shall make every effort to arrive in the teacher's classroom before the start of the instruction period when conducting an announced observation.

- b. The announced classroom observation will typically last a full class period, allowing the observer to capture the full scope of the lesson, assessment, and classroom atmosphere. The evaluator's goal is to capture a thorough and complete picture of the teacher's practice, as evidenced throughout the lesson.
- c. The evaluator will use the Summary of Evidence form (Appendix H) to summarize the evidence collected during the observation.

Post-Observation Conference (Provides Evidence for all Domains of the Danielson 2011 Rubric):

- a. The evaluator and the teacher shall meet for a post-observation conference within 12 school days of the announced observation. Teachers shall receive preliminary rubric scores and observation feedback. If deficiencies have been observed, they will be noted in the Post-Observation Conference Form (Appendix G) together with recommendations to overcome these deficiencies. If evidence for certain components within Domains 2 and/or 3 of the rubric were unable to be observed, or the teacher or the evaluator determine an area(s) needing additional evidence within Domain 2 and/or Domain 3, these area(s) will be identified as the components that will be the sole focus of the unannounced observation.
- b. The Post-Observation Form (Appendix G) shall be completed by the teacher for this portion of the observation. The primary focus of this form is to provide evidence of component 4a, but it will also provide additional evidence for those components indicated on the form.
- c. The evaluator will provide the teacher with the Observation Summary form (Appendix H). It should be noted that the ratings on this form are based only on the evidence collected during the announced lesson observation and may be different from the final ratings based on cumulative evidence from the unannounced observations.
- d. The purpose of the post-observation conference is to discuss with the evaluator the lesson and student learning and to discuss any NYS teaching standards/domains that are part of the rubric but not observable during the classroom observation. This evidence will then be incorporated into the overall rubric scores.

Unannounced Observations

- a. During the unannounced observation, the evaluator will focus on the previously identified components of the Danielson 2011 Rubric. These may be components that were not well documented during the formal observation, or they may be components in which the teacher is working to make desired improvements.
- b. Unannounced observations will typically last twenty (20) minutes.
- c. The Summary of Evidence form (Appendix H) shall be completed by the evaluator for this portion of the observation.
- d. The Summary of Evidence form (Appendix H) shall be given to the teacher within twelve (12) school days of the unannounced observation. Upon receipt of Appendix H, should the teacher have any questions or the evaluator need to provide further clarification, a request for a meeting will take place within five (5) school days. This meeting will be scheduled within ten (10) school days.

Professional Development Goals

In the Danielson 2011 Rubric, Domain 4, Component 4c addresses "Growing and Developing Professionally. As such, all teachers are encouraged to set professional goals at the beginning of the school year and discuss these goals with their evaluator at the pre-observation conference.

Teacher Observation Scoring Methodology

Each classroom teacher subject to APPR shall receive a teacher observation rating which will be calculated by the evaluator using the following process.

1. By the last teacher working day of each school year, the teacher and the evaluator will meet. At such meeting, natural conversation shall occur regarding evidence of planning, preparation, and professional responsibilities. Appendix I shall be used to guide such conversations. The evaluator shall rate the teacher by completing the Calculating the Teacher Observation Score form (Appendix K). This form shall be reviewed by the teacher and a copy of this form shall be placed in the teacher's personnel file in the district office after the parties have signed it. It may be attached to the Overall Rating Form (Appendix L).
2. To begin the scoring process, each component within all of the 4 domains shall be rated and recorded for both the evaluations conducted by the principal or other trained evaluator and the impartial independent trained evaluator on a scale between 1 and 4 based on the following rating schedule:

SED Performance Level	Rating
Ineffective	1
Developing	2
Effective	3
Highly Effective	4

3. After all the Domain components have been assigned a rating value between 1 and 4, according to the preceding table and a 90%/10% weighting has been applied, the evaluator shall average the sub-component scores within each Domain using the Summary of Domain Scores Form (Appendix J). This shall result in four Domain scores, each of which will be a value between 1 and 4. Each of these scores should be recorded in the appropriate lines (by Domain) in the chart found in Appendix K (partially illustrated below).

Teacher Observation	Score
Domain 1 Planning and Preparation (Average)	
Domain 2 Classroom Environment (Average)	
Domain 3 Instruction (Average)	
Domain 4 Professional Responsibilities (Average)	
Subtotal	
Divide Subtotal by 4 (# items listed above)	

4. The four Domain scores shall be averaged resulting in a single effectiveness subcomponent HEDI score between 1 and 4 as shown in the above chart.

Converting the Teacher Observation Score

The score calculated in the table above is a single value between 1 and 4 and shall receive a rating of “Ineffective”, “Developing”, “Effective”, or “Highly Effective” respectively for the purpose of assigning a HEDI rating to the Measure of Teacher Effectiveness sub-component of the overall composite score. The ranges for these HEDI ratings are:

	Overall Observation Category Score and Rating	
	Minimum	Maximum
Highly Effective (H)	3.5	4.0
Effective (E)	2.5	3.49
Developing (D)	1.5	2.49
Ineffective (I)	0	1.49

Recording the Teacher Observation Score

No later than the last teacher working day of each school year, after the evaluator calculates the Teacher Observation score, the evaluator and the classroom teacher shall meet to discuss the teacher observation score. It is possible for the Teacher Observation score to be adjusted at this time if compelling new evidence is presented by the teacher and accepted by the evaluator, at his or her discretion. In any event, the affected teacher shall receive the results of his/her Teacher Observation score (HEDI) no later than the last day of the school year for which the teacher is being measured.

Once the Teacher Observation Score has been calculated and discussed with the teacher according to the previous process, the score should be recorded in the appropriate section of the Overall Rating form found in Appendix L as shown below.

Subcomponent	Score	HEDI Rating
Student Performance (0-20)		
Teacher Observation (0-4) →		

Teacher Improvement Plan (TIP)

Upon rating a teacher as Developing or Ineffective through an annual professional performance review, the district shall formulate and commence implementation of a teacher improvement plan by October 1 in the school year following the school year for which such teacher’s performance is being measured or as soon as practicable thereafter.

The Parties understand and agree that the primary purpose of a TIP is the improvement of teaching practice and that the issuance of a TIP is not a disciplinary action. The TIP shall be developed by the Superintendent or his/her designee with input from teacher. The teacher shall be advised of his/her right to Association representation and such representation shall be afforded at the teacher’s request. The Association president shall be timely informed whenever a teacher is placed on a TIP and, with the agreement of the teacher, shall be provided with a copy of the TIP.

A TIP shall clearly specify: (i) the area(s) in need of improvement; (ii) the standards-based goals, expectations, benchmarks, standards and timelines the teacher must meet in order to determine if adequate improvement has been made in the required area(s) outlined within the plan for the teacher; (iii) how improvement will be measured and monitored, and provide for periodic reviews of progress; and (iv) the appropriate differentiated professional development opportunities, materials, resources and supports the District will make available to assist the teacher including, as determined by the Evaluator, the assignment of a mentor teacher.

After the TIP is in place, the teacher, administrator, mentor (if one has been assigned) and an Association representative (if requested by the teacher) shall meet, according to the schedule identified in the TIP for the purpose of assisting the teacher to achieve the goals set forth in the TIP.

A teacher who believes that the terms of a TIP are arbitrary, unreasonable, inappropriate or defective, or that the District has failed to meet its obligation to properly implement the terms of a TIP, may seek relief through an appeal to the Superintendent.

All costs associated with the implementation of a TIP including, but not limited to, tuition, fees, books and travel, shall be borne by the District.

APPR Appeal Procedure

The Southwestern Teachers' Association and the District agree the determination of the appeal pursuant to the following process is final and binding. The determination is not subject to any further appeal pursuant to the grievance procedure. However, failure to abide by the agreed upon appeal process is subject to the grievance procedure. A teacher is entitled to Association representation at the request of the teacher at any time during the appeals process.

Appeals of Developing and Ineffective Ratings

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

What May Be Challenged in an Appeal

A teacher may challenge his/her composite effectiveness score based on one or more of the following grounds:

- 1) The school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-d;
- 2) The adherence to the Commissioner's regulations, as applicable to such reviews;
- 3) Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
- 4) The school district's issuance and/or implementation of the terms of the teacher improvement plan under Education Law 3012-d.
- 5) The substance of the annual professional performance review, which shall include the following:
 - a. In the instance of a teacher rated ineffective on the Student Performance category, but rated highly effective on the Observation category based on an anomaly, as determined locally.

Prohibition Against More Than One Appeal

A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal provided that the teacher knew or should have known the grounds that existed at the time the appeal was filed. Any grounds, from which the teacher knew or should have known which are not raised at the time the appeal is filed, shall be deemed waived.

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 petitioner seeks relief.

Time Frame for Filing Appeal

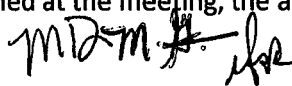
The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. However, the timelines set forth in the appeal process may be extended upon mutual agreement by both parties. Any extension will remain timely and expeditious in accordance with Education Law §3012d.

All appeals of an annual professional performance review must be submitted in writing, using the Appeals form found in Appendix N to the Superintendent no later than 10 school days after receipt by the teacher of a copy of the APPR overall rating. If a teacher is challenging the issuance of a teacher improvement plan, appeals must be filed within 10 school days of the issuance of such plan.

When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his/her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted by the teacher at the time the appeal is filed shall not be considered. The Association president will be notified by the district when an appeal is filed.

Time Frame for District Response

Within 10 school days of receipt of an appeal, the school district staff member(s) who issued the performance review or were or are responsible for either the issuance and/or implementation of the terms of the teacher's improvement plan (TIP) will meet with the teacher who filed the appeal to attempt to resolve the appeal. Should such resolution be attained at the meeting, the appeal shall be considered resolved.



If the meeting between the teacher and the aforementioned evaluator fails to result in a resolution, the evaluator must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such information that is not submitted by the evaluator at the time of the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response to be filed in the teacher's personnel file by the school district, and any and all additional information submitted with the response, at the same time the school district files its response.

Final Decision-Maker on Appeal

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

Decision

A written decision on the merits of the appeal shall be rendered no later than 35 school days from the date upon which the teacher filed his/her appeal. However, the number of school days may be extended upon mutual agreement by both parties. In no case will the written decision on the merits of the appeal be rendered more than 45 school days from the date upon which the teacher filed his/her appeal. In any event, any extension will remain timely and expeditious in accordance with Education Law §3012d.

The appeal shall be based on the written record, comprised of the teacher's appeal papers and any documentary evidence which accompanied the appeal, as well as the school district response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final and binding. The Superintendent's determination is not subject to any further appeal pursuant to the grievance procedure. However, failure to abide by the agreed upon Appeal process is subject to the grievance procedure.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If an appeal is sustained, the Superintendent may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the teacher and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

Appendices

Appendix A
Southwestern Central School District
Data Certification

- ☐ I have reviewed the information contained on the NYSED Education Data Portal prior to the verification deadline.
- ☐ I have reviewed the information on the NYSED Education Data Portal for accuracy and completeness.
- ☐ I understand that the data will be used for evaluation and other analytic purposes.

Teacher Name: _____

Signature of Teacher

Date

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with the evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.

Appendix B
Southwestern Central School District

PIN Number Verification

I acknowledge that the Southwestern Central School District has given me my Personal Identification Number (PIN).

Teacher Name: _____

Signature of Teacher

Date

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with the evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.

Appendix C
Southwestern Central School District
Danielson 2011 Framework Verification

I acknowledge that the Southwestern Central School District has given me a copy of the
Danielson 2011 Framework.

Teacher Name: _____

Signature of Teacher

Date

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with the evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process

APPENDIX D
SOUTHWESTERN CENTRAL SCHOOL DISTRICT
REFERENCE GUIDE TO DANIELSON 2011 RUBRIC

Domain 1: Planning and Preparation

Component 1a Demonstrating Knowledge of Content and Pedagogy	Ineffective	Developing	Effective	Highly Effective
	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
Component 1b Demonstrating Knowledge of Students	Ineffective	Developing	Effective	Highly Effective
	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
Component 1c Setting Instructional Outcomes	Ineffective	Developing	Effective	Highly Effective
	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.

Component 1d Demonstrating Knowledge of Resources	Ineffective Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.	Developing Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.	Effective Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.	Highly Effective Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Component 1e Designing Coherent Instruction	Ineffective The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Developing Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Effective Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson of unit has a clear structure with appropriate and varied use of instructional groups.	Highly Effective Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
Component 1f Designing Student Assessments	Ineffective Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.	Developing Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Effective Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	Highly Effective Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for the individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment results to plan future instruction for individual students.

Domain 2: Classroom Environment

Component 2a Creating an environment of respect and rapport	Ineffective Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Developing Patterns of classroom interactions, both between the 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. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Effective Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	Highly Effective Classroom interactions among the teacher and individual 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 of interactions is that of connections with students as individuals.
Component 2b Establishing a culture for learning	Ineffective The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.	Developing The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	Effective The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	Highly Effective The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.
Component 2c Managing classroom procedures	Ineffective Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Developing Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	Effective There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Highly Effective Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
Component 2d Managing Student Behavior	Ineffective There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful or student dignity.	Developing Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Effective Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Highly Effective Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students.

Component 2e	Ineffective	Developing	Effective	Highly Effective
Organizing physical space	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use of adaptation of the physical environment to advance learning.

Domain 3: Instruction

Component 3a	Ineffective	Developing	Effective	Highly Effective
Communicating with Students	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear, other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	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. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
Component 3b	Ineffective	Developing	Effective	Highly Effective
Using questioning/prompts and discussion	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

Component 3c Engaging students in learning	Ineffective The learning tasks and activities, materials, resources, instructional groups and technology and poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	Developing The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	Effective The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Highly Effective Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
Component 3d Using Assessment in Instruction	Ineffective There is little or no assessment or monitoring of student learning. Feedback is absent or poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Developing Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning.	Effective Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/ assessments are used to diagnose evidence of learning.	Highly Effective Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.
Component 3e Demonstrating flexibility and responsiveness	Ineffective Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Developing Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Effective Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Highly Effective Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.

Domain 4: Professional Responsibilities

Component 4a		Ineffective	Developing	Effective	Highly Effective
Reflecting on Teaching		Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probably success of different courses of action.
	Component 4b				
Maintaining Accurate Records		Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.
	Component 4c				
Communicating with Families		Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate. Information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.
	Component 4d				
Participating in a Professional Community		Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
	Component 4d				

Component 4e Growing and Developing Professionally	Ineffective Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Developing Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession.	Effective Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.	Highly Effective Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.
Component 4f Showing Professionalism	Ineffective Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.	Developing Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and do not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited, though genuinely professional, considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Effective Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.	Highly Effective Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students and seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.

Appendix E
Southwestern Central School District
Pre-Observation Conference Form

(To be completed and submitted by the teacher prior to the pre-observation conference understanding adjustments to the lesson may take place.)

Teacher Name:

Date of Pre-Observation:

1. Evidence will be gathered in all components in domains 2 and 3. However, there might be specific components where additional feedback is requested. Which specific components within Domains 2 and 3 would you like the evaluator to pay special attention to during the lesson?
2. How will you engage the students in the learning?
What will you do?
What will the students do?
Will students work in groups, or individually, or as a large group?
Provide any worksheets or other materials the students will be using. (1d, 1e, 1a)
3. How will you differentiate instruction for different individuals or groups of students in the class? (1d, 1c)
4. How and when will you know whether the students have learned what you intended? (1f)

Teacher Signature

Date

Evaluator Signature

Date

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with the evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.

cc: Personnel file (Original), Evaluator and Teacher

Appendix F (Optional)

Southwestern Central School District

Announced Lesson Plan Template

Attachments should include: lesson handouts, assignments, assessments, and other relevant documents.

Teacher:		Grade/Subject:	
Unit & Topic:		Date:	

Class Profile: <i>(1b)</i>	
Common Core and/or NYS Content Standards: <i>(1a)</i>	
Learning Outcomes: <i>(1a,1b,1c)</i>	
Connection to Past & future Learning: <i>(1a,1c)</i>	
Lesson Procedures: <i>(1a,1b,1c,1e)</i>	
Material & Resources: <i>(1d,1e)</i>	
Assessment Methods: <i>(1f)</i>	
Success Criteria: <i>(1f)</i>	
Adjustments or Modifications: <i>(1b,1c)</i>	

cc: Personnel file (Original), Evaluator and Teacher

Appendix G

Southwestern Central School District

Post-Observation Conference Form

The teacher is required to complete Section 1 of this form and turn it in to the evaluator prior to or at the post-observation conference. Refer to the CPS Framework for Teaching when completing this form. Section 2 will be completed by the evaluator prior to the post-observation conference.

Name of Teacher:

Date of Classroom Observation:

Date of Scheduled Post-Observation Conference:

Section 1 (To be completed by the teacher)

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 those samples reveal about those students' level of engagement and understanding? (3c,3d,3e)
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, grouping of students, materials and resources) (1d, 1e, 2a,2b,2c, 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)

Section 2 (To be completed by the evaluator)

Area(s) of strength:

Areas of Potential Growth Specific to this Observation

Growth Area(s):

Establish Goal/Measurement:

Resources Needed:

Comments:

Teacher Comments (Optional):

Suggestions:

Sole component(s) of focus for the unannounced observation:

Observable Components			
Domain 2 Classroom Environment		Domain 3 Instruction	
2a- Creating an Environment of Respect and Rapport		3a- Communicating with Students	
2b- Establishing a Culture for Learning		3b- Using Questioning and Discussion Techniques	
2c- Managing Classroom Procedures		3c- Engaging Students in Learning	
2d- Managing Student Behavior		3d- Using Assessment in Instruction	
2e- Organizing Physical Space		3e- Demonstrating Flexibility and Responsiveness	

Teacher Signature

Date

Evaluator Signature

Date

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with the evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.

cc: Personnel file (Original), Evaluator and Teacher

Appendix H

Southwestern Central School District

Summary of Evidence

Teacher		Observation Date	
Evaluator		Grade/Subject	
☐ Announced Observation		☐ Unannounced Observation	

The ratings for Domain 1a-f and 4a are based upon evidence obtained from the pre-observation form, lesson plan, and post-conference form. Since Domain 1 of the Danielson 2011 Rubric is an off-stage Domain, evidence may be collected during observations at the discretion of the evaluator. It should be noted that the ratings in this section are based on the evidence collected from these forms and from the evaluator's observations (at the evaluator's discretion) and may be different from the final ratings based on cumulative evidence submitted through the optional professional artifact process.

1a. Demonstrating knowledge of content and pedagogy	☐ Ineffective	☐ Developing	☐ Effective	☐ Highly Effective
1b.. Demonstrating knowledge of students	☐ Ineffective	☐ Developing	☐ Effective	☐ Highly Effective
1c. Setting instructional outcomes	☐ Ineffective	☐ Developing	☐ Effective	☐ Highly Effective
1d. Demonstrating knowledge of resources	☐ Ineffective	☐ Developing	☐ Effective	☐ Highly Effective
1e. Designing coherent instruction	☐ Ineffective	☐ Developing	☐ Effective	☐ Highly Effective
1f. Designing student assessments	☐ Ineffective	☐ Developing	☐ Effective	☐ Highly Effective
4a. Reflecting on teaching	☐ Ineffective	☐ Developing	☐ Effective	☐ Highly Effective
4b. Maintaining Accurate Records	☐ Ineffective	☐ Developing	☐ Effective	☐ Highly Effective
4c. Communicating with Families	☐ Ineffective	☐ Developing	☐ Effective	☐ Highly Effective
4d. Participating in a Professional Community	☐ Ineffective	☐ Developing	☐ Effective	☐ Highly Effective
4e. Growing and Developing Professionally	☐ Ineffective	☐ Developing	☐ Effective	☐ Highly Effective
4f. Demonstrating Professionalism	☐ Ineffective	☐ Developing	☐ Effective	☐ Highly Effective

The evaluator will use this form to summarize the evidence collected during the lesson observations. The evaluator will review this evidence with the teacher, along with the 2011 Framework of Teaching rubric, to determine a level of performance for the areas observed.

2a: Creating an environment of Respect and Rapport	☐ Ineffective	☐ Developing	☐ Effective	☐ Highly Effective
2b: Establishing a Culture for Learning	☐ Ineffective	☐ Developing	☐ Effective	☐ Highly Effective
2c: Managing Classroom Procedures	☐ Ineffective	☐ Developing	☐ Effective	☐ Highly Effective
2d: Managing Student Behavior	☐ Ineffective	☐ Developing	☐ Effective	☐ Highly Effective
2e: Organizing Physical Space	☐ Ineffective	☐ Developing	☐ Effective	☐ Highly Effective
3a: Communicating with Students	☐ Ineffective	☐ Developing	☐ Effective	☐ Highly Effective
3b: Using Questioning/Prompts and Discussion	☐ Ineffective	☐ Developing	☐ Effective	☐ Highly Effective
3c: Engaging Students in Learning	☐ Ineffective	☐ Developing	☐ Effective	☐ Highly Effective
3d: Using Assessment in Instruction	☐ Ineffective	☐ Developing	☐ Effective	☐ Highly Effective
3e: Demonstrating Flexibility and Responsiveness	☐ Ineffective	☐ Developing	☐ Effective	☐ Highly Effective

Teacher Signature

Date

Evaluator Signature

Date

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with the evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.

cc: Personnel file (Original), Evaluator and Teacher

Appendix I
Southwestern Central School District
Discussion Questions for APPR Meetings

Record Keeping

1. What is your process for recording
 - a. Student work completion?
 - b. Student attainment of learning goals?
 - c. Non-instructional information?

Communication

1. How do you communicate information about the instructional program?
2. How do you share information on student learning programs?
3. How do you engage families in the learning process?

Professional Contributions

1. Describe your relationships with colleagues.
2. What professional inquiry activities have you participated and in what capacity?
3. What school and community activities have you participated in?

Professionalism

1. How do you demonstrate professionalism?

Appendix J

Southwestern Central School District

Summary of Domain Scores

Teacher:
Position:
School:

School Year:
Receipt of Report:
Evaluator:

1 = Ineffective* 2 = Developing* 3 = Effective 4 = Highly Effective

Domain 1: Planning and Preparation	Announced Rating	Unannounced Rating	90%/10% Weighted Score	Final Score
Knowledge of Content	_____	_____	_____	_____
Knowledge of Student	_____	_____	_____	_____
Setting Instructional Outcomes	_____	_____	_____	_____
Knowledge of Resources	_____	_____	_____	_____
Designing Coherent Instruction	_____	_____	_____	_____
Designing Student Assessments	_____	_____	_____	_____
Average	_____	_____	_____	_____
<i>Transfer Average Score to form in Appendix K</i>				

Domain 2: The Classroom Environment	Announced Rating	Unannounced Rating	90%/10% Weighted Score	Final Score
Creating an Environment of Respect	_____	_____	_____	_____
Establishing a Culture for Learning	_____	_____	_____	_____
Managing Classroom Procedures	_____	_____	_____	_____
Managing Student Behavior	_____	_____	_____	_____
Organizing Physical Space	_____	_____	_____	_____
Average	_____	_____	_____	_____
<i>Transfer Average Score to form in Appendix K</i>				

Appendix J Southwestern Central School District Summary of Domain Scores Page 2

Domain 3: Instruction	Announced Rating	Unannounced Rating	90%/10% Weighted Score	Final Score
Communicating with Students	_____	_____	_____	_____
Using Questioning/Discussion Tech.	_____	_____	_____	_____
Engaging Students in Learning	_____	_____	_____	_____
Using Assessment in Instruction	_____	_____	_____	_____
Demonstrating Flexibility/Responsive.	_____	_____	_____	_____
			Average	_____
			<i>Transfer Average Score to form in Appendix K</i>	
Domain 4: Professional Responsibilities	Announced Rating	Unannounced Rating	90%/10% Weighted Score	Final Score
Reflecting on Teaching	_____	_____	_____	_____
Maintaining Accurate Records	_____	_____	_____	_____
Communicating with Families	_____	_____	_____	_____
Participating in a Professional Comm.	_____	_____	_____	_____
Growing/Developing Professionally	_____	_____	_____	_____
Demonstrating Professionalism	_____	_____	_____	_____
			Average	_____
			<i>Transfer Average Score to form in Appendix K</i>	

Teacher Comment(s):

Teacher Signature	Date	Evaluator Signature	Date
Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with the evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.			
cc: Personnel file (Original), Evaluator and Teacher			

Appendix K

Southwestern Central School District Conversion Chart: Calculating the Teacher Observation Score

Teacher Observation	Score
Domain 1 Planning and Preparation (Average)	
Domain 2 Classroom Environment (Average)	
Domain 3 Instruction (Average)	
Domain 4 Professional Responsibilities (Average)	
Subtotal	
Divide Subtotal by 4 (# items listed above)	
Final score	
HEDI Rating	

The score shall be a single measure between 1 and 4 and shall receive a HEDI rating of “Ineffective”, “Developing”, “Effective”, or “Highly Effective” respectively for the purpose of assigning a HEDI rating to the Teacher Observation Score. The ranges for these HEDI ratings are:

	Overall Observation Category Score and Rating	
	Minimum	Maximum
Highly Effective (H)	3.5	4.0
Effective (E)	2.5	3.49
Developing (D)	1.5	2.49
Ineffective (I)	0	1.49

Teacher Observation Score

(This score is to be recorded on the Overall Rating Form found in Appendix L)

Teacher Observation Rating (HEDI)

Teacher Signature

Date

Evaluator Signature

Date

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with the evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.

cc: Personnel file (Original), Evaluator and Teacher

Appendix L
Southwestern Central School District
Overall Rating

Teacher's Name: _____

Evaluator's Name: _____

Subcomponent	Score	HEDI Rating
Student Performance (0-20)		
Teacher Observation (0-4)		

Identify (by circling) in which scoring range the overall rating falls to determine a final effectiveness rating:

		Observation/School Visit			
Student Performance		Highly Effective (HE)	Effective (E)	Developing (D)	Ineffective (I)
	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

Final Effectiveness Rating: _____

Teacher signature _____ **Date** _____

Evaluator signature _____ **Date** _____

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with her evaluator. Any teacher may appeal the final composite score. The Appeal process and forms are found in this plan document. A copy of this form must be placed in the teacher's personnel file.

cc: Personnel file (Original), Evaluator and Teacher

Appendix M
Southwestern Central School District
Teacher Improvement Plan (TIP)

The primary purpose of the TIP is the improvement of teaching practice. The goal is to provide resources and support for teachers who have been rated as “developing” or “ineffective.” The evaluator, with input from the teacher, will determine the strategies to be undertaken to correct the deficiencies.

Teacher _____

Grade/Subject _____

Evaluator(s) _____

Teacher Association Representative (if requested by the teacher) _____

Date _____

List the area(s) needing improvement.

Area(s) needing improvement	Standards-based goal(s)	Manner/frequency in which improvement will be assessed

Review of progress will take place during benchmark meeting dates.

Describe the professional development opportunities, materials, resources and supports the District will make available.

Assignment of a mentor teacher ☐ yes ☐ no

Name of Mentor (if a mentor is assigned) _____

Start Date of TIP _____

End Date of TIP _____

The teacher, evaluator, mentor (if applicable) and an Association representative (if requested by the teacher) shall meet for the purpose of assisting the teacher to achieve the goals set forth in the TIP. The Association president shall be notified when a teacher is placed on TIP.

Benchmark Meeting Dates				
-------------------------	--	--	--	--

Evaluator's Signature _____

Date _____

Teacher's Signature _____

Date _____

Benchmark meetings to determine progress towards achieving standards-based goals.

Benchmark Meeting Date _____

Evaluator Comments

Teacher Comments

Benchmark Meeting Date _____

Evaluator Comments

Teacher Comments

Benchmark Meeting Date _____

Evaluator Comments

Teacher Comments

Benchmark Meeting Date _____

Evaluator Comments

Teacher Comments

Evaluator's Recommendation

☐ The teacher has met the standards-based goals identified through the TIP.

- ☐ The teacher has not met the standards-based goals identified through the TIP.

Next Steps

Evaluator's Signature _____

Date _____

Teacher's Signature _____

Date _____

Teacher's signature does not constitute agreement but merely signifies she/he has examined and discussed the materials with the evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.

Appendix N
Southwestern Central School District
APPR Appeals Form

Teacher _____

Grade/Subject _____

Evaluator _____

Date _____

Teachers who receive an APPR composite score of either “developing” or “ineffective” may appeal their APPR.

A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal provided that the teacher knew or should have known the grounds existed at the time the appeal was filed. Any grounds from which the teacher knew or should have known that are not raised at the time the appeal is filed shall be deemed waived.

Grounds for an Appeal

Below indicate (√) the grounds for the appeal, if there are several, they must all be indicated within this appeal.

- ☐ The school district’s adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-d;
- ☐ The adherence to the Commissioner’s regulations, as applicable to such reviews;
- ☐ Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
- ☐ The school district’s issuance and/or implementation of the terms of the teacher improvement plan under Education Law 3012-d;
- ☐ The substance of the annual professional performance review, which shall include the following:
In the instance of a teacher rated ineffective on the Student Performance category, but rated highly effective on the Observation category based on an anomaly, as determined locally.

mt
6/13/14
dlc
6.12.14

MD
6/13/2016

Teacher's Basis for Appeal

Teacher should list and attach all supporting documentation and a copy of the APPR and/or the TIP being challenged.

Filed with

Superintendent of Schools or Designee

Date

Evaluator's Response to Appeal

Evaluator should list and attach all supporting documentation.

Date

Outcome of Appeals Process

Superintendent of Schools or Designee

Date

Teacher's Signature

Date

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with the evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.