# Phelps-Clifton Springs Faculty Association

# And

# Phelps-Clifton Springs Central School District

# Annual Professional Performance Review (APPR)

**2026-2027**

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## APPR Timeline

| | |
|---|---|
| **September 21** | • Observations for evaluation purposes may start. Observations scheduled at mutually agreeable times between teacher and principal.[1] [2] |
| **By January 29** | • First of two observations completed for non-tenured teachers |
| **By May 14** | • All observations (tenured & non-tenured; formal & unannounced) must be completed. |
| **By June 14** | • Teacher Observation rating due to teachers.<br>• Either party may request a meeting to discuss rating. |
| **By First Student School Day of 27-28** | • Overall HEDI rating sent to teachers (may be given at the end of the school year if all scores are available). If a teacher's overall rating is "Developing" or "Ineffective," a TIP must be developed no later than October 1st of the following school year and the teacher may appeal the rating. |

[1] Pre-observation conference occurs within three (3) school days of the announced observation, if the teacher chooses. Post-observation conference occurs within five (5) school days of the announced observation.

[2] No observations (announced/unannounced) may occur the day before or after extended breaks or the day after a teacher absence or within 15 school days after the return of a FMLA if there are enough school days left to accommodate this.

## SECTION 1 – Statement of Purpose

The Phelps-Clifton Springs Central School District ("District") and Phelps-Clifton Springs Faculty Association ("Association") recognize the importance of professional growth and are committed to promoting high standards of excellence. We believe that the ongoing professional growth of each staff member and administrator is directly related to increased student achievement.

We negotiated the Annual Professional Performance Review Plan (APPR) in accordance with New York State's teacher evaluation law, section 3012-d of the Education Law. This new evaluation system is grounded in the New York State Teaching Standards. The primary objective of the teacher evaluation system is to foster a culture of continuous professional growth.

The purpose of the APPR is to outline a comprehensive lesson for the annual review of the professional performance of all teachers providing instructional services.

The goal of the APPR is to improve the quality of teaching and learning to meet the needs of students in the Phelps-Clifton Springs Central School District.

The objectives of the Annual Professional Performance Review Plan are to:

- provide teachers with clear, consistent criteria for review;
- ensure that teachers have input into the process;
- use multiple measures for review;
- tie performance to district/school priorities;
- increase responsibility for self-improvement; and
- provide support to teachers in need of improvement.

## SECTION 2 – NYS Standards

New York State's vision of effective teaching is expressed in the NYS teaching standards (2011) which were developed by the State Education Department with input from educators and adopted by the Board of Regents in 2011. The State Education Department indicates that each teaching standard "represents a broad area of knowledge and skills that research and best practices in the classroom have shown to be essential to effective teaching and to positively contribute to student learning and achievement." (NYSED, 2011). Through the standards, an effective teacher is portrayed as a life-long learner, progressing through a continuum of career growth that includes: preparation, induction, mentoring, evaluation, professional development, and movement through a career ladder.

The New York State Teaching Standards are:

Standard 1: Knowledge of Students and Student Learning
Teachers acquire knowledge of each student and demonstrate knowledge of student development and learning to promote achievement for all students.

Standard 2: Knowledge of Content and Instructional Planning
Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.

Standard 3: Instructional Practice
Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

Standard 4: Learning Environment
Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

Standard 5: Assessment for Student Learning
Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

Standard 6: Professional Responsibilities and Collaboration
Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

Standard 7: Professional Growth
Teachers set informed goals and strive for continuous professional growth.

Included in the NYS teaching standards are elements of instruction described as the desired knowledge, skills, actions and behaviors that advance a particular standard. The elements define what teachers do, and performance indicators describe how teachers accomplish the actions or behaviors.

**SECTION 3 – Plan Requirements**

Under Education Law §3012-d, each teacher must receive an APPR resulting in a single composite rating of "Highly Effective," "Effective," "Developing," or "Ineffective," (referred to as a "HEDI rating.") The teacher's composite rating will be determined based on the following two categories:

- Teacher Observation
- Student Performance

Based on the teacher's rating in these two categories, a teacher will receive an overall HEDI rating using the following matrix:

| | | **Teacher Observation** | | | |
|---|---|---|---|---|---|
| **Student Performance** | | Highly Effective (H) | 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 |

A listing of which teachers are subject to this APPR is included in **Appendix A**.

The intent of the evaluation system is to foster a culture of continuous growth for professionals. The APPR is required to be a significant factor in employment decisions including, but not limited to: retention, tenure determination, termination and professional development.

The Board of Education will adopt an APPR plan by July 1of each school year. The District shall submit the plan on a form prescribed by the Commissioner, to the State Education Department for approval. Should the plan be rejected, any deficiencies that are subject to negotiations shall be resolved through collective bargaining, and the plan resubmitted. If all the terms of the plan have not been finalized by July 1 as a result of pending collective bargaining, then the Phelps-Clifton Springs Central School District shall submit the APPR to the commissioner upon resolution of all its terms, consistent with article fourteen of the civil service law. It is understood by both parties that the district may only unilaterally impose APPR under extremely limited circumstances consistent with applicable law, and absent these extremely limited circumstances any changes to the APPR must be collectively bargained.

The District and Association will meet to negotiate any needed changes to this APPR at the end of the 2026-2027 school year, and after subsequent school years, as needed, and to make any required changes to comport with New York State Education Law 3012-d or future laws or regulations.

**SECTION 4 – Rubric Selection**

The District and the Association have agreed to use Charlotte Danielson's Framework for Teaching 2011 rubric for evaluating all teachers. Teachers will be evaluated annually on the following observable domain performance indicators aligned to the NYS Teaching Standards:

Danielson 2a: Creating an Environment of Respect and Rapport (Standard 1)
Danielson 2b: Establishing a Culture for Learning (Standard 4)
Danielson Domain 3: (Standards 1, 2, 3, 5, 6, 7)
- 3a: Communicating with Students
- 3b: Using Questioning and Discussion Techniques
- 3d: Using Assessment in Instruction
- 3e: Demonstrating Flexibility and Responsiveness

Teachers might not be evaluated on every performance indicator during each observation. They will only be evaluated on the specific performance indicators when there is evidence to evaluate them. See **Appendix C** for a full outline of the Danielson rubric, which is used for instructional conversations.

**SECTION 5 – Training for Evaluators and Teachers**

**Teachers:** All professional staff subject to the district's APPR will be provided training through collaborative efforts provided by the District and Association (on Superintendent Conference days, if necessary) that will include: a review of the content and use of the evaluation system, the NYS Teaching Standards, the Danielson rubric, forms and the procedures to be followed consistent with the approved APPR plan and associated contractual provisions. All training for current staff will be conducted prior to the implementation of the APPR process. In subsequent years, new hires may be trained during new teacher orientation.

The use of the word "teacher(s)" throughout this document refers to all instructional staff subject to

this APPR as listed in **Appendix A**.

**Evaluators:** Only certified District-employed administrators may evaluate teachers. Any administrator who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be trained in Danielson 2011 Rubric and certified as required by Education Law §3012-c and the implementing Regulations of the Commissioner of Education prior to conducting a teacher evaluation.

The Superintendent will provide confirmation of administrator certification and training completion for all administrators who will be evaluating teachers to the Association President prior to the start of observations for that school year.

## SECTION 6 –Collection and Reporting of Teacher and Student Data

The District shall designate a Data Coordinator who shall not be a teacher and who shall be in charge of this process. The Data Coordinator shall be in charge of collecting required data, overseeing changes in and maintenance of the local data management systems, and ensuring the accuracy of the data.

The Data Coordinator shall be responsible for reporting to the SED the individual subcomponent scores and the total composite effectiveness score for each covered classroom teacher in the District. All classroom teachers covered by this requirement will be afforded the opportunity to verify the final data attributed to them. This shall be done in a format and timeline prescribed by the Commissioner.

Furthermore, the District will adhere strictly to the requirements for reporting sub-component and composite scores to the New York State Department of Education established by regulations. An administrator shall not submit any written assessment, sub-component or composite rating of an individual teacher to any outside agency or person, other than in accordance with law.

## SECTION 7 –3012 Teacher Observation

**Observation Process**

Observations of teachers will provide evidence for Domains 2 and 3 of the Rubric.

Observations for Teachers who have Earned Tenure:

- Tenured teachers will have two observations. One observation will completed by the building administrator and will comprise 90% of the Teacher Observation rating. The second observation completed by an independent evaluator (Not their building administrator) and will comprise 10% of the Teacher Observation rating.
    - **Tenured Teachers can choose from two observation options:**
    - **Option 1**: Both observations as unannounced
    - **Option 2**: One announced observation and one unannounced observation
- Announced Observation:
    - will be at least thirty minutes in length.
    - Observations will be scheduled at a mutually-agreeable time by the teacher and lead evaluator.
    - Pre-observation conferences will be held within three school days of the observation (except in cases of emergency).
        - Teachers may complete the Pre-Observation Conference form (see **Appendix D**) prior to this conference and waive the conference should they choose. The questions on the form will form the basis of the discussion at the conference. The form is available to teachers within Frontline.

- It is not required that teachers submit lesson plans for their observations. Should a teacher choose to do so, the lesson plan shall only be used as evidence if requested by the teacher.

- Post-observation conferences will be held within five school days of the observation (except in cases of emergency).
  - Teachers may complete the post-observation conference form (see **Appendix E**) prior to the conference and/or discuss it at the conference. Its completion is optional. Teachers can also access and submit it within Frontline.
  - At the conference, the evaluator and teacher will discuss the teacher's observation using the Rubric. The teacher will be able to access a tentative score from the rubric electronically within Frontline.
  - The teacher will receive final written feedback within five school days of the post-observation conference within Frontline. This feedback should take into consideration the dialogue between the teacher and evaluator at the post-observation conference. It should be meaningful, truthful and aligned with the Rubric.
  - The teacher will acknowledge receipt of the written feedback and scores within Frontline within 10 school days. Passive consent will be acted if the teacher does not acknowledge within 10 school days.

- Unannounced Observation(s)
  - The administrator will inform the teacher when he/she enters the teacher's room if the unannounced observation is being done.
  - Unannounced observations will be a minimum of 15 minutes and a maximum of 25 minutes in duration.
  - Feedback to the teacher will be provided within five school days of the observation using the electronic feedback form.
  - The teacher will acknowledge receipt of the written feedback and scores within Frontline within 10 school days. Passive consent will be acted if the teacher does not acknowledge within 10 school days.

<u>Observations for Probationary Teachers:</u>

- Non-tenured teachers will have two observations. One observation will completed by the building administrator and will comprise 90% of the Teacher Observation rating. The observation with the building administrator will be an announced observation. One observation completed by an independent evaluator (Not their building administrator) and will comprise 10% of the Teacher Observation rating. The observation with the independent evaluator will be an unannounced observation.
  - If a probationary teacher's initial unannounced or announced observation score averages 2.5 or lower on that observation, the teacher may elect to have a second observation conducted by the same evaluator and same type of observation (Unannounced observation is redone with another unannounced, announced for announced). The overall higher score between the two observations will take precedent. The teacher must elect in writing to the evaluator requesting the redo within 10 days of receiving their scores for the observation they wish to redo.

- Announced Observation:
  - will be at least thirty minutes in length.
  - Observations will be scheduled at a mutually-agreeable time by the teacher and lead evaluator.
  - Pre-observation conferences will be held within three school days of the observation (except in cases of emergency).

- Teachers may complete the Pre-Observation Conference form (see **Appendix D**) prior to this conference and waive the conference should they choose. The questions on the form will form the basis of the discussion at the conference. The form is available to teachers within Frontline.
- It is not required that teachers submit lesson plans for their observations. Should a teacher choose to do so, the lesson plan shall only be used as evidence if requested by the teacher.

- Post-observation conferences will be held within five school days of the observation (except in cases of emergency).
  - Teachers may complete the post-observation conference form (see **Appendix E**) prior to the conference and/or discuss it at the conference. Its completion is optional. Teachers can also access and submit it within Frontline.
  - At the conference, the evaluator and teacher will discuss the teacher's observation using the Rubric. The teacher will be able to access a tentative score from the rubric electronically within Frontline.
  - The teacher will receive final written feedback within five school days of the post-observation conference within Frontline. This feedback should take into consideration the dialogue between the teacher and evaluator at the post-observation conference. It should be meaningful, truthful and aligned with the Rubric.
  - The teacher will acknowledge receipt of the written feedback and scores within Frontline within 10 school days. Passive consent will be acted if the teacher does not acknowledge within 10 school days.

➢ Unannounced Observation(s)
- The administrator will inform the teacher when he/she enters the teacher's room if the unannounced observation is being done.
- Unannounced observations will be a minimum of 15 minutes and a maximum of 25 minutes in duration.
- Feedback to the teacher will be provided within five school days of the observation using the electronic feedback form.
- The teacher will acknowledge receipt of the written feedback and scores within Frontline within 10 school days. Passive consent will be acted if the teacher does not acknowledge within 10 school days.

Timeline Parameters for All Observations

➢ No observations will occur the day before or after a week-long holiday or recess period

No observations will occur the day after a teacher has been absent from school (unless mutually- agreed upon).- No observations (announced/unannounced) within 15 school days after the return of a FMLA if there are enough school days left to accommodate this.. If this causes the observation to occur after May 14th it will not be considered a grievance.

➢ No observations that will be used as part of the teacher's evaluation will occur before the established APPR timeline noted on Page 3.

Teacher Rebuttal

➢ The teacher has the right to attach a rebuttal or comments to any observation.

**Determining Teacher Observation Rating**

➢ After scoring the required observations using the Rubric, a 1-4 score will be reached on the electronic feedback form. This 1-4 rubric score will be converted to a rating using the chart below. This score

will then be recorded on the Overall HEDI Rating Form (**Appendix G**) and accessible to the teacher via Frontline by the last teacher workday of the school year.

| | MIN | MAX |
|---|---|---|
| Highly Effective | 3.5 | 4 |
| Effective | 2.5 | 3.49 |
| Developing | 1.5 | 2.49 |
| Ineffective | 0 | 1.49 |

## SECTION 8 –Local APPR Teacher Observation

**Observation Process**

Observations of teachers will provide evidence for Domains 2 and 3 of the Rubric.

- Tenured teachers will have one announced observation per year, it will be done by May 14th (except in cases of emergency).
- Probationary teachers will have two observations per year. One announced and one unannounced. The first will be done by January 29th and the second by May 14th (except in cases of emergency).
    - The announced observation will completed by the building administrator. The unannounced observation will be completed by an independent evaluator (Not their building administrator).
- Announced Observation:
    - will be at least thirty minutes in length.
    - Observations will be scheduled at a mutually-agreeable time by the teacher and lead evaluator.
    - Pre-observation conferences will be held within three school days of the observation (except in cases of emergency).
        - Teachers may complete the Pre-Observation Conference form (see **Appendix D**) prior to this conference and waive the conference should they choose. The questions on the form will form the basis of the discussion at the conference. The form is available to teachers within Frontline.
        - It is not required that teachers submit lesson plans for their observations. Should a teacher choose to do so, the lesson plan shall only be used as evidence if requested by the teacher.
    - Post-observation conferences will be held within five school days of the observation (except in cases of emergency).
        - Teachers may complete the post-observation conference form (see **Appendix E**) prior to the conference and/or discuss it at the conference. Its completion is optional. Teachers can also access and submit it within Frontline.
        - At the conference, the evaluator and teacher will discuss the teacher's observation using the Rubric. The teacher will be able to access a tentative score from the rubric electronically within Frontline.
        - The teacher will receive final written feedback within five school days of the post-observation conference within Frontline. This feedback should take into consideration the dialogue between the teacher and evaluator at the post-observation conference. It should be meaningful, truthful and aligned with the Rubric.
        - The teacher will acknowledge receipt of the written feedback and scores within Frontline within 10 school days. Passive consent will be acted if the teacher does not acknowledge within 10 school days.

- Unannounced Observation(s)
  - The administrator will inform the teacher when he/she enters the teacher's room if the unannounced observation is being done.
  - Unannounced observations will be a minimum of 15 minutes and a maximum of 25 minutes in duration.
  - Feedback to the teacher will be provided within five school days of the observation using the electronic feedback form.
  - The teacher will acknowledge receipt of the written feedback and scores within Frontline within 10 school days. Passive consent will be acted if the teacher does not acknowledge within 10 school days.

Timeline Parameters for All Observations

- No observations will occur the day before or after a week-long holiday or recess period
- No observations will occur the day after a teacher has been absent from school (unless mutually- agreed upon).
- No observations (announced/unannounced) within 15 school days after the return of a FMLA if there are enough school days left to accommodate this. If this causes the observation to occur after May 14th it will not be considered a grievance.
- No observations that will be used as part of the teacher's evaluation will occur before the established APPR timeline noted on Page 3.

Teacher Rebuttal

- The teacher has the right to attach a rebuttal or comments to any observation.

**SECTION 9 –Ongoing support and feedback for teachers during their Probationary Period**

In lieu of a 3rd Observation, Each Probationary Teacher (3012-d and Local APPR) will meet with their building principal three times a year, Fall (by October 30), Winter (December 15-February 15), Spring (May 1-Last Teacher workday). The purpose of these meetings is to have shared conversations reflecting on the teacher's growth, development and progress toward tenure attainment. During the Spring meeting, the building principal will let the teacher know in writing if the teacher is on-track or not on-track for tenure. If a teacher is not on-track for tenure and will be returning to the district the following year, the building administrator will provide in writing to the teacher, the areas of required growth. The Tenure Tracking form that will be used for these meetings can be found in APPENDIX M.

**SECTION 10–Teaching Assistant Evaluation**

**Teaching Assistant Evaluation**

- It is the prime purpose of observations to highlight a teaching assistant's professional performance so that a teaching assistant will benefit from the observation.
- All monitoring, coaching and observing of the work performance of a teaching assistant shall be conducted by his/her peers and/or administrators openly, and with the full knowledge of the teaching assistant.
- Classroom observations of up to one period in length shall be conducted by a building principal or by another administrator in the District once a year between September 15 and June 15 for probationary teaching assistants and one every 3 years by June 1 for tenured teaching assistants.
- The observation template (Appendix L) will be provided to the teaching assistant within 10 school days after the observation.
- The teaching assistant has the right to attach a rebuttal or comments to any observation within 10 school days of receipt of the written report via Frontline
- The teaching assistant will acknowledge receipt of the written feedback and scores

within Frontline within 10 school days. Passive consent will be acted if the teaching assistant does not acknowledge within 10 school days.

## SECTION 11–Student Performance Category – SLO

**District Wide SLO:** All classroom teachers will have a growth measure based on a Student Learning Objective (SLO). Effective with the 2023-24 school year, all teachers will have a District wide SLO, determined as follows:

1. Determine the three-year average passing rate for all 10 Regents (as administered in June)
2. The district established target is 5% above the three-year average passing rate
3. Calculate the passing rate on 10 Regents in June for the school year and determine the percentage of students who met the district-established target
4. Convert this percentage into a HEDI rating using the State-mandated HEDI conversion chart (see below)

Example: If the three-year passing rate on all 10 Regents was 85%, the District established target would be 90%. If the average passing rate in 2022-2023 was 84%, then 93.3% of the target was met (84%/90%), which earns 19 points and would be considered Highly Effective.

**Calculation of SLO Scores at the end of the year**

After the Regents exams are administered and scored, the percentage of students meeting their targets shall be determined according to the guidelines above.

The SLO conversion chart in Appendix J will be used to determine the rating for each teacher based on the following:

| | | |
|---|---|---|
| Highly Effective | 90% of students meet SLO target | 18-20 points |
| Effective | 75% of students meet SLO target | 15-17 points |
| Developing | 60% of students meet SLO target | 13-14 points |
| Ineffective | Less than 60% of students meet SLO target | 0-12 points |

When or if it becomes necessary for teachers to create back-up or individual SLOs, the District and Association will meet to review the process that was in place prior to the 3012-d plan and make any needed changes to meet the requirements at that time.

## SECTION 12—Teacher's Overall HEDI Rating

The evaluator will use the scores from the two categories to determine the teacher's overall HEDI rating by the last teacher workday of the school year, if possible. If any category rating is not yet available, the teacher's overall HEDI rating will be provided no later than the first student school day of the following year. Teachers can access the report via Frontline, See Appendix G for a view of that report.

## SECTION 13 – Appeals Procedure

The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. The appeal procedures shall provide for the timely and expeditious resolution of the appeal. All tenured and probationary employees who meet the appeal process criteria identified below may use this appeal process. A teacher may not file multiple appeals regarding the same performance review or TIP. All grounds for appeal must be raised within one appeal, provided that the teacher knew or could have reasonably known the ground(s) existed at the time the appeal was initiated, in which instance a further appeal may be filed but only based upon such previously unknown ground(s).

### APPR Subject to Grievance Procedure

Any teacher aggrieved by procedural issues pertaining to the negotiated APPR may use the negotiated grievance process in **Article 9, Section 9** in the PCSFA collective bargaining agreement for resolution.

### Grounds for a Grievance

A grievance may be filed upon one or more of the following grounds:

- Adherence to the negotiated APPR procedures
    - Examples include, but are not limited to, timeline violations, procedures regarding observations, not following instructions for evidence review, errors in scoring, incorrect students on one's roster, etc.

- Implementation of a Teacher Improvement Plan
- Adherence to the Appeals Procedure

A "totality of the circumstances" perspective will be used to determine if a violation exists.

A teacher filing a grievance will follow the grievance procedure in the contract. Allegations of procedural violations must be filed at Step 1 within the time limits in the contract starting from the date the violation occurred (e.g., the date of the late observation or late feedback).

If the grievance is related to timeline violations (e.g. a teacher receives feedback from an observation after the contractual number of days), the teacher can decide to have the feedback be included as part of his/her evaluation and not file a grievance, or to file a grievance and ask for the feedback to be disregarded and that a "do-over" observation is conducted as the remedy.

When possible, procedural grievances should seek a remedy of having another observation conducted pursuant to negotiated APPR procedures. However, this may not always be possible depending on when the violation occurs.

### APPR Subject to Appeal Procedure

Any teacher receiving an APPR rating of either "Effective" or "Highly Effective" may not challenge that APPR rating. However, they may attach a statement to their APPR that will be included in their personnel file.

Any teacher aggrieved by an APPR rating of either "Ineffective," or "Developing" may challenge that APPR rating.

In accordance with Education Law §3012-c (5), an APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Education Law §3020-a proceeding, or any locally negotiated procedure, until the appeal process is concluded.

**Grounds for an Appeal**

An appeal may be filed challenging the teacher's overall APPR rating based on the substance of the teacher's Annual Professional Performance Review or where the teacher was rated Ineffective on the Student Performance Category, but was rated Highly Effective on the Observation Category based on anomaly ("an anomaly" appeal as defined in Section 3012-d).

**Filing of the Appeal**

In order to be timely, the notification of the APPR appeal shall be filed with the Administrative Evaluator, within ten (10) school days after the teacher has received the Annual Professional Performance Review and/or outcome of the Teacher Improvement Plan. The appeal must set forth the specific basis for the appeal, including the teacher's evidence and rationale to justify a change in rating and the remedy sought. Notification of the appeal shall be provided to the Superintendent of schools or his/her designee and the Association President. Material not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal. Additional materials may not be submitted at Step 2.

**Appeal Resolution Process**

*Step 1 – Meeting with the Administrative Evaluator*

Upon receipt of the teacher's written appeal, the supervising administer will hold a conference with the teacher to discuss the appeal within ten (10) school days. The teacher shall upon request be entitled to an Association representative being present. The conference shall be an informal meeting wherein the Administrative Evaluator and the employee are able to discuss the evaluation and the areas of dispute. Within ten (10) school days, the Administrative Evaluator will respond in writing to the teacher (with copies to the Superintendent and Association President).

If the teacher is not satisfied with the outcome, he/she may proceed to the second step. The second step shall be initiated by the teacher notifying the Superintendent and Association President in writing, within ten (10) school days of receipt of the Administrative Evaluator's response.

*Step 2 – Meeting with Joint District and Association Panel*

Upon receipt of the request, a meeting shall be scheduled within ten (10) school days. Appeals shall be decided by a three (3) member District and Association panel.

The panel will consist of the Superintendent (or his/her designee); the Association President (or his/her designee) and a third member to be chosen for each appeal by the Association President and Superintendent. The third member shall be:

- a grade level or department chair,

- a teacher who has gone through the National Board of Professional Teaching Standards process,
- a teacher who has been intensely trained or has extensive knowledge about the APPR evaluation system, or
- a certified and trained administrator.

The Association President and Superintendent will attempt to agree on eight names of people who meet the requirements listed above to be a third member of the panel. If they cannot agree on eight names, then the Association President and Superintendent shall each recommend six names and each shall strike two names from the other's list to create a pool of eight names. These eight names shall constitute the pool for the third member for the entire school year.

Before each appeal is heard, the third panel member shall be chosen by pulling one of the eight names out of a hat. The Association representative may not be from the building of the teacher filing the appeal and the District representatives may not be involved in any portion of the evaluation of the teacher filing the appeal. The teacher may either present his/her appeal at the meeting or submit his/her appeal in writing. The Administrative Evaluator will have the opportunity to respond in writing or in person. The panel shall render its decision in writing within ten (10) school days of the meeting.

The decision of the panel shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the appeal. The District and Association panel shall have the authority to rescind, modify, or affirm the rating of observations (announced and unannounced), evidence portfolio, TIPS, and overall Annual Professional Performance Review rating. A new evaluation may be ordered by this panel and if so ordered the Panel will decide how that new evaluation will be done and a timeline for completion. The decision of the panel shall not include names of panel members or how they voted. The decision of the Joint Panel is final and binding and is not be subject to the grievance procedure in the collective bargaining agreement.

The Joint Panel will keep track of the results of appeals each year and how each panel member voted to determine if the joint panel is working.

**SECTION 14 – Teacher Improvement Plans (TIPs)**

The District and Association view the Teacher Improvement Plan as a tool to assist professional staff with their performance in order to positively impact student achievement. The teacher's improvement is the shared responsibility of the teacher and the District.

*The NYS Commissioner's Regulation (30-2.10) requires that any teacher with an annual professional performance review rated as Developing or Ineffective shall receive a Teacher Improvement Plan. A TIP shall be developed in consultation with the teacher and union representation shall be afforded at the teacher's request. A TIP is not a disciplinary action. At the end of a mutually agreed upon timeline, the teacher, administrator and mentor (if one has been assigned), and a union representative (if requested by the teacher) shall meet to assess the effectiveness of the TIP in 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.*

The TIP is used exclusively for those teachers whose **annual teacher evaluation composite rating** is rated "Developing" or "Ineffective". The final evaluation must be based on at least one announced and one unannounced observation completed by the supervising administrator during the current school year.

The District recognizes that some probationary teachers may be developing as this is the very nature of being "new" to the profession. Receiving a TIP due to an overall composite score equal to "Developing" does not equate to being an "Ineffective" teacher. Instead it is expected that some probationary teachers will have a TIP as part of the professional growth process; this does not mean that being a probationary teacher automatically translates to an overall composite score of ineffective/developing.

A TIP is completed collegially between the teacher whose overall rating is "Developing" or "Ineffective" and supervising administrator. They set professional goals to ensure growth toward improved student outcomes. Working towards this growth in an environment of professional respect is an expectation for all parties.

The TIP should be developed at any time after the final evaluation has been completed, but no later than October 1st of the new school year. The TIP should be structured around those domains in which the teacher's performance was "developing" or "ineffective." The following should be included on the TIP:

- Identification of the needed areas of improvement
- A timeframe for accomplishment
- Success measures
- Clear support from the administrator/designee
- Date of future meetings

All participants in the TIP meeting should be listed on the TIP. Periodic follow-up sessions should be conducted to assess the teacher's progress. The TIP will end when the teacher's composite score becomes "Effective" or "Highly Effective." For the Teacher Improvement Plan form refer to **Appendix K** of this agreement.

**SECTION 15 – Professional Development**

The District and the Association agree that a major purpose of conducting an APPR is to improve both professional practice and student performance. The APPR must therefore be a significant factor in shaping the professional development opportunities provided to teachers. The District and the Association shall cooperate in designing professional development activities that are appropriate for and responsive to the individual needs of each individual teacher as identified in his/her APPR.

The District's Professional Development committee shall be responsible for developing the various aspects of the District professional development plan. The responsibilities of the committee shall include but are not limited to:

- oversee the design, selection and implementation of all professional development activities;
- ensure that each teacher is afforded the opportunity to participate in selecting professional development activities that are appropriate for his/her needs;
- determine the appropriateness and/or effectiveness of existing professional development activities and to direct that changes be made where necessary;
- ensure that professional development includes training on the Teaching Standards and rubric(s) used in the APPR process; and
- make decisions, other than those requiring the expenditure of additional district funds, as may be necessary to ensure the continued implementation of effective professional development opportunities for all teachers.

**Agreed to by:**
**For the District:**

Nicholas Ganster

8/11/26
Date

**For the Association:**

Gregory Mahns

7/28/26
Date

# Appendices

**Appendices:**

A. List of Teachers subject to APPR
B. NYS Teacher Standards
C. Rubric
D. Pre-Observation Form
E. Post-Observation Teacher Self-Reflection Form
F. Overall Teacher Evaluation HEDI Rating Matrix
G. Overall Teacher Evaluation HEDI Rating Form
H. Local APPR Observation Form
I. SLO Template Form
J. SLO Conversion Chart
K. TIP Form
L. Teaching Assistant Written Report Template
M. Probationary Teacher Tracking form

**APPENDIX A**

## List of Teachers subject to APPR

This chart represents which positions are subject to Education Law Section 3012-d and will follow the negotiated APPR procedures contained in this document.

| Position | Subject to 3012-d APPR | Subject Local APPR |
|---|---|---|
| Psychologists | | X |
| Guidance Counselors | | X |
| Librarians | X if they have scheduled assigned caseload in schooltool | |
| Computer Instructors (teaching certified) | X | |
| Special Education | X | |
| Consultant Direct & Indirect (they are in the classroom) | X | |
| Co-teach | X | |
| Special classes | X | |
| Resource Room | X | |
| Licensed Speech and Language Pathologist | | X |
| Occupational Therapists/Physical Therapists | | X |
| ESOL | X | |
| Special Areas (music, art, physical education, business, technology, family & consumer science, health) | X | |
| Reading (push-in, pull-out) | X | |
| AIS | X | |
| Long Term Substitutes | if full year | if less than full year. |
| Teachers on leaves of absence | If less than full year leave, the joint APPR committee will decide how to pro-rate the evaluation on a case-by-case basis | |
| TOSAs | Yes, if instructional load is at least 40% of their duties. | |
| Aquatics Director | | X |
| Reset Room Teacher | | X |
| All other classroom teachers | X | |

Positions not subject to Section 3012-c will be evaluated according to the negotiated evaluation system in place prior to September 1, 2012 until the District and Association negotiate a new evaluation system for them.

## APPENDIX B

| New York State Teaching Standards And Elements | |
|---|---|
| **Standard 1: Knowledge of Students & Student Learning**<br>1.1 Knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels<br>1.2 Knowledge of current, research-based knowledge of learning and language acquisition theories and processes<br>1.3 Knowledge of and responsive to diverse learning needs, interests, and experiences of all students<br>1.4 Knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning<br>1.5 Knowledge of and responsive to the economic, social, cultural, linguistic, family, and community factors that influences their students' learning<br>1.6 Knowledge and understanding of technological and information literacy and how they affect student learning | **Standard 4: Learning Environment**<br>4.1 Creates a mutually respectful, safe, and supportive learning environment that is inclusive of every student<br>4.2 Creates an intellectually challenging and stimulating learning environment<br>4.3 Manages the learning environment for the effective operation of the classroom<br>4.4 Organize and utilize available resources [e.g. physical space, time, people, technology] to create a safe and productive learning environment |
| **Standard 2: Knowledge of Content and Instructional Planning**<br>2.1 Knowledge of the content they teach, including relationships among central concepts, tools of inquiry, and structures and current developments within their discipline[s]<br>2.2 Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem solving related to real world contexts<br>2.3 Uses a broad range of instructional strategies to make subject matter accessible<br>2.4 Establishes goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement<br>2.5 Designs relevant instruction that connects students' prior understanding and experiences to new knowledge<br>2.6 Evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals | **Standard 5: Assessment for Student Learning**<br>5.1 Design, adapt, select, and use a range of assessment tools and processes to measure and document student learning and growth<br>5.2 Understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction<br>5.3 Communicate information about various components of the assessment system<br>5.4 Reflect upon and evaluate the effectiveness of their comprehensive assessment system to adjust assessment and plan instruction accordingly<br>5.5 Prepare students to understand the format and directions of assessment used and the criteria by which the students will be evaluated |
| **Standard 3: Instructional Practice**<br>3.1 Uses research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning<br>3.2 Communicate clearly and accurately with students to maximize their understanding and learning<br>3.3 Set high expectations and create challenging learning experiences for students<br>3.4 Explores and uses a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement<br>3.5 Engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology<br>3.6 Monitors and assesses student progress, seeks and provides feedback, and adapts instruction to student needs | **Standard 6: Professional Responsibilities and Collaboration**<br>6.1 Upholds professional standards of practice and policy as related to students' rights and teachers' responsibilities<br>6.2 Engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning<br>6.3 Communicate and collaborate with families, guardians, and caregivers to enhance student development and success<br>6.4 Manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations<br>6.5 Understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities |
| | **Standard 7: Professional Growth**<br>7.1 Reflect on their practice to improve instructional effectiveness and guide professional growth<br>7.2 Set goals for and engage in ongoing professional development needed to continuously improve teaching competencies<br>7.3 Communicate and collaborate with students, colleagues, other professionals, and the community to improve practice<br>7.4 Remain current in their knowledge of content and pedagogy by utilizing professional resources |

## APPENDIX C

### A Framework for Teaching Components of Professional Practice Classroom Teacher

**Domain 1: Planning and Preparation**

1a. Demonstrating knowledge of content and pedagogy
- *knowledge of content and the structure of the discipline*
- *knowledge of prerequisite relationships*
- *knowledge of content-related pedagogy*

1b. Demonstrating knowledge of students
- *knowledge of child and adolescent development*
- *knowledge of the learning process*
- *knowledge of students' skills, knowledge and language proficiency*
- *knowledge of students' interests and cultural heritage*
- *knowledge of students' special needs*

1c. Setting instructional outcomes
- *value, sequence and alignment*
- *clarity*
- *balance*
- *suitability for diverse learners*

1d. Demonstrating knowledge of resources
- *resources for classroom use*
- *resources to extend content knowledge and pedagogy*
- *resources for students*

1e. Designing coherent instruction
- *learning activities*
- *instructional materials and resources*
- *instructional groups*
- *lesson and unit structure*

1f. Designing student assessments
- *congruence with instructional outcomes*
- *criteria and standards*
- *design of formative assessments*

**Domain 2: Classroom Environment**

2a. Creating an environment of respect and rapport*
- *teacher interaction with students*
- *student interactions with one another*

2b. Establishing a culture for learning*
- *importance of the content*
- *expectations for learning and achievement*
- *student pride in work*

2c. Managing classroom procedures
- *management of instructional groups*
- *management of transitions*
- *management of materials and supplies*
- *performance of non-instructional duties*
- *supervision of volunteers and paraprofessionals*

2d. Managing student behavior
- *expectations*
- *monitoring of student behavior*
- *responses to student misbehavior*

2e. Organizing physical space
- *safety and accessibility*
- *arrangement of furniture and use of physical resources*

**Domain 4: Professional Responsibilities**

4a. Reflecting on Teaching
- *accuracy*
- *use in future teaching*

4b. Maintaining accurate records
- *student completion of assignments*
- *student progress in learning*
- *non-instructional records*

4c. Communicating with families
- *information about the instructional program*
- *information about individual students*
- *engagement of families in the instructional program*

4d. Participating in a professional community
- *relationships with colleagues*
- *involvement in a culture of professional inquiry*
- *service to school*
- *participation in school and district projects*

4e. Growing and developing professionally
- *enhancement of content knowledge and pedagogical skill*
- *receptivity to feedback from colleagues*
- *service to profession*

4f. Demonstrating professionalism
- *integrity and ethical conduct*
- *service to students*
- *advocacy*
- *decision making*

**Domain 3: Instruction**

3a. Communicating with students*
- *expectations for learning*
- *directions and procedures*
- *explanations of content*
- *use of oral and written language*

3b. Using questioning and discussion techniques*
- *quality of questions*
- *discussion techniques*
- *student participation*

3c. Engaging students in learning
- *activities and assignments*
- *grouping of students*
- *instructional materials and resources*
- *structure and pacing*

3d. Using assessment in instruction
- *assessment criteria*
- *monitoring of student learning*
- *feedback to students*
- *student self-assessment and monitoring of progress*

3e. Demonstrating flexibility and responsiveness*
- *lesson adjustment*
- *response to students*
- *persistence*

*Observed performance indicators.

See The Framework for Teaching (2011 Revised Edition) Danielson rubric.

**APPENDIX D**

## PRE-OBSERVATION FORM

*(Optional for teachers to complete.)*

1. To which part of your curriculum does this lesson relate?

2. How does this learning "fit" in the sequence of learning for this class?

3. Briefly describe the students in this class, including those with special needs.

4. What are your learning outcomes for this lesson? What do you want the students to understand?

5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets or other materials the students will be using.

6. How will you differentiate instruction for different individuals or groups of students in the class?

7. How and when will you know whether the students have learned what you intend?

8. Is there anything that you would like me to specifically observe during the lesson?

**APPENDIX E**

## POST-OBSERVATION TEACHER SELF-REFLECTION FORM

*(Optional for teachers to complete.)*

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?

2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?

3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?

4. Did you depart from your plan? **If** so, how, and why?

5. Comment on different aspects of your instructional delivery (e.g. activities, grouping of students, materials, and resources). To what extend were they effective?

6. If you had a chance to teach this lesson again to the same group of students, what would you do differently?

## APPENDIX F. Overall Teacher HEDI Rating Matrix

| | | Teacher Observation | | | |
|---|---|---|---|---|---|
| **Student Performance** | | Highly Effective (H) | 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 |

**APPENDIX G.**

# 3012-d Composite Score Report (90/10)

## New York State Performance Matrix

| Student Performance | Teacher Practice: N/A | Highly Effective | Effective | Developing | Ineffective |
|---|---|---|---|---|---|
| | Highly Effective | Highly Effective | Highly Effective | Effective | Developing |
| | Effective | Highly Effective | Effective | Effective | Developing |
| | Developing | Effective | Effective | Developing | Ineffective |
| | Ineffective | Developing | Developing | Ineffective | Ineffective |

## Teacher Practice

### Announced Observation Score Report (90%)

| Rubric | Progress | Score | Max | Criteria | Avg | Last Completed |
|---|---|---|---|---|---|---|

**Announced Observation Average Score:**

### Unannounced Observation Score Report (10%)

| Rubric | Progress | Score | Max | Criteria | Avg | Last Completed |
|---|---|---|---|---|---|---|

**Unannounced Observation Average Score:**

**Weighted Score #1 (90%):** 0

**Weighted Score #2 (10%):** 0

**Teacher Practice Total Score:** 0

**Teacher Practice Rating** Ineffective

## Student Performance

**Student Performance Score:**

**Student Performance Rating** N/A

**APPENDIX H.**

# Observation Summary Statement

**School:**
**Faculty Observed:**
**Grade (If applicable):**

**Date:**
**Observer:**
**Time:**

**Summary of Lesson:**

**Observable Evidence:**

**Areas of Strength:**

**Areas for Continuous Growth:**

**APPENDIX I.**

## New York State Student Learning Objective Template – District-wide SLO

Teacher Name: _____

| *All SLOs MUST include the following basic components:* | |
|---|---|
| **Population** | The population will be all students enrolled in courses in grades 8 - 12 that result in Regents exams at the end of the year. |
| **Learning Content** | The learning content for this SLO includes all of the NY State and Common Core Learning Standards in: ELA, Integrated Algebra, Geometry, Algebra II/Trigonometry, Global History and Geography, US History and Government, Living Environment, Earth Science, Chemistry, Physics. |
| **Interval of Instructional Time** | September 2023 - June 2024. |
| **Evidence** | 1. Historical data from the district- The Regents Exams from the previous 3 years<br>2. Summative assessments will include the Regents exams in: *ELA, Algebra I, Geometry, Algebra* II/Trigonometry, Global History and Geography, US History and Government, Living Environment, Earth Science, Chemistry, Physics. |
| **Baseline** | Student growth is measured from the NYS Regents three-year average for PCSCSD compared to the NYS Regents results for PCSCSD students in June of 2024. |

| | |
|---|---|
| **Target(s)** | The target is the Regents three-year average of students in Regents courses to achieve a passing or higher on their Regents exams plus 5%. |

**HEDI Scoring**

*Districts and BOCES must use the State-determined scoring ranges to determine final scores and HEDI ratings.*

| HIGHLY EFFECTIV | | | EFFECTIVE | | | DEVEL - | | INEFFECTIVE | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 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% |

**Rationale**

*Describe the reasoning behind the choices regarding the components of the SLO and how the SLO will be used together with instructional practices to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.*

The District is using the 10 Regents exams as the basis for the District wide SLO because; it allows the District to use multiple data points, it's associated with multiple standards across four grade levels and these assessments are the best indicators of college and career readiness. Using these mandated assessments minimizes more testing and the data gleaned from these assessments is helpful in the curriculum writing process and vertical alignment discussions. K-12 Alignment is a district focus, particularly with Literacy skills and Mathematical Reasoning skills:

- K-3 common branch teachers provide instruction in the foundational skills necessary for students to successfully access material and apply reasoning skills.
- 4-6 departmentalized teachers focus on specific core content areas, laying the foundation for the Regents courses in Math, Science, English, and Social Studies in addition to supporting our district-wide literacy skills initiative.
- 7-12 Math teachers contribute to the development of our Math Regents courses, directly contributing to the mathematical reasoning skills of students, in addition to supporting our district-wide literacy skills initiative.
- 7-12 ELA teachers contribute to the development of our English Regents course in addition to directly contributing to our district-wide literacy skills initiative.
- 7-12 Science teachers contribute to the development of our Science Regents courses in addition to supporting our district-wide literacy skills initiative and mathematical reasoning skills of students.
- 7-12 Social Studies teachers contribute to the development of our Social Studies Regents courses in addition to supporting our district-wide literacy skills initiative.

| | |
|---|---|
| | • 7-12 World Languages and ENL teachers contribute directly to our district-wide literacy skills initiative while also providing instruction on the morphology of languages, helping students to access a variety of academic vocabulary, including vocabulary from Regents courses.<br><br>• K-12 Art, Music, PE, Health, Business, FACS, and Technology teachers support our district-wide literacy skills initiative and the mathematical reasoning skills of students, which leads to greater understanding of applications of Regents level skills and content.<br><br>• K-12 Interventionists (Special Ed, Reading, Math AIS) provide individualized instruction to support students' literacy and mathematical reasoning skills, helping to prepare them for or to access Regents-level course material. |

## APPENDIX J.

### SLO Conversion Chart

District-wide SLO will be calculated as follows:

1. Determine the three-year average passing rate for all 10 Regents (as administered in June)
2. The district established target is 5% above the three-year average passing rate
3. Calculate the passing rate on 10 Regents administered in June of the school year and determine the percentage of students who met the district-established target
4. Convert this percentage into a HEDI rating using the State-dictated HEDI conversion chart (see below)

Example: If the three-year passing rate on all 10 Regents was 85%, the District established target would be 90%. If the average passing rate in 2022-2023 was 84%, then 93.3% of the target was met (84%/90%), which earns 19 points and would be considered Highly Effective.

**Individual SLOs are calculated the same was as District SLOs except the target is determined using three years of data for that course's Regents exam and the teacher's individual students' passing rates are used.

| HEDI Scoring | *Districts and BOCES must use the State-determined scoring ranges to determine final scores and HEDI ratings.* | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | HIGHLY EFFECTIVE | | | EFFECTIVE | | | DEVEL-OPING | | INEFFECTIVE | | | | | | | | | | | | |
| | 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| | 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% |

**APPENDIX K**

## TEACHER IMPROVEMENT PLAN (TIP)

STATUS

☐ 1st Year Probationary ☐ 2nd Year

☐ Probationary 3rd Year Probationary ☐ 4th year

☐ Probationary Tenured

☐ Other _____

DATE FINAL EVALUATION CONDUCTED: _____

Any teacher with an annual professional performance review rated as Developing or Ineffective shall receive a Teacher Improvement Plan. A TIP shall be developed in consultation with the teacher and union representation shall be afforded at the teacher's request. A TIP is not a disciplinary action. At the end of a mutually agreed upon timeline, the teacher, administrator and mentor (if one has been assigned), and a union representative (if requested by the teacher) shall meet to assess the effectiveness of the TIP in 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.

Teacher:_____ Tenure Area:_____ Observation Dates:

_____

Observer/Evaluator: _____ Position:

_____

Participants:

_____

Place a check mark in the box next to any domain below that is rated as Developing or Ineffective.

_____ Domain 2: The Classroom Environment _____ Domain 3: Instruction

In the space below, describe the following: List goals to address the domains assessed as Developing or Ineffective; list differentiated activities to support the teacher's improvement in the areas listed above; describe the manner in which the improvement will be assessed and provide a timeline for achieving improvement. The administrator is responsible for generating an array of learning opportunities, at district expense, to help the teacher improve in the area in which his/her performance is ineffective or developing. The teacher's responsibility is to engage sufficiently in those activities to improve his/her performance. The teacher is welcome to engage in learning opportunities beyond those specified in this TIP.

| Specific areas that need improvement: | Goals to address area(s): | Activities & provided support for improvement: | How will the improvement be assessed? (Evidence?) | Achievement Timeline: |
|---|---|---|---|---|
| | | | | |

_____ Teacher Signature _____Date

**_____ Administrator Signature_____Date**

APPENDIX L.

# Phelps-Clifton Springs Central School District
# Teaching Assistant Observation Form

| Teaching Assistant: | | | | | | | Date: | |
|---|---|---|---|---|---|---|---|---|
| Observer: | | | | | | | Setting: | |
| Time (Minutes) | Individualized | Small Group | Large Group | Leading | Monitoring | Teaching assistant Support of Learning Environment (Danielson 2a, 2c) | Teaching Assistant Support of Instruction (Danielson 3a, 3b, 3c, 3d, 3e) | Teaching Assistant to Student Talk |
| 1 | | | | | | | | |
| 2 | | | | | | | | |
| 3 | | | | | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |
| 13 | | | | | | | | |
| 14 | | | | | | | | |
| 15 | | | | | | | | |
| 16 | | | | | | | | |
| 17 | | | | | | | | |
| 18 | | | | | | | | |
| 19 | | | | | | | | |
| 20 | | | | | | | | |

**APPENDIX M**

## PHELPS-CLIFTON SPRINGS CENTRAL SCHOOL DISTRICT

## PROBATIONARY CERTIFIED STAFF ASSESSMENT and TENURE RECOMMENDATION FORM

This document is a four-year document to be added to in each year of probation. Where possible please include the date of your entry or enter data in the color-coded area for each year of probation.

**Name of Teacher:**

**Building:** **Position:**

| **School Year 1:** | **School Year 2:** | **School Year 3:** | **School Year 4:** |
|---|---|---|---|
| **Year of Probationary Period:** | ☐ 1st ☐ 2nd | ☐ 3rd ☐ 4th | ☐ Long Term Substitute |

**Projected Tenure Date:**

**Length of Probationary Period** (If less than three years, explain why a shortened tenure period was provided.):

**Previous NYS Tenure:** ☐**Yes** ☐**No** **Where?** **Year Granted?**

**Certification Area(s)** (Include level (initial, professional, etc.)**:**
Gen ED B-2

**Progress toward Professional certification?**

**College Degrees** (Include type of degree, major, college, year granted)**:**

**SUMMARY OF TEACHER'S STRENGTHS during each year of probation:**

**Name of Teacher:**

**Building:** **Position:**

| **School Year 1:** | **School Year 2:** | **School Year 3:** | **School Year 4:** |
|---|---|---|---|

**Year of Probationary Period:** ☐ 1st ☐ 2nd ☐ 3rd ☐ 4th ☐ Long Term Substitute

**Projected Tenure Date:**

**SUMMARY OF AREAS WHERE TEACHER NEEDS IMPROVEMENT during each year of probation:**

**GOALS FOR PROFESSIONAL DEVELOPMENT during each year of probation:**

**Name of Teacher:**

**Building:** **Position:**

| **School Year 1:** | **School Year 2:** | **School Year 3:** | **School Year 4:** |
|---|---|---|---|

**Year of Probationary Period:** ☐ 1st ☐ 2nd ☐ 3rd ☐ 4th ☐ Long Term Substitute

**Projected Tenure Date:**

**NOTEWORTHY ACTIVITIES, ACCOMPLISHMENTS or SIGNIFICANT SCHOOL COMMUNITY INVOLVEMENT during each year of probation:**

**Commentary on Overall Performance:** (Include the impact the candidate has had on student progress and the relationship between teacher performance and student performance. Provide specific examples of the teacher's actions that have improved student performance. Include any noteworthy achievements. This section should focus on how the candidate has performed under the Danielson rubric and where the candidate would be rated applying the HEDI scores.)

**Candidate's Overall Attitude and Ability to Self Reflect:** (Does the candidate "get it", have he/she been able to improve their performance and respond to criticism, feedback, etc. and improve their performance? Does the candidate look at student engagement and learning and adjust lessons accordingly?)

**Candidate's Attendance Record:** (A record of the candidate's use of sick and personal days will be provided with the tenure report form. This section should summarize and comment on the candidate's attendance record and, if the candidate had a higher than acceptable absence rate, an explanation should be provided as to why this should not affect the teacher's tenure recommendation.)

| | | | |
|---|---|---|---|
| **Recommend candidate for tenure as of this date?** | ☐ **Yes** | ☐ **No** | ☐ **Questionable** |
| **Recommend candidate for tenure as of this date?** | ☐ **Yes** | ☐ **No** | ☐ **Questionable** |
| **Recommend candidate for tenure as of this date?** | ☐ **Yes** | ☐ **No** | ☐ **Questionable** |

**Administrator completing report:** **Date:**

**Administrator completing report:** **Date:**

**Administrator completing report:** **Date:**

**Administrator completing report:** **Date:**

**Recommendation:** (Include the appropriate statement)

We, therefore, recommend for tenure in the tenure area.

**Administrator's final signature:** **Date:**

**Superintendent's signature:** **Date:**

***SUBMIT TO SUPERINTENDENT NO LATER THAN JUNE 30th OF EACH YEAR.***

For District Office Use Only:

| | |
|---|---|
| Received year 1: | |
| Received year 2: | |
| Received year 3: | |
| Received year 4: | |