

Lewiston-Porter Central School District



Evaluation Handbook 2025-2026

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Mission and Vision Statements



Lewiston-Porter Central School District **Strategic Plan** 2025-2030

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Introduction

In a Professional Learning Community, we ask ourselves, “How do we know what our students know and are able to do” (PLC Question 2). This is a question directly connected to assessment. We ask this question in order to better design responses for those students who need more from us (PLC Question 3) and for those students who are ready for more challenges (PLC Question 4).

The intent behind performance assessment remains consistent for adults as it does for students—how effectively are we applying the knowledge and skills we are expected to possess? Furthermore, how can we provide meaningful support to those in need and appropriately challenge those who are ready for it? To put it differently, performance assessment stands as a pivotal facet of the responsibilities carried by teachers and administrators, offering a structured approach to gauging their efficacy. Effective educators and leaders are imperative for student learning and triumph, and performance assessment equips teachers and administrators to identify areas of excellence and those that may warrant improvement. This input subsequently informs professional growth and learning opportunities, fostering ongoing enhancement of everyone's skill set.

Perhaps most importantly, performance assessment is necessary for ensuring that teachers and administrators are meeting the students' needs. Through evaluations, teachers and administrators can receive feedback on their practices and adjust their strategies to better meet the needs of their students. This ultimately results in improved student outcomes and a more effective educational experience for all involved.

Finally, when they are done right, evaluations can have important benefits for all stakeholders, including

- Improving communication
- Improving job satisfaction and retention
- Increasing performance
- Providing help for employees who need further support
- Improving culture

We know that all certified/licensed faculty and administrators¹ in Lewiston-Porter are evaluated for the reasons listed above. As such, this handbook serves as a single document to outline the evaluation process for certified/licensed faculty and administration in the Lewiston-Porter Central School District who are members of a collective bargaining agreement.

¹ Per Education Law §3012-d and Subpart 30-3 of the Commissioner's Regulations, all districts are required to submit for approval the locally decided process for evaluating teachers and administrators of record. As such, the approved APPR plan for Lewiston-Porter Central School District is a public document and can be found [here](#).

Evaluation Process for Teachers of Record

Who is Considered a Teacher of Record

Teachers of record are defined as those teachers who are primarily and directly responsible for students' learning activities that are aligned with the performance measures of a course.

In addition to K-12 classroom teachers and special education teachers, teachers of record may include:

- School librarians, library media specialists, and school media specialists who are teachers in the classroom teaching service
- Part-time teachers, who are teachers in the classroom teaching service for 40% or more of a full-time position (4/10 position)
- A teacher performing instructional support services for more than 40% of their time
- "Push-in" and "pull-out" teachers who are not the sole teacher primarily responsible for the learning of a group of students, including interventionists and Academic Intervention Services (AIS) providers
- Long-Term Substitute Teachers (serving in any of the above roles)

What is the Process for Evaluation

The process for evaluation varies slightly based on whether or not the teacher of record is probationary or tenured.

	Probationary	Tenured
Announced Observations	Two (2) per school year each worth 45%	One (1) per school year worth 90%
Unannounced Observation	One (1) per school year worth 10%	One (1) per school year worth 10%
Pre- & Post-Observations Conferences	Both are required for Announced Observations	Pre-Observation conferences are required; Post-Observation conferences are optional and at the discretion of the teacher
Danielson Domains (2011 Revised)	- Domain 1 - Addressed during the Pre-Observation (scored) - Domain 2 - Addressed during the Announced and Unannounced Observations (scored) - Domain 3 - Addressed during the Announced Observations (scored) - Domain 4 - Addressed formally during a year-end conference with the principal (scored <i>–but not included as part of the APPR evaluation score</i>)	- Domain 1 - Addressed during the Pre-Observation (unscored) - Domain 2 - Addressed during the Announced and Unannounced Observations (scored) - Domain 3 - Addressed during the Announced Observations (scored) - Domain 4 - N/A

Regardless of if the teacher of record is probationary or tenured, the following guidelines are the same:

- **For All Observations**
 - Announced and unannounced observations will occur between October 1st and May 15th unless mutually agreed upon by both the teacher and the administrator.
 - Post-Observation scores will be given to the teachers within ten (10) business days of the date of observation
- **Unannounced Observations**
 - No unannounced observations will take place the day immediately before or after a holiday break.
 - Unannounced Observation Guidelines
 - There will be one (1) unannounced observation

- The allotted time for the observation cannot be less than ten (10) minutes but no longer than fifteen (15) minutes in length
- The observer will score Domain 2 of the Danielson Rubric only
- Within two (2) business days of the teacher's unannounced observation, the teacher may choose to supply the administrator with written information that could provide context to the evidence collected in Domain 2. This additional information would be considered by the administrator when determining the unannounced observation score and could be initiated by the teacher or requested by the administrator. It is the teacher's right to refuse to provide additional information.
- In the event that the administrator comes to do the unannounced observation during an assessment, the teacher may request that the unannounced observation be conducted at a different time due to the assessment. This is a one-time request and must occur before the start of the unannounced observation.
- No changes can be made to the unannounced observation scores after they are shared with the teacher.
- **Special Education Teachers**
 - Probationary teachers will have one announced observation conducted by the Director of Special Education and one announced observation conducted by the building principal annually during the probationary period. Tenured teachers will alternate so that every other year the announced observation will be conducted by the Director of Special Education alternating with a building administrator.
- **Pre- and Post-Observations (Lessons Observed by Lead Evaluator)**
 - Pre-Observation
 - All teachers will submit a lesson plan using the lesson plan template (see Appendix C) at least two (2) business days prior to the date of the pre-observed lesson.
 - All teachers will submit all relevant ancillary materials that go along with the lesson the administrator is observing (ex. worksheets, assessments, SMART Notebook slides, etc.) with the lesson plan.
 - Pre-Conferences are required for all teachers.
 - The teacher and Lead Evaluator will go through a list of predetermined discussion questions in preparation for the lesson. No written responses are required but teachers should be prepared with answers to the questions relevant to the lesson prior to the meeting. (Please see Appendix A)
 - In the event that a pre-observation or announced observation needs to be rescheduled for any reason, the pre-observation and/or announced observation will be rescheduled at a mutually agreed upon time. A new lesson plan will NOT be required for the pre-observation meeting and/or announced observation, however the teacher has the option to provide updated information related to the new lesson.
 - Post-Observations

- Post-Observations are required for all probationary teachers.
- Post-Observation scores will be given to the teachers within ten (10) business days of the date of observation.

Is a Student Learning Objective (SLO) Required

Yes. Student Learning Objectives (SLOs) are required for all teachers of record.

Please remember that an SLO is both (1) an instructional tool and (2) a score of how students perform:

- **An Instructional Tool:** An SLO is an instructional planning tool developed at the start of an educator's course that includes expectations for student growth. It represents important learning that is aligned with national or state standards, as well as any other school and LEA priorities. The goals included in the SLO must be specific, measurable, and based on available prior student learning data. The SLO process asks educators to reflect on who their students are, what they already know, and what they are going to learn during the interval of instruction. In this context, rigorous yet attainable targets are set that define what success looks like for each student and considers their longer-term trajectory toward college, career, and citizenship readiness. Educators' scores are then based on the degree to which the goals were attained, as evidenced by student academic performance at the end of the course.

Consistent with this process, New York State SLOs must include the following elements:

- Student Population: Which students are being addressed? Each SLO will address all students in the teacher's course (or across multiple course sections) who take the same final assessment.
- Learning Content: What is being taught? National/State standards? Will specific standards be focused on or all standards applicable to the course?
- Interval of Instructional Time: What is the instructional period covered?
- Evidence: Which State-administered, developed, or approved assessment(s) will be used to measure this goal?
- Baseline: What is the starting level of learning for students in the class?
- Target: What is the expected outcome (target) by the end of the instructional period? (All targets must include a minimum of one year of expected academic growth.)
- State-Determined HEDI Criteria: LEAs must use the State-determined scoring ranges to determine final scores and HEDI ratings
- Rationale: Why choose this learning content, evidence and target?

Please see Appendix A for the SLO Template all Teachers of Record are required to complete.

- **A Score of How Students Perform:** Teachers of record will have "The Big Five," Regents exams, i.e., (1) Algebra, (2) English Language Arts, (3) Global Studies, (4) United States History and Government, and (5) Living Environment as the district-wide score for the Student Performance portion of their total evaluation score (see "How is My Final Evaluation Score Determined" on page 12 for more information).²

² The calculation for The Big 5 is: $[(\text{Algebra I Percent Proficient} + \text{ELA Percent Proficient} + \text{Global Percent Proficient} + \text{Living Environment Percent Proficient} + \text{US Percent Proficient})/5]$. This percentage is then translated into a score out of 20 (see page 27).

How is the Final Evaluation Score Determined for Teachers of Record

The Teacher Evaluation process is broken into two categories:

1. Student Performance Category (with a rating on a 20-point scale; see Figure 1)
2. Teacher Observation Category (with a rating on a 4-point scale)

Figure 1: Student Performance Scoring Scale

	Highly Effective			Effective			Devel- oping		Ineffective												
Score	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% Met Target	97-100	93-96	90-92	85-89	80-84	75-79	67-74	60-66	55-59	49-54	44-48	39-43	34-38	29-33	25-28	21-24	17-20	13-16	9-12	5-8	0-4

Both of these ratings will be placed into a scale to give the teacher a composite rating (see Figure 2).

Figure 2: Composite (Observation + Student Performance) Rating Scale

		Observation			
Student Performance		H (4.0-3.5)	E (3.49-2.5)	D (2.49-1.5)	I (1.49-1.0)
	H (20-18)	H	H	E	D
	E (17-15)	H	E	E	D
	D (14-13)	E	E	D	I
	I (12-0)	D	D	I	I

NOTE: Highly Effective (H), Effective (E), Developing (D), Ineffective (I)

Evaluation Process for Faculty who are NOT Considered the Teacher of Record (FNCTR)

Faculty who are Not Considered Teachers of Record (FNCTR)

The following educators are not considered Teachers of Record

Clinician Positions	Non-Clinicians	Teacher on Special Assignments (TOSA)*
• Speech-Language Pathologists/Therapists • Occupational Therapists/Certified Occupational Therapy Assistants • Physical Therapists	• School Psychologists • Social Workers • School Counselors	• Examples include, but are not limited to: ○ Alternative Learning Environment (A.L.E.) Teacher ○ Director of the Lancer Learning Center

* Not in a position as a Teacher of Record described above

What is the Process for Evaluation for Faculty who are Not Considered Teachers of Record (FNCTR)

The process for evaluation varies slightly based on whether or not the faculty who are not considered a teacher of record (FNCTR) is probationary or non-probationary.

	Probationary	Non-Probationary
Announced Observations	Two (2) per school year worth 45% each as observed during an instructional/treatment session with a child	One (1) per school year worth 100% as observed during an instructional/treatment session with a child
Unannounced Observation	One (1) per school year worth 10% as observed during an instructional session with a child(ren) (Domain 2) OR during a meeting with adults about a child(ren) (Domain 3)	N/A
Pre- & Post-Observations Conferences	Both are required for Announced Observations	Pre-Observation conferences are required; Post-Observation conferences are optional and at the discretion of the teacher
Assignment-Specific Danielson Domains³ - OT/PT/Speech - Social Worker - Psychologist	- Domain 1 - Addressed during the Pre-Observation (scored) - Domain 2 - Addressed during the Announced Observations (scored) - Domain 3 - Addressed during the Announced Observations (scored) - Domain 4 - Addressed formally during a year-end conference with the evaluator (scored <i>but not included as part of the APPR evaluation score</i>)	- Domain 1 - Addressed during the Pre-Observation (unscored) - Domain 2 - Addressed during the Announced Observations (scored) - Domain 3 - Addressed during the Announced Observations (scored) - Domain 4 - N/A

³ Please [click here](#) to access the various rubrics associated with each different rubric.

Regardless of if the FNCTR is probationary or tenured, the following guidelines are the same:

- **For All Observations**

- Announced and unannounced observations will occur between October 1st and May 15th unless mutually agreed upon by both the teacher and the administrator.
- Post-observation scores will be given to the FNCTR within ten (10) business days of the date of observation

- **Unannounced Observations**

- No unannounced observations will take place the day immediately before or after a holiday break.
- Unannounced Observation Guidelines for Clinicians
 - There will be one (1) unannounced observation
 - If the unannounced observation is during a treatment session
 - The allotted time for the observation cannot be less than ten (10) minutes but no longer than fifteen (15) minutes in length
 - The observer will score Domain 2 of the Danielson Rubric only
 - If the unannounced observation is during a CSE Meeting
 - There is no minimum or maximum time limit, but the score can only come from one (1) CSE Meeting
 - The observer will score Domain 3 of the Danielson Rubric only
- Unannounced Observation Guidelines for Non-Clinicians/TOSAs who are FNCTR
 - There will be one (1) unannounced observation
 - If the unannounced observation is during an instructional experience with students
 - The allotted time for the observation cannot be less than ten (10) minutes but no longer than fifteen (15) minutes in length
 - The observer will score Domain 2 of the Danielson Rubric only
 - If the unannounced observation is during a meeting (e.g., an SST Meeting, a Green Team Meeting, etc.)
 - There is no minimum or maximum time limit, but the score can only come from one (1) meeting
 - The observer will score Domain 3 of the Danielson Rubric only
- Within two (2) business days of the FNCTR unannounced observation, the FNCTR may choose to supply the administrator with written information that could provide context to the evidence collected in Domain 2 or 3. This additional information would be considered by the administrator when determining the unannounced observation score and could be initiated by the FNCTR or requested by the administrator. It's the FNCTR's right to refuse to provide additional information.
- In the event that the administrator comes to do the unannounced observation during an assessment, the FNCTR may request that the unannounced observation be conducted at a different time due to the assessment. This is a one-time request and must occur before the start of the unannounced observation.

- No changes can be made to the unannounced observation scores after they are shared with the FNCTR.
- Probationary FNCTR will have one announced observation conducted by the Administrative Liaison connected to the department and one announced, conducted by the building principal annually during the probationary period. Non-probationary FNCTR will alternate so that every other year the announced observation will be conducted by the Administrative Liaison connected to the department alternating with a building administrator.

Administrative Liaisons for the departments are:

Clinician Positions	Non-Clinicians	Teacher on Special Assignments (TOSA)*
The Director of Special Education	The Director of Special Education (for School Psychologists) The High School Principal (for Social Workers and School Counselors)	Varies depending on the TOSA position

* Not in a position as a Teacher of Record described above

● **Pre- and Post-Observations (Lessons Observed by Lead Evaluator)**

- Pre-Observation
 - All FNCTR will submit a lesson or session plan using the appropriate template at least two (2) business days prior to the date of the pre-observed lesson.
 - All FNCTR will submit all relevant ancillary materials that go along with the session that the administrator is observing (e.g., worksheets, assessments, SMART Notebook slides, etc.) with the session plan.
 - Pre-Conferences are required for all FNCTR.
 - The FNCTR and observing administrator will review the lesson or session plans using the list of predetermined discussion questions in preparation for the lesson. No written responses are required but FNCTRs should be prepared with answers to the questions relevant to the session prior to the meeting. (Please see Appendix B for the Pre-Observation discussion questions for FNCTR.)
 - In the event that a pre-observation or announced observation needs to be rescheduled for any reason, the pre-observation and/or announced observation will be rescheduled at a mutually agreed upon time. A new lesson plan will NOT be required for the pre-observation meeting and/or announced observation, however the FNCTR has the option to provide updated information related to the new lesson.
- Post-Observations
 - Post-Observations are required for all probationary FNCTRs. The meeting is to be scheduled within ten (10) business days of the date of observation.

- Post-Observations are optional for all non-probationary FNCTRs.
- Post-Observation scores will be given to FNCTRs within ten (10) business days of the date of observation.

Is a Student Learning Objective (SLO) Required for Faculty who are Not Considered Teachers of Record (FNCTR)

No. Per New York State APPR guidelines, SLOs are only required for teachers and principals of record.

How is the Final Evaluation Score Determined for Faculty who are NOT Teachers of Record (FNCTR)

The evaluation process for FNCTRs is based solely on the observation scores.

Final Evaluation Calculation

The final evaluation score is some number between 1-4 (with 1 being low and 4 being high). Here is how that score is determined:

- **Step 1:** Rate each of the scorable components using the Danielson Rubric scale 1-4.
- **Step 2:** Add up each of the scorable components and divide by the total number of scorable components from each observation to calculate the average.
- **Step 3:** Use the average and the HEDI scale below to determine the final evaluation rating.

H (4.0-3.5)	E (3.49-2.5)	D (2.49-1.5)	I (1.49-1.0)
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NOTE: Highly Effective (H), Effective (E), Developing (D), Ineffective (I)

Evaluation Process for Principals

Who is Considered a Principal

A principal is a building principal or an administrator in charge of an instructional program of an LEA. This includes BOCES administrators that meet this definition as well as co-principals. A co-principal means a certified administrator under Part 80 of the Commissioner's regulations, designated by the school's controlling authority to have executive authority, management, and instructional leadership responsibility for all or a portion of an LEA-operated program, in a situation in which more than one such administrator is so designated. The term co-principal implies equal line authority, with each administrator so designated reporting to a district-level or comparable BOCES-level supervisor. Teachers who also perform administrative functions for less than 50% of their time are not included in the definition of a principal.

What is the Process for Evaluation

The process for evaluation varies slightly based on whether or not the principal of record is probationary or tenured.

	Probationary	Tenured
Announced School Visits	At least one (1) per school year worth 80% by the designated evaluator	At least one (1) per school year worth 80%
Unannounced School Visit	At least one (1) each per school year worth 20% total from - The designated evaluator (worth 10%) - A trained administrator in the LPOEA who is not assigned to the same building and were rated at least Effective in the prior school year (worth 10%)	At least one (1) each per school year worth 20% total from - The designated evaluator (worth 10%) - A trained administrator in the LPOEA who is not assigned to the same building and were rated at least Effective in the prior school year (worth 10%)
Pre- & Post-Visit Conferences	One pre-visit conference is required prior to the first announced visit One post-visit conference is required with each evaluator after all required components from that evaluator are scored (for a total of 3 post-visit conferences)	One pre-visit conference is required prior to the first announced visit One post-visit conference is required with each evaluator after all required components from that evaluator are scored (for a total of 3 post-visit conferences)
Multidimensional Principal Performance Rubric	- Announced Visit(s) - Domain 1 - Shared Vision of Learning - Domain 2- School Culture and Instructional Program - Domain 5 - Integrity, Fairness, Ethics - Unannounced Visit(s) - Domain 3 - Safe, Efficient, Effective Learning Environment - Domain 4 - Community	- Announced Visit(s) - Domain 1 - Shared Vision of Learning - Domain 2- School Culture and Instructional Program - Unannounced Visit(s) - Domain 3 - Safe, Efficient, Effective Learning Environment

Regardless of if the principal of record is probationary or tenured, the following guidelines are the same:

- **For All School Visits**

- Announced and unannounced school visits will occur between September 1st and June 30th unless mutually agreed upon by both the principal and the evaluator.
- Post-visit scores will be given to the principal within ten (10) business days of the date of visit.

- **Unannounced School Visits**

- No unannounced visits will take place the day immediately before or after a holiday break.
- Unannounced Visit Guidelines
 - There will be at least two (2) unannounced visits.
 - At least one (1) unannounced visit from the designated evaluator
 - At least one (1) from a trained administrator in the LPOEA who is not assigned to the same building and were rated at least Effective in the prior school year
 - The visitor will score
 - Tenured principals on Domain 3 (Safe, Efficient, Effective Learning Environment) only
 - Non-Tenured principals on Domains 3 (Safe, Efficient, Effective Learning Environment) and 4 (Community)
- Within two (2) business days of the principal's unannounced visit, the principal may choose to supply the evaluator with written information that could provide context to the evidence collected. This additional information would be considered by the evaluator when determining the unannounced visit score and could be initiated by the principal or requested by the evaluator. It is the principal's right to refuse to provide additional information.
- In the event that the evaluator comes to do the unannounced visit during a crisis situation, the principal may request that the unannounced visit be conducted at a different time.
- No changes can be made to the unannounced visit scores after they are shared with the principal.

- **Pre- and Post-Visit**

- Pre-Visit
 - During the pre-visit meeting, the evaluator and principal will review and discuss the required domains and related components aligned with the announced visit. At this time, the principal can provide any documentation related to those components as well as speak to any potential areas worth noting for the announced visit.
 - Only one pre-visit is required per year even though there may need to be multiple school visits needed to evaluate all agreed-upon scorable domains and related

scorable components. Either a principal or the evaluator may request an additional pre-visit meeting for future visits. It is the principal's right to refuse to meet for an additional pre-visit meeting beyond the first one.

- Post-Visit
 - Since it may take several visits to collect the required evidence to score the domain requirements, post-visit meetings are only required once all the required evidence is collected.
 - Post-visit scores will be given to the principal within ten (10) business days of the date of the visit.

Is a Student Learning Objective (SLO) Required for Principals

Yes. Student Learning Objectives (SLOs) are required for all principals.

Please remember that an SLO is both:

- **An Instructional Tool:** An SLO is an instructional planning tool developed at the start of a building principal's school year that includes expectations for student growth. It represents important learning that is aligned to national or state standards, as well as any other school and LEA priorities. The goals included in the SLO must be specific, measurable, and based on available prior student learning data. The SLO process asks educators to reflect on who their students are, what they already know, and what they are going to learn during the interval of instruction. In this context, rigorous yet attainable targets are set that define what success looks like for each student and considers their longer-term trajectory toward college, career, and citizenship readiness. Educators' scores are then based on the degree to which the goals were attained, as evidenced by student academic performance at the end of the course.

Consistent with this process, New York State SLOs must include the following elements:

- Student Population: Which students are being addressed? Each SLO will address all students in the teacher's course (or across multiple course sections) who take the same final assessment.
- Learning Content: What is being taught? National/State standards? Will specific standards be focused on or all standards applicable to the course?
- Interval of Instructional Time: What is the instructional period covered?
- Evidence: Which state-administered, developed, or approved assessment(s) will be used to measure this goal?
- Baseline: What is the starting level of learning for students in the class?
- Target: What is the expected outcome (target) by the end of the instructional period? (All targets must include a minimum of one year of expected academic growth.)
- State-Determined HEDI Criteria: LEAs must use the State-determined scoring ranges to determine final scores and HEDI ratings
- Rationale: Why choose this learning content, evidence, and target?

Please see Appendix C for the SLO Template all principals are required to complete.

- **A Score of How Students Perform:** Principals will have "The Big Five," Regents exams, i.e., (1) Algebra I, (2) English Language Arts, (3) Global Studies, (4) United States History and Government, and (5) Living Environment⁴ as the district-wide score for the Student Performance portion of their total evaluation score (see "How is My Final Evaluation Score Determined" on page 27 for more information).

⁴ The calculation for The Big 5 is: $[(\text{Algebra I Percent Proficient} + \text{ELA Percent Proficient} + \text{Global Percent Proficient} + \text{Living Environment Percent Proficient} + \text{US Percent Proficient})/5]$. This percentage is then translated into a score out of 20 (see page 27).

How is the Final Evaluation Score Determined for Principals

The Principal Evaluation process is broken into two categories:

1. Student Performance Category (with a rating on a 20-point scale; see Figure 1)
2. School Visit Category (with a rating on a 4-point scale)

Figure 1: Student Performance Scoring Scale

	Highly Effective			Effective			Devel- oping		Ineffective												
Score	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% Met Target	97- 100	93- 96	90- 92	85- 89	80- 84	75- 79	67- 74	60- 66	55- 59	49- 54	44- 48	39- 43	34- 38	29- 33	25- 28	21- 24	17- 20	13- 16	9- 12	5- 8	0- 4

Both of these ratings will be placed into a scale to give the principal a composite rating (see Figure 2).

Figure 2: Composite (School Visit + Student Performance) Rating Scale

		School Visit			
Student Performance		H (4.0-3.5)	E (3.49-2.5)	D (2.49-1.5)	I (1.49-1.0)
	H (20-18)	H	H	E	D
	E (17-15)	H	E	E	D
	D (14-13)	E	E	D	I
	I (12-0)	D	D	I	I

NOTE: Highly Effective (H), Effective (E), Developing (D), Ineffective (I)

Evaluation Process for Non-Principal Administrators (NPAs)

Who is Considered a Non-Principal Administrator (NPA)

Any member of the Lewiston-Porter Organization of Educational Administrators (LPOEA) who is not deemed “principal” as described in the “Who is Considered a Principal” section above is a non-principal administrator (NPA). This would include the:

- Elementary Program Coordinator(s)
- Assistant Principal(s)
- Director of Athletics, Physical Education, Health, and Recreation
- Director of Special Education and Grants
- Director of Curriculum, Instruction, Technology & Data

What is the Process for Evaluation for Non-Principal Administrators (NPA)

The process for evaluation varies slightly based on whether or not the NPA is probationary or tenured.

	Probationary	Tenured	
Announced School Visits	At least one (1) per school year worth 80% by the designated evaluator	At least one (1) per school year worth 80%	
Unannounced School Visit	At least one (1) each per school year worth 20% total from - The designated evaluator (worth 10%) - A trained administrator in the LPOEA who is not assigned to the same building and was rated at least Effective in the prior school year (worth 10%)	At least one (1) each per school year worth 20% total from - The designated evaluator (worth 10%) - A trained administrator in the LPOEA who is not assigned to the same building and was rated at least Effective in the prior school year (worth 10%)	
Pre- & Post-Visit Conferences	One pre-visit conference is required prior to the first announced visit One post-visit conference is required with each evaluator after all required components from that evaluator are scored (for a total of 3 post-visit conferences)	One pre-visit conference is required prior to the first announced visit One post-visit conference is required with each evaluator after all required components from that evaluator are scored (for a total of 3 post-visit conferences)	
Rubric - Assistant Principals, Program Coordinator, Director of PE, Wellness, Health, and Recreation, and the Director of SPED and Grants will use MLPR - Director of Technology and Data will use CoSN	MLPR - Announced Visit(s) - Domain 1 - Shared Vision of Learning - Domain 2- School Culture and Instructional Program - Domain 5 - Integrity, Fairness, Ethics - Unannounced Visit(s) - Domain 3 - Safe, Efficient, Effective Learning Environment - Domain 4 - Community	MLPR - Announced Visit(s) - Domain 1 - Shared Vision of Learning - Domain 2- School Culture and Instructional Program - Unannounced Visit(s) - Domain 3 - Safe, Efficient, Effective Learning Environment	CoSN - Announced Visit(s) - Domain 2 - Understanding the Educational Environment - Domain 3- Information Technology Management - Unannounced Visit(s) - Domain 1 - Leadership and Vision

Regardless of if the NPA is probationary or tenured, the following guidelines are the same:

- **For All School Visits**

- Announced and unannounced school visits will occur between September 1st and June 30th unless mutually agreed upon by both the NPA and the evaluator.
- Post-visit scores will be given to the NPA within ten (10) business days of the date of visit.

- **Unannounced School Visits**

- No unannounced visits will take place the day immediately before or after a holiday break.
- Unannounced Visit Guidelines
 - There will be at least two (2) unannounced visits.
 - At least one (1) unannounced visit from the designated evaluator
 - At least one (1) from a trained administrator in the LPOEA who is not assigned to the same building and were rated at least Effective in the prior school year
 - The visitor will score
 - Tenured NPAs on Domain 3 only
 - Non-Tenured NPAs on Domains 3 and 4
- Within two (2) business days of the NPA's unannounced visit, the NPA may choose to supply the evaluator with written information that could provide context to the evidence collected. This additional information would be considered by the evaluator when determining the unannounced visit score and could be initiated by the NPA or requested by the evaluator. It is the NPA's right to refuse to provide additional information.
- In the event that the evaluator comes to do the unannounced visit during a crisis situation, the principal may request that the unannounced visit be conducted at a different time.
- No changes can be made to the unannounced visit scores after they are shared with the NPA.

- **Pre- and Post-Visit**

- Pre-Visit
 - During the pre-visit meeting, the evaluator and NPA will review and discuss the required domains and related components aligned with the announced visit. At this time, the NPA can provide any documentation related to those components as well as speak to any potential areas worth noting for the announced visit.
 - Only one pre-visit is required per year even though there may need to be multiple school visits needed to score all required domains and related components for the MPPR Rubric. Either the NPA or the evaluator may request an additional pre-visit meeting for future visits. It is the NPA's right to refuse to meet for an additional pre-visit meeting beyond the first one.

- Post-Visit
 - Since it may take several visits to collect the required evidence to score the domain requirements, post-visit meetings are only required once all the required evidence is collected.
 - Post-visit scores will be given to the NPA within ten (10) business days of the date of the visit.

Is a Student Learning Objective (SLO) Required for Other Administrators (Not Principals)

No. Per New York State APPR guidelines, SLOs are only required for teachers and principals of record.

How is the Final Evaluation Score Determined for Non-Principal Administrators (NPAs)

The evaluation process for NPAs is based solely on the observation scores.

Final Evaluation Calculation

The final evaluation score is some number between 1-4 (with 1 being low and 4 being high). Here is how that score is determined:

- **Step 1:** Rate each of the scorable components using the Danielson Rubric scale 1-4.
- **Step 2:** Add up each of the scorable components and divide by the total number of scorable components from each observation to calculate the average.
- **Step 3:** Use the average and the HEDI scale below to determine the final evaluation rating.

H (4.0-3.5)	E (3.49-2.5)	D (2.49-1.5)	I (1.49-1.0)
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NOTE: Highly Effective (H), Effective (E), Developing (D), Ineffective (I)

APPENDIX A:

Forms for Teachers of Record

Rationale for Teachers Setting SLO Targets Below 65

In some instances, students will not be able to meet proficiency but will be able to show significant growth in their learning.

After a teacher examines the data of their students to build their SLOs they will set their targets at one of the following points:

- Proficiency - 65/100
- Mastery - 85/100

Based on the data that teachers have evaluated on the student, a teacher may submit targets below 65 but must attach a rationale form as to why they are setting the target lower. Data used to determine a target below 65 may include current-year formative and summative data.

The principal will approve all target scores for student performance on a teacher's Student Learning Objective.

If a principal rejects the proposal of any or all lower targets, the teacher has the right to appeal to the Assistant Superintendent of Curriculum, Instruction, and Technology and Instruction. Teachers have ten (10) business days from the notice of rejection to submit their appeal to the Assistant Superintendent of Curriculum, Instruction, and Technology and Instruction.

Appeal Process

1. Teacher's original SLO targets have been submitted to the principal. Principal has ten (10) business days to approve or reject any or all targets.
2. Teacher's original SLO (any or all) targets are rejected by the building Principal. Teacher has ten (10) business days to file an appeal to the Assistant Superintendent of Curriculum, Instruction, and Technology and Instruction.
3. The Assistant Superintendent of Curriculum, Instruction, and Technology and Instruction will review the SLO target or targets that have been rejected and hold a meeting with the teacher to validate or reset acceptable target(s) for that/those student(s).

Rationale Setting Student Learning Objective (SLO) Targets Below 65

Directions: Please attach this form to your SLO Rosters upon submission to the building principal. Only one form needs to be submitted for each teacher.

Teacher Name	
---------------------	--

Building		School Year	
-----------------	--	--------------------	--

Please indicate the students by their class period roster below and fill in the rationale (with all formative and summative data) to explain why the target for the student(s) should be below 65.

Student Name	Course	Period	Proposed Target	Narrative explaining justification of lower target (<u>student data must be included in the narrative</u>).

Lesson Plan Template

Course:	Title:	Grade Level:	Teacher:
Lesson Components	<i>Essential Question(s) or Objective(s) (It is recommended that lesson objectives are written in the form of questions and revealed to students at the beginning of lessons, so they can be used at lesson closure to check for understanding)</i>		
<u>Student Guiding Question(s)</u> What questions direct this lesson and connect to the essential question? Guiding questions can be used throughout the lesson in a formative manner to support student understanding for the lesson and the connection to the unit and/or course.			
<u>State Standards/Performance Indicator(s)</u> What do you want your students to know and/or be able to do by the end of this lesson?			
<u>Assessment Tool(s)</u> How do you obtain evidence of each student's learning during this lesson?			
<u>Content:</u> What specific concepts/knowledge do you want students to learn during this lesson?			
<u>Skills:</u> What actions/procedures do you want your students to learn during this lesson?			
<u>Learning/Differentiation Opportunities</u> What are the students doing during this lesson? Depending on where the lesson falls in the unit, has the teacher identified struggling students who are lacking understanding and is the teacher using re-teach opportunities and differentiated instruction to support students who "aren't getting it." Conversely, as teachers identify students who are excelling in the unit, what opportunities have those students been given through differentiated instruction to extend, refine and deepen their knowledge within the unit and course.			
<u>Teaching Strategies NOTES:</u> What is the teacher doing, and what does the teacher need to remember during this lesson?			
<u>Student Reflection Opportunity/Question</u> Within the lesson are students given the opportunity to provide feedback to issues related to content, product or process associated with the lesson.			
<u>Resources and Materials</u> (Describe any technology integration being utilized during the lesson)			

Teacher of Record Pre-Observation Discussion Questions

Curriculum Mapping (1a - Demonstrating Knowledge of Content and Pedagogy)

1. Please show me where you are at in your current unit/instruction and how this lesson will bridge what you have taught previously and what you will be teaching in the days that follow.

Classroom Objectives (1c - Selecting Instructional Outcomes)

2. What content do you want your students to have learned by the end of the lesson? What skills do you want your students to learn and/or expand upon during the instructional period?

Instructional Delivery (1b - Demonstrating Knowledge of Students & 1e - Designing Coherent Instruction)

3. How do you plan to differentiate instruction for students who are at different learning levels?
 - a. How/When do you plan on re teaching material for students who do not understand the first time? (1b)
 - b. How/When do you plan on enriching the learning of students who have mastered the skills or concept after the initial exposure? (1e)
4. What activity/activities will you be doing with your students that will engage them in the learning process?
 - a. What are the students doing?
 - b. What are you doing?

Resource & Technology Integration (If applicable) (1d - Demonstrating Knowledge of Resources)

5. What resources and/or technology tools are being used in this lesson?
 - a. What resources (non-tech) are students using?
 - b. Are students using technology as a substitute for another tool (i.e., paper/pencil)?
 - c. Are students using technology as an inquiry/research tool to expand upon their own learning?
 - d. Are students using technology to create a product that they wouldn't be able to unless they had that tool? (i.e., are students making podcasts with Chromebooks or iPads because they have a digital tool to use?)

Assessment/Data Analysis (1f - Designing Student Assessments)

6. How will you assess student learning throughout the lesson and at the conclusion?
 - a. How will you assess student learning at the conclusion of the unit/instruction?
 - b. What data will you collect from these assessments?
 - c. How will you use that data in future lesson/unit/instructional planning?
 - d. How are students empowered to provide feedback during or after the lesson?
 - e. Why have you selected this assessment for this particular lesson?

Teacher of Record Post-Observation Discussion Questions

Classroom Reflection

1. In what ways were your learning objectives met?
 - a. Were the skill objectives met? How do you know?
 - b. Were the content objectives met? How do you know?
 - c. Do you have assessment data to show that objectives were or were not met?
2. To what extent were students productively engaged in the lesson? How do you know they were engaged? What strategies would you consider to improve student engagement?
3. Did the students have the opportunity to take responsibility for their own learning?

Instructional Delivery

4. Reflecting on your pedagogy for the lesson - how did the activities you designed lead the students toward completing the objective(s)?
 - a. What activities could have been done differently to make the lesson more engaging and/or put greater responsibility on the students for learning the material?
 - b. Are there resources that you currently don't have access to that would have aided you in delivering this lesson more effectively?
5. At any point did you depart from your original lesson?
 - a. What happened during the class period that made you depart from the lesson plan and move in a different direction?
 - b. Was the change beneficial to the students? How do you know? How have you or will you assess it?

Bigger Picture

6. Are you going to have to go back (or have you already) gone back to re-teach material from this lesson?
7. How have you or will you differentiate learning activities for students at all levels for this particular unit?
8. If you could do this lesson over, would you? What would you do differently? If not, what were the positive attributes to this lesson that you could integrate into future lessons?

Domain 4 Reflection Template for Probationary Teachers of Record

APPR Professional Responsibilities Reflection

School Year_____

Employee_____

Building_____

Administrator_____

Conversation Date_____

Teachers may complete this form and use it as a guide for a “professional responsibilities” conversation with their Administrator.

Administrators are to use this form and the Danielson rubric to score the employee for use as part of tenure consideration. These scores are not a part of the APPR Evaluation.

This form lists some *possible* discussion topics from each subcategory.

1=Ineffective

2=Developing

3=Effective

4=Highly Effective

4a: Reflecting on Teaching	☐ 1	☐ 2	☐ 3	☐ 4
Examples may include, but are not limited to: • Best practices • Use of assessments • Instruction aligns with standards • Accurate reflection and evidence to support teaching for the year • Other	Notes:			
4b. Maintaining Accurate Records	☐ 1	☐ 2	☐ 3	☐ 4
Examples may include, but are not limited to: • Grades and comments on report cards • Use of district software for student records • Attendance taken • IEC/504 accommodations noted • Other	Notes:			

4c: Communicating with Families	☐ 1	☐ 2	☐ 3	☐ 4
Examples may include, but are not limited to: - Information about the instructional program - Information about individual students - Engagement of families in the instructional program - Response to family concerns with professional and/or cultural sensitivity - Parent/Teacher conference/communication - Methods of communication - Other	Notes: 			
4d: Participation in a Professional Community	☐ 1	☐ 2	☐ 3	☐ 4
Examples may include, but are not limited to: - Department/Grade level meetings - Collaborative lesson planning - After/before school supervisory/organizations - Participation in Building/District/Community Committees - Leadership - Attendance after school programs, performances, events - Professional organizations - Other	Notes: 			
4e: Growing and Developing Professionally	☐ 1	☐ 2	☐ 3	☐ 4
Examples may include, but are not limited to: - PD classes completed - Professional reading (journal/article/book/subscriptions) - Conferences/professional meetings - Training (BOCES), etc. - Other	Notes: 			
4f: Showing Professionalism	☐ 1	☐ 2	☐ 3	☒ 4
Examples may include, but are not limited to: - Compliance with school/district regulations - Child Study/MTSS - Integrity and ethical conduct - Advocacy for students - CSE Meetings - Other	Notes: 			

Total Points: _____

Appeals

Pursuant to Education Law §3012-d, a teacher may only challenge the following in an appeal to their district:

1. 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 in the Observation Category based on an anomaly, as determined locally.
2. The School district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d.
3. The adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's issuance and/or implementation of the terms of the teacher improvement plan, as required under Education Law §3012-d.

Appeals are limited to tenured teachers of record who received a final rating of Developing or Ineffective.⁵

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

Initial Appeal

An APPR or TIP challenge must be submitted in writing to the administrator performing the review, together with any supporting documentation.

- The challenge must explain in detail the specific reason(s) for the matter which is the subject of the challenge.
- Any grounds not raised at the time the appeal is filed shall be deemed waived, unless the teacher establishes during the appeals process that there is new information that was used by the evaluator that raises new concern related to the appeal.
- Any information obtained in a teacher observation that affects a teacher's rating that has not been shared with the teacher at the time the observation is reviewed with the teacher may not be included in the teacher's summative review.
- As part of the appeal, the teacher may also submit mitigating circumstances that he/she believes relevant to the appeal, including, but not limited to, class size, students and classes assigned, student attendance, teacher leave time/personal life, new initiatives/requirements and physical environment, which shall be considered by the District.

All supporting information must also be submitted at the time the appeal is filed. Any information not submitted at the time the appeal is filed shall not be considered.

⁵ For a tenured teacher who received a rating of highly effective or effective, or a non-tenured teacher who received any rating, the Administrator's determination shall be final; if that teacher disagrees with the response, the teacher may submit a written statement outlining the basis for that disagreement to be included in his or her file along with the disputed Annual Professional Performance Review or TIP.

The challenge must be submitted within fifteen (15) business days⁶ of the issuance of the Annual Professional Performance Review which is the subject of the challenge, or other act complained of, or it is deemed waived.

The evaluating administrator will schedule a meeting within seven (7) business days upon receipt of the appeal to discuss the challenge.

Additional Appeal

If a teacher disagrees with the administrator's response to the initial appeal, the teacher may submit an additional appeal to the Administrator's response. To do so, requires a written statement explaining in detail the reason(s) for disagreement with the response to a Professional Standards Panel (PSP) comprised of two district administrators (other than the evaluator) and two LPUT representatives

Within ten (10) business days, the PSP shall review the entire record of the appeal and determine whether the APPR and/or process had been followed, and if not, whether such non-compliance had an impact on the APPR and/or TIP.

- If the PSP's findings are negative, the initial determination shall be sustained. The teacher may appeal the PSP determination to the Superintendent within five (5) business days.
- If the PSP finds there was a substantive or procedural error that had an impact on the APPR or TIP, the appeal shall be immediately referred to the Superintendent of Schools.

Upon an appeal to the Superintendent, a meeting will be scheduled to discuss the appeal. The teacher may select a LPUT representative and/or NYSUT Labor Relations Specialist/LPUT President to participate in the meeting. The Superintendent shall render a final determination on the challenge within ten (10) business days thereafter.

Any TIP that was implemented as a result of an APPR that is subsequently modified as a result of the challenge process shall be modified (or eliminated if the appeals process eliminates the reason for the TIP) to reflect any change in the APPR as a result of that process.

NOTE: A challenge or determination under this appeal process shall not be the subject of a grievance, and the arbitration provisions of the Collective Negotiations Agreement shall not apply to matters under this section. The teacher retains any defenses s/he may have in the event the APPR is utilized in a subsequent 3020-a proceeding. Nothing in this appeals process shall be construed to alter or diminish, or in any way restrict or affect the District's non-reviewable authority to terminate the appointment of or deny tenure to a probationary teacher at any time including during the pendency of an appeal under this section, and any such termination or denial shall not in any way be subject to the grievance and arbitration process of the Collective Negotiations Agreement.

⁶ Business days shall exclude any days the district is closed.

Teacher⁷ Improvement Plan (TIP)

The District shall provide timely and constructive feedback to teachers on their performance by providing each teacher with his or her scores on the attached form within thirty (30) business days of the District receiving the teacher's State subcomponent score.

For teachers of record with a composite score of Developing or Ineffective the District shall develop and implement a Teacher Improvement Plan (TIP) as required under §30-2.10. The District shall formulate and commence implementation of a TIP for such teacher as soon as practicable but in no case later than ten (10) business days after the opening of classes in the school year following the school year for which such teacher's performance is being measured.

Upon receiving a rating of "developing" or "ineffective" a teacher shall be provided with a TIP. The TIP shall be provided as soon as practicable, but in no case later than ten (10) business days after the date on which teachers are required to report prior to the opening of classes for the school year. The Parties understand and agree that the sole and exclusive purpose of the TIP is the improvement of teaching practice and that issuance of a TIP is not a disciplinary action. The TIP shall be developed in consultation with the teacher. A union representative 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 performance goals, expectations, benchmarks, standards and timelines the teacher must meet in order to achieve an effective rating; (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, where appropriate, the assignment of a mentor teacher.

The teacher, administrator, mentor (if one has been assigned) and an Association representative (if requested by the teacher) shall meet, according to the scheduled identified in the TIP, to assess the effectiveness and appropriateness of the TIP, for the purpose of assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

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 the TIP, may seek relief through an appeal to the Superintendent. The decision of the Superintendent on the merits of the TIP shall be final.

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 in their entirety.

⁷ With regard to a "Teacher Improvement Plan (TIP)," the term "teacher" applies to any member of the Lewiston-Porter United Teachers.

Teacher Improvement Plan Template	
Name of Teacher	
Participants in the formulation of this plan	
Identify the area(s) of improvement identified in the annual evaluation	
1.	
2.	
3.	
4.	
This plan will begin on	
The parties to this agreement will meet on the following dates to review and evaluate the plan and formulate modifications if necessary	
How will improvement be assessed by the administrator	
What training or resources does the teacher need to help them improve	

Any changes or modification to the plan must be in writing and will be appended to this document.

Teacher

Date

Administrator

Date

Union Representative

Date

APPENDIX B:

Forms for Faculty Not Considered a Teacher of Record (FNCTRs)

Rubric Associated with FNCTRs

Please click on the titles below to preview the unique rubric used to evaluate that position.

Clinician Positions	Non-Clinicians	Teacher on Special Assignments (TOSA)*
- There is one rubric used for the following positions: - Speech-Language Pathologists/Therapists - Occupational Therapists/Certified Occupational Therapy Assistants - Physical Therapists	School Psychologists Social Workers School Counselors	- Examples include, but are not limited to: Alternative Learning Environment (A.L.E.) Teacher Director of the Lancer Learning Center

* Not in a position as a Teacher of Record described above

Pre-Observation Discussion Questions for Faculty who are Not Considered Teacher of Record

Employee		Observer	
Academic Year		Observation Date	
Time		Location	
National Certification (a)	☐ Yes ☐ No	Advanced Degree or Certification (1a)	

Description of Students and Their Specific Needs (1c)

- Identify the students that will be observed in regard to CSE or General Education
- Be sure the observer is aware of the needs of the participating students in regard to your discipline-specific intervention (ie: Goals from IEP or SST Areas of concern) (1b)
- Review or relay the current status of the student in regard to your area of expertise
- Are there any behavioral concerns that should be noted?

Planned Activities

- Provide any explanation of the purpose or objective of the activities inclusive of specific equipment, supplies, or technology support utilized during the session (1d) & (3b)

Be ready to Discuss or Demonstrate:

- How do you know the student understood the activity? (3b)
- How do your interventions impact the student's ability to access FAPE? (1e)
- What will/can you do if the activity is too challenging for the student? (3e)
- What will/can you do if the activity is too easy for the student? (3e)
- How do you monitor progress? (1f) & (4c)
- What can the district do (or has done) to support your work with students who need your specific intervention this year (4e)
- Your understanding of how successful you were regarding what you intended for the observation (4a)

Domain 4 Reflection Template for Probationary Faculty Not Considered Teachers of Record

APPR Professional Responsibilities Reflection

School Year_____

Employee_____

Building_____

Administrator_____

Conversation Date_____

Teachers may complete this form and use it as a guide for a “professional responsibilities” conversation with their Administrator.

Administrators are to use this form and the Danielson rubric to score the employee for use as part of tenure consideration. These scores are not a part of the APPR Evaluation.

This form lists some *possible* discussion topics from each subcategory.

1=Ineffective

2=Developing

3=Effective

4=Highly Effective

4a: Reflecting on Teaching	☐ 1	☐ 2	☐ 3	☐ 4
Examples may include, but are not limited to: • Best practices • Use of assessments • Instruction aligns with standards • Accurate reflection and evidence to support teaching for the year • Other	Notes:			
4b. Maintaining Accurate Records	☐ 1	☐ 2	☐ 3	☐ 4
Examples may include, but are not limited to: • Grades and comments on report cards • Use of district software for student records • Attendance taken • IEC/504 accommodations noted • Other	Notes:			

4c: Communicating with Families	☐ 1	☐ 2	☐ 3	☐ 4
Examples may include, but are not limited to: - Information about the instructional program - Information about individual students - Engagement of families in the instructional program - Response to family concerns with professional and/or cultural sensitivity - Parent/Teacher conference/communication - Methods of communication - Other	Notes:			
4d: Participation in a Professional Community	☐ 1	☐ 2	☐ 3	☐ 4
Examples may include, but are not limited to: - Department/Grade level meetings - Collaborative lesson planning - After/before school supervisory/organizations - Participation in Building/District/Community Committees - Leadership - Attendance after school programs, performances, events - Professional organizations - Other	Notes:			
4e: Growing and Developing Professionally	☐ 1	☐ 2	☐ 3	☐ 4
Examples may include, but are not limited to: - PD classes completed - Professional reading (journal/article/book/subscriptions) - Conferences/professional meetings - Training (BOCES), etc. - Other	Notes:			
4f: Showing Professionalism	☐ 1	☐ 2	☐ 3	☒ 4
Examples may include, but are not limited to: - Compliance with school/district regulations - Child Study/MTSS - Integrity and ethical conduct - Advocacy for students - CSE Meetings - Other	Notes:			

Total Points: _____

Appeals

Pursuant to Education Law §3012-d, a FNCTR may only challenge the following in an appeal to their district:

1. 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 in the Observation Category based on an anomaly, as determined locally.
2. The School district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d.
3. The adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's issuance and/or implementation of the terms of the teacher improvement plan, as required under Education Law §3012-d.

Appeals are limited to non-probationary FNCTRs who received a final rating of Developing or Ineffective.⁸

In an appeal, the FNCTR has the burden of demonstrating a legal right to the relief requested and the burden of establishing the facts upon which he or she seeks relief.

Initial Appeal

An APPR or TIP challenge must be submitted in writing to the administrator performing the review, together with any supporting documentation.

- The challenge must explain in detail the specific reason(s) for the matter which is the subject of the challenge.
- Any grounds not raised at the time the appeal is filed shall be deemed waived, unless the FNCTR establishes during the appeals process that there is new information that was used by the evaluator that raises new concern related to the appeal.
- Any information obtained in a FNCTR observation that affects a teacher's rating that has not been shared with the teacher at the time the observation is reviewed with the teacher may not be included in the teacher's summative review.
- As part of the appeal, the FNCTR may also submit mitigating circumstances that he/she believes relevant to the appeal, including, but not limited to, class size, students and classes assigned, student attendance, teacher leave time/personal life, new initiatives/requirements and physical environment, which shall be considered by the District.

All supporting information must also be submitted at the time the appeal is filed. Any information not submitted at the time the appeal is filed shall not be considered.

⁸ For a non-probationary FNCTR who received a rating of highly effective or effective, or a probationary FNCTR who received any rating, the Administrator's determination shall be final; if that FNCTR disagrees with the response, the FNCTR may submit a written statement outlining the basis for that disagreement to be included in his or her file along with the disputed Annual Professional Performance Review or TIP.

The challenge must be submitted within fifteen (15) business days⁹ of the issuance of the Annual Professional Performance Review which is the subject of the challenge, or other act complained of, or it is deemed waived.

The evaluating administrator will schedule a meeting within seven (7) business days upon receipt of the appeal to discuss the challenge.

Additional Appeal

If a FNCTR disagrees with the administrator's response to the initial appeal, the FNCTR may submit an additional appeal to the Administrator's response. To do so, requires a written statement explaining in detail the reason(s) for disagreement with the response to a Professional Standards Panel (PSP) comprised of two district administrators (other than the evaluator) and two LPUT representatives.

Within ten (10) business days, the PSP shall review the entire record of the appeal and determine whether the APPR and/or process had been followed, and if not, whether such non-compliance had an impact on the APPR and/or TIP.

- If the PSP's findings are negative, the initial determination shall be sustained. The FNCTR may appeal the PSP determination to the Superintendent within five (5) business days.
- If the PSP finds there was a substantive or procedural error that had an impact on the APPR or TIP, the appeal shall be immediately referred to the Superintendent of Schools.

Upon an appeal to the Superintendent, a meeting will be scheduled to discuss the appeal. The FNCTR may select a LPUT representative and/or NYSUT Labor Relations Specialist/LPUT President to participate in the meeting. The Superintendent shall render a final determination on the challenge within ten (10) business days thereafter.

Any TIP that was implemented as a result of an APPR that is subsequently modified as a result of the challenge process shall be modified (or eliminated if the appeals process eliminates the reason for the TIP) to reflect any change in the APPR as a result of that process.

NOTE: A challenge or determination under this appeal process shall not be the subject of a grievance, and the arbitration provisions of the Collective Negotiations Agreement shall not apply to matters under this section. The FNCTR retains any defenses s/he may have in the event the APPR is utilized in a subsequent 3020-a proceeding. Nothing in this appeals process shall be construed to alter or diminish, or in any way restrict or affect the District's non-reviewable authority to terminate the appointment of or deny tenure/non-probationary status to a probationary FNCTR at any time including during the pendency of an appeal under this section, and any such termination or denial shall not in any way be subject to the grievance and arbitration process of the Collective Negotiations Agreement.

⁹ Business days shall exclude any days the district is closed.

Teacher¹⁰ Improvement Plan (TIP)

The District shall provide timely and constructive feedback to teachers on their performance by providing each teacher with his or her scores on the attached form within thirty (30) business days of the District receiving the teacher's State subcomponent score.

For those faculty who are not teachers of record with a composite score of Developing or Ineffective the District shall develop and implement a Teacher Improvement Plan (TIP) as required under §30-2.10. The District shall formulate and commence implementation of a TIP for such teacher as soon as practicable but in no case later than ten (10) business days after the opening of classes in the school year following the school year for which such teacher's performance is being measured.

Upon receiving a rating of "developing" or "ineffective" a teacher shall be provided with a TIP. The TIP shall be provided as soon as practicable, but in no case later than ten (10) business days after the date on which teachers are required to report prior to the opening of classes for the school year. The Parties understand and agree that the sole and exclusive purpose of the TIP is the improvement of teaching practice and that issuance of a TIP is not a disciplinary action. The TIP shall be developed in consultation with the teacher. A union representative 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 performance goals, expectations, benchmarks, standards and timelines the teacher must meet in order to achieve an effective rating; (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, where appropriate, the assignment of a mentor teacher.

The teacher, administrator, mentor (if one has been assigned) and an Association representative (if requested by the teacher) shall meet, according to the scheduled identified in the TIP, to assess the effectiveness and appropriateness of the TIP, for the purpose of assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

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 the TIP, may seek relief through an appeal to the Superintendent. The decision of the Superintendent on the merits of the TIP shall be final.

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 in their entirety.

¹⁰ With regard to a "Teacher Improvement Plan (TIP)," the term "teacher" applies to any member of the Lewiston-Porter United Teachers.

Teacher Improvement Plan Template	
Name of Teacher	
Participants in the formulation of this plan	
Identify the area(s) of improvement identified in the annual evaluation	
5.	
6.	
7.	
8.	
This plan will begin on	
The parties to this agreement will meet on the following dates to review and evaluate the plan and formulate modifications if necessary	
How will improvement be assessed by the administrator	
What training or resources does the teacher need to help them improve	

Any changes or modification to the plan must be in writing and will be appended to this document.

Teacher

Date

Administrator

Date

Union Representative

Date

APPENDIX C:

Forms for Principals of Record

Rationale for Principals Setting SLO Targets Below 65

Process of Setting SLO Targets Below 65

In some instances, students will not be able to meet proficiency but will be able to show significant growth in their learning.

After a principal examines the data of their students to build their SLOs they will set their targets at one of the following points:

Proficiency - 65/100

Mastery - 85/100

Based on the data that principals have evaluated on the student, a principal may submit targets below 65 but must attach a rationale form as to why they are setting the target lower. Data used to determine a target below 65 may include current-year formative and summative data.

The Superintendent (or designee) will approve all target scores for student performance on a principal's Student Learning Objective.

If the Superintendent (or designee) rejects the proposal of any or all lower targets, the teacher has the right to appeal to the Board of Education. Principals have ten (10) business days from the notice of rejection to submit their appeal.

Appeal Process

1. Principal's original SLO targets have been submitted to the Superintendent. The Superintendent has ten (10) business days to approve or reject any or all targets.
2. Principal's original SLO (any or all targets) are rejected by the Superintendent. The Principal has ten (10) business days to file an appeal to the Board of Education.
3. The Board of Education will review the SLO target(s) that have been rejected and hold a meeting with the principal to verify or reset acceptable target(s) for that/those student(s).

Rationale Setting Student Learning Objective (SLO) Targets Below 65

Directions: Please attach this form to your SLO Rosters upon submission to the Superintendent. Only one form needs to be submitted for each teacher.

Principal Name	
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Building		School Year	
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Please indicate the students by their class period roster below and fill in the rationale (with all formative and summative data) to explain why the target for the student(s) should be below 65.

Student Name	Course	Period	Proposed Target	Narrative explaining justification of lower target (<u>student data must be included in the narrative</u>).

Appeals

Pursuant to Education Law §3012-d, a principal may only challenge the following in an appeal to their district:

1. 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 in the Observation Category based on an anomaly, as determined locally.
2. The School district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d.
3. The adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's issuance and/or implementation of the terms of the teacher improvement plan, as required under Education Law §3012-d.

Appeals are limited to tenured principals of record who received a final rating of Developing or Ineffective.¹¹

In an appeal, the principal has the burden of demonstrating a legal right to the relief requested and the burden of establishing the facts upon which s/he seeks relief.

Initial Appeal

An APPR or PIP challenge must be submitted in writing to the administrator performing the review, together with any supporting documentation.

- The challenge must explain in detail the specific reason(s) for the matter which is the subject of the challenge.
- Any grounds not raised at the time the appeal is filed shall be deemed waived, unless the principal establishes during the appeals process that there is new information that was used by the evaluator that raises new concern related to the appeal.
- Any information obtained in a principal school visit that affects a principal's rating that has not been shared with the principal at the time the observation is reviewed with the principal may not be included in the principal's summative review.
- As part of the appeal, the principal may also submit mitigating circumstances that s/he believes relevant to the appeal, including, but not limited to, students, staff, faculty, leave time/personal life, new initiatives/requirements and physical environment, which shall be considered by the District.

All supporting information must also be submitted at the time the appeal is filed. Any information not submitted at the time the appeal is filed shall not be considered.

¹¹ For a tenured principal who received a rating of highly effective or effective, or a non-tenured principal who received any rating, the evaluator's determination shall be final; if that principal disagrees with the response, the principal may submit a written statement outlining the basis for that disagreement to be included in his or her file along with the disputed Annual Professional Performance Review or TIP.

The challenge must be submitted within fifteen (15) business days¹² of the issuance of the Annual Professional Performance Review which is the subject of the challenge, or other act complained of, or it is deemed waived.

The evaluating administrator will schedule a meeting within seven (7) business days upon receipt of the appeal to discuss the challenge.

Additional Appeal

If a principal disagrees with the administrator's response to the initial appeal, the principal may submit an additional appeal to the administrator's response. To do so, requires a written statement explaining in detail the reason(s) for disagreement with the response to a Professional Standards Panel (PSP) comprised of two district administrators (other than the evaluator) and two LPOEA representatives.

Within ten (10) business days, the PSP shall review the entire record of the appeal and determine whether the APPR and/or process had been followed, and if not, whether such non-compliance had an impact on the APPR and/or PIP.

- If the PSP's findings are negative, the initial determination shall be sustained. The principal may appeal the PSP determination to the Board of Education within five (5) business days.
- If the PSP finds there was a substantive or procedural error that had an impact on the APPR or PIP, the appeal shall be immediately referred to the Board of Education.

Upon an appeal to the Board of Education, a meeting will be scheduled to discuss the appeal. The principal may select a LPOEA representative and/or SAANYS Labor Relations Specialist/LPOEA President to participate in the meeting. The Board of Education shall render a final determination on the challenge within ten (10) business days thereafter.

Any PIP that was implemented as a result of an APPR that is subsequently modified as a result of the challenge process shall be modified (or eliminated if the appeals process eliminates the reason for the PIP) to reflect any change in the APPR as a result of that process.

NOTE: A challenge or determination under this appeal process shall not be the subject of a grievance, and the arbitration provisions of the Collective Negotiations Agreement shall not apply to matters under this section. The principal retains any defenses s/he may have in the event the APPR is utilized in a subsequent 3020-a proceeding. Nothing in this appeals process shall be construed to alter or diminish, or in any way restrict or affect the District's non-reviewable authority to terminate the appointment of or deny tenure to a probationary principal at any time including during the pendency of an appeal under this section, and any such termination or denial shall not in any way be subject to the grievance and arbitration process of the Collective Negotiations Agreement.

¹² Business days shall exclude any days the district is closed.

Principal Improvement Plan (PIP)

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than ten (10) business days after the start of a school year. The superintendent or designee, in conjunction with the principal and another member of the Lewiston-Porter Organization of Educational Administrators (LPOEA) must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable timeline for achieving improvement.
5. Required and accessible resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between December 1 and December 15 and the second between March 1 and March 15. A written summary of feedback on progress shall be given within five (5) business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.

PRINCIPAL IMPROVEMENT PLAN

Name of Principal			
School Building		Academic Year	
Deficiency that promulgated the “ineffective” or “developing” performance rating			
Improvement goal/outcome			
Action steps/activities			
Timeline for completion			
Required and accessible resources, including identification of responsibility for provision			
Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting)			
December	March	Other(s)	
Evidence to be provided for goal achievement			

Assessment Summary - The Superintendent is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than the (10) business days after the identified completion date. Such summary shall be signed by the superintendent and principal with the opportunity for the principal to attach comments.

APPENDIX D:

Forms for Non-Principal Administrators (NPAs)

Appeals

Pursuant to Education Law §3012-d, a NPA may only challenge the following in an appeal to their district:

1. The substance of the annual professional performance review; which shall include the following:
 - a. In the instance of a teacher rated Ineffective in the Student Performance Category, but rated Highly Effective in the Observation Category based on an anomaly, as determined locally.
2. The School district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d.
3. The adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's issuance and/or implementation of the terms of the teacher improvement plan, as required under Education Law §3012-d.

Appeals are limited to tenured NPAs of record who received a final rating of Developing or Ineffective.¹³

In an appeal, the NPA has the burden of demonstrating a legal right to the relief requested and the burden of establishing the facts upon which s/he seeks relief.

Initial Appeal

An APPR or NPAIP challenge must be submitted in writing to the administrator performing the review, together with any supporting documentation.

- The challenge must explain in detail the specific reason(s) for the matter which is the subject of the challenge.
- Any grounds not raised at the time the appeal is filed shall be deemed waived, unless the NPA establishes during the appeals process that there is new information that was used by the evaluator that raises new concern related to the appeal.
- Any information obtained in a NPA school visit that affects a NPA's rating that has not been shared with the NPA at the time the observation is reviewed with the NPA may not be included in the NPA's summative review.
- As part of the appeal, the NPA may also submit mitigating circumstances that s/he believes relevant to the appeal, including, but not limited to, students, staff, faculty, leave time/personal life, new initiatives/requirements and physical environment, which shall be considered by the District.

All supporting information must also be submitted at the time the appeal is filed. Any information not submitted at the time the appeal is filed shall not be considered.

¹³ For a tenured NPA who received a rating of highly effective or effective, or a non-tenured NPA who received any rating, the evaluator's determination shall be final; if that NPA disagrees with the response, the NPA may submit a written statement outlining the basis for that disagreement to be included in his or her file along with the disputed Annual Professional Performance Review or TIP.

The challenge must be submitted within fifteen (15) business days¹⁴ of the issuance of the Annual Professional Performance Review which is the subject of the challenge, or other act complained of, or it is deemed waived.

The evaluating administrator will schedule a meeting within seven (7) business days upon receipt of the appeal to discuss the challenge.

Additional Appeal

If a non-principal administrator disagrees with the administrator's response to the initial appeal, the NPA may submit an additional appeal to the administrator's response. To do so, requires a written statement explaining in detail the reason(s) for disagreement with the response to a Professional Standards Panel (PSP) comprised of two district administrators (other than the evaluator) and two LPOEA representatives.

Within ten (10) business days, the PSP shall review the entire record of the appeal and determine whether the APPR and/or process had been followed, and if not, whether such non-compliance had an impact on the APPR and/or PIP.

- If the PSP's findings are negative, the initial determination shall be sustained. The NPA may appeal the PSP determination to the Board of Education within five (5) business days.
- If the PSP finds there was a substantive or procedural error that had an impact on the APPR or PIP, the appeal shall be immediately referred to the Board of Education.

Upon an appeal to the Board of Education, a meeting will be scheduled to discuss the appeal. The NPA may select a LPOEA representative and/or SAANYSL Labor Relations Specialist/LPOEA President to participate in the meeting. The Board of Education shall render a final determination on the challenge within ten (10) business days thereafter.

Any NPAIP that was implemented as a result of an APPR that is subsequently modified as a result of the challenge process shall be modified (or eliminated if the appeals process eliminates the reason for the PIP) to reflect any change in the APPR as a result of that process.

NOTE: A challenge or determination under this appeal process shall not be the subject of a grievance, and the arbitration provisions of the Collective Negotiations Agreement shall not apply to matters under this section. The NPA retains any defenses s/he may have in the event the APPR is utilized in a subsequent 3020-a proceeding. Nothing in this appeals process shall be construed to alter or diminish, or in any way restrict or affect the District's non-reviewable authority to terminate the appointment of or deny tenure to a probationary NPA at any time including during the pendency of an appeal under this section, and any such termination or denial shall not in any way be subject to the grievance and arbitration process of the Collective Negotiations Agreement.

¹⁴ Business days shall exclude any days the district is closed.

Non-Principal Administrator Improvement Plan (NPAIP)

Upon rating a non-principal administrator as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than ten (10) business days after the start of a school year. The superintendent or designee, in conjunction with the principal and another member of the Lewiston-Porter Organization of Educational Administrators (LPOEA) must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable timeline for achieving improvement.
5. Required and accessible resources to achieve this goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between December 1 and December 15 and the second between March 1 and March 15. A written summary of feedback on progress shall be given within five (5) business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the non-principal administrator.

NON-PRINCIPAL ADMINISTRATOR IMPROVEMENT PLAN

Name of Non-Principal Administrator			
Building		Academic Year	
Deficiency that promulgated the “ineffective” or “developing” performance rating			
Improvement goal/outcome			
Action steps/activities			
Timeline for completion			
Required and accessible resources, including identification of responsibility for provision			
Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting)			
December	March	Other(s)	
Evidence to be provided for goal achievement			

Assessment Summary - The Superintendent is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than ten (10) business days after the identified completion date. Such summary shall be signed by the superintendent and non-principal administrator with the opportunity for the non-principal administrator to attach comments.