

Annual Professional Performance Review
(APPR) Plan for Teachers

Gowanda Central School District

The following APPR Plan is being implemented pursuant to Education Law§3012-c and regulations promulgated by the New York State Board of Regents.

Adopted 10-17-12 effective retroactively to September 1, 2012.

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I. Purpose:

The purpose of the Annual Professional Performance Review (APPR) is to improve the quality of teaching and learning in order to meet the learning needs of all students and the objectives of the district. Evaluation is intended to encourage and guide professional growth in order to:

- A. Facilitate the improvement of instruction.
- B. Recognize and encourage work towards professional, district, and building goals.
- C. Recognize and encourage professional growth and development that promotes excellent teaching.
- D. Help make effective decisions about the retention or dismissal of staff members.
- E. Encourage self-appraisal.
- F. Communicate expectations clearly to professional staff members.

II. Requirement:

The goal of this document is to present a complete APPR plan for the Gowanda Central School District which is consistent with Education Law §3012-c and Subpart 3-2 of the Commissioner's Regulations. This plan is set forth by the District in order to comply with the mandates of the law and regulations. The development of the Gowanda Central School District APPR Plan began in April 2011. The APPR committee met to select a state approved evaluation rubric to be used for observations of professional staff. The committee also discussed how the rubric would be used as a part of the composite effectiveness score, in compliance with State Regulations. The committee was comprised of 8 GTA members and 5 district administration representatives.

The APPR plan is based on the multiple measures that are aligned to the New York Teaching Standards that meet the new requirements under the law.

This APPR procedure will result in teachers of the District, represented by the Gowanda Teachers Association, receiving a single composite effectiveness score and a rating of highly effective, effective, developing, or ineffective. The composite score is determined as follows:

- 20% based on student growth on State assessments or other comparable measures of student growth, increased to 25% upon implementation of a value-added model.
- 20% based on locally selected measures of student achievement, decreased to 15% upon implementation of a value-added model. The locally selected option may include the use of State assessments, as explained in the regulations.
- 60% based on other measures of teacher effectiveness consistent with the requirements of the law and regulations and the selected scoring rubric. (See Local 60 Points Summary Chart and Section VI of this document.)

The following points are incorporated into the District's APPR Plan for the 2011 – 2012 school year:

1. Any existing and previously approved APPR procedures and forms pursuant to Section 100.2(o) of the Regulations of the Commissioner of Education remain in effect for teachers who are not subject to New York State Education Law §3012-c.
2. For the 2011 – 2012 school year, classroom teachers of common branch subjects of English Language Arts or Mathematics in grades 4 – 8 will receive Student Growth scores from the State based on state assessments. The previous APPR Plan will still be used to determine satisfactory or unsatisfactory performance.
3. Beginning in the 2012 – 2013 school year, the evaluation system shall include all classroom teachers and building principals. Those members of the GTA who are not in this category will be evaluated using the previous APPR Plan (2008 revised version) until the state provides guidance on the evaluation of these members (school psychologist, counselors, and teachers on special assignments) and this APPR Plan is revised and negotiated to incorporate its use with these members.
4. Consistent with the Commissioner's Regulations (§30-2.1(d)), nothing in this Plan shall affect or be construed to affect the rights of the Board of Education to terminate a probationary teacher or restrict the discretion of the Superintendent and/or the Board of Education to make a determination on the status of a probationary teacher and/or to deny tenure. Education Law §3012-c(1) states that the APPR shall be used as a "significant factor" for employment decisions including but not limited to promotion, retention, tenure determination, termination, and supplemental compensation. The District shall use the APPR for this purpose.
5. This Plan shall be in effect for the 2012 - 2013 school year and modified for the 2013 - 2014 school year and beyond in accordance with Education Law and Commissioner Regulations, including areas to be negotiated.
6. Teachers will be evaluated on an annual basis based on multiple measures of teacher effectiveness. The evaluation will be comprised of multiple classroom observations.

The Education Law and regulations require negotiation of four (4) major areas of the APPR. These areas shall be negotiated as required by law and include:

- The procedures for selecting the 20% local measure of student achievement, but not the substance of those measures or the assessment chosen;
- The 60% other measures of teacher effectiveness subcomponent, however, at least 31 of the 60 points must be based on multiple classroom observations, as per regulations that more than 50% of the 60 points be based on classroom observations;
- The Teacher Improvement Plan (TIP); and
- The Appeals Process.

III. Philosophy:

It is the goal of the APPR that each professional staff member of the Gowanda Central School District will have the opportunity to actively participate in the evaluation process.

IV. Responsibility:

Responsibility for evaluating the non-tenured and tenured professional staff member will rest with both the professional staff member and the building principal to which the staff member is assigned. The building principal will use the negotiated rubric to assign scores. Any scores less than “effective” in any subcomponent must include a written explanation and be discussed at the post-observation conference. The building principal will provide specific feedback as to how the teacher may improve their rating to “effective” or “highly effective.” In all cases, the building principal responsible for the professional staff member will be required to sign the evaluation form and make comments where any APPR rating is less than “effective”.

V. Definition of Terms:

A. Annual Professional Performance Review (APPR)

The APPR provides a basic framework for the complex activity of professionals by dividing responsibilities into several categories. This type of framework allows the professional staff and administrator to work collaboratively toward the professional’s improvement throughout the course of the year. The APPR also addresses the professional’s goal attainment, professional strengths and areas in need of improvement, and the discussion of goals for the future that are congruent with the Professional Development Plan (PDP).

B. Professional Development Plan (PDP)

Professional development is the continuous process by which professionals increase and refine their knowledge, skills, and practices to remain current and effective within the field of education.

1. All professional staff members will set **Professional Goals** for the subsequent year at the end of year Summative APPR Conference. Together the administrator and staff member will jointly determine the areas that will become the focus of the next year’s professional growth activities (PDP). These goals may come from any of the components included within any of the four domains of the 2011 Danielson Rubric and/or be based upon District or building goals and objectives. This form for Professional Goals will be worth up to 6 points when completed and reviewed during the end of the year Summative APPR Conference. (**See Appendix A.**)

Points will be assigned to the Structured Review of Professional Goals as follows:

- 0 points – No documentation of Professional Goals provided
- 1 point – One goal is identified or defined
- 2 points – Two goals are identified or defined
- 3 points – One identified goal is linked to a specific Danielson Domain or District Goal
- 4 points – Two identified goals are linked to a specific Danielson Domain or District Goal
- 5 points – Evidence provided for progress toward one of current school year’s goals
- 6 points – Evidence provided for progress toward two of current school year’s goals

2. **Self-Reflection** offers a teacher a continuous, ongoing process of professional growth that fosters the improvement of instruction. The professional staff member will submit a written document that summarizes his/her evaluation of progress toward professional goals that will be included with other paperwork submitted to the principal during the end of the year Summative APPR Conference. In addition, the professional staff member will assess the status of, and accomplishment related to, each of his/her goals. The Self-Reflection document will be worth 2 points. (See Appendix C)
3. **Application of Professional Staff Development** provided and/or offered by the District during In-Service days, and approved workshops, classes, and training will be documented and discussed during the annual Summative Conference with the building principal. Documentation will be done using the form in **Appendix H** of this APPR Plan. Documentation is in the form of an exit survey, where the professional member will provide a summary of the Superintendent's Conference Day training or other approved trainings attended, and plans or evidence for how this training will be applied to the member's classroom teaching or position at Gowanda Central School District. Information about the dates, location, duration, and content of the training will be summarized by the member and submitted to the district as an Artifact, or evidence of professional development. This will be worth up to 4 points of the negotiated Local 60 Points of the Overall Composite Score. (See Appendix E)
4. **Structured Review of Artifacts** will occur during the Summative APPR Conference and involves the review and submission of particular evidence, or artifacts, for Professional Goals, Self Reflection, and Application of Professional Development. The Appendix of this APPR plan has the forms for each of these three items, worth a total of up to 12 points. Appendix E and F show how the Structured Review of Artifacts is used as part of the Locally Negotiated 60 points.
5. **Domain 4 -Professional Development** is the reference made for each of the 5 particular components (4b – 4f) of the 2011 Danielson Rubric for which professional staff member will receive a total score of up to 10 points using the following HEDI rating. (See Appendix I)

Danielson Rubric Domain 4: Professional Responsibilities	Points Assigned for each Rating				Component Score
	Ineffective	Developing	Effective	Highly Effective	
	0 or .5	1.0	1.5	2.0	
4b Maintaining accurate records					
4c Communication with families					
4d Participation in a professional community					
4e Growing and developing professionally					
4f Showing Professionalism					
Points Possible = 10	Total Points Assigned =				

6. **Artifacts**, or evidence that supports teacher performance, may be used to increase scores during the Summative APPR Conference, at Post-Observation Conference(s), or at any time the professional staff member has gathered evidence. Artifacts are generally aligned with the four domains of the 2011 Danielson Rubric. Examples of artifacts may include, but are not limited to the following:

Examples of Artifacts and Alignment with Danielson Rubric (2011)				
	Domain 1 Plan/Prep	Domain 2 Environment	Domain 3 Instruction	Domain 4 Professional Responsibilities
Parent Communication: letters, reports, conferences, phone calls		☐		
RTi Data,/Monitoring Rubrics	☐		☐	☐
AimsWeb Assessment/Progress Monitoring	☐		☐	☐
Discipline Reports/Behavior Plans		☐		
Unit Plans/Curriculum Maps/Plan Book	☐		☐	
Proof of Differentiated Instruction/Flexible Grouping of Students	☐		☐	
Grades on Parent Portal/ Attendance Verification				☐
Portfolios of Student Work and Progress	☐		☐	☐
Evidence of Student Work: art shows, music programs (Murals, Cabaret, G-Town Showdown)	☐	☐	☐	☐
Evidence of Student Work: special projects or school events (Showcase, Living History Museum, Author's Tea, Class Performance)	☐	☐		
Variety of Instructional Techniques: Smart Board, iPad, Hands-on, Role Play, etc.			☐	
Attendance at workshops/Documentation of Preparation and Attendance at CSE meetings	☐			☐
Grade Level work/ Designing Varied Assessments	☐		☐	
Feedback to Students/Student Self Assessments			☐	
Notes from Child Study/Instructional Support Team/ School Quality Review Meetings				☐
Participation in Learning Clubs	☐		☐	☐
Participation in School or District Projects (committees and/or school-wide events), additional professional development above and beyond scheduled in-services (examples: summer workshops, February workshops, BOCES workshops, Teacher Center classes, professional conferences, conventions)	☐	☐	☐	☐
Service to Profession (activities that promote profession and/or benefit community: Holiday Family Night, G-Town Showdown, MS Showcase, SNI Carnival)				☐

C. Unannounced Walk-Through

The state regulations for classroom observations require that evaluations of teachers include at least one unannounced classroom observation, in addition to a more formally scheduled classroom observation, and that procedures for unannounced observations be negotiated. The purpose of the **Unannounced Walk-Through** observations is to provide the opportunity for evaluators to observe professional staff members in a less formal setting and also to focus on any domain specific evaluation criteria that may not have been applicable or present in the lesson that was formally scheduled and observed.

The timelines for Unannounced Walk-Through observations are detailed in the Evaluation Procedures section of this document. It is understood that no Walk-Through observations will occur on Fridays, on the day before, or the day of, holidays, unless professional staff member requests this in writing. (examples: day before Winter Recess, or on Halloween) Unannounced Walk-throughs may occur before or after a formal observation.

A written request, from the professional staff member, for a second Unannounced Walk-Through may be made after the Post-Observation Conference, as shown in the flow charts sequencing the Evaluation Procedures in Section X of this document. If the request for a second Unannounced Walk-Through is denied by an evaluator, reasons for the denial must be provided in writing to the professional staff member and kept on file with the other APPR documents.

D. Classroom Observation Scale Score

During any formally scheduled classroom observations and unannounced walk-through observations, the administrator evaluates the professional staff member in the sixteen subcomponents from the first three domains of the 2011 Danielson Rubric. If a subcomponent is observed, a score from 0 to 4 is given. A score for any unobserved subcomponent will be assigned using walk-throughs and artifacts. All subcomponents must be observed or documented through artifacts before a score is assigned. After all observations are completed and a score is given to all sixteen subcomponents, the scores are then added together giving a sum or total. This sum or total will be between 0 and 64. The sum or total will then be divided by 16, which is the number of subcomponents, to give the professional staff member an overall average rubric score between 0 and 4.

Once the average rubric score is known, the **Conversion Scale Score** can be found in the chart in **Appendix D**, giving how many of the 38 points a professional staff member has earned during classroom observations.

Example: A member's observations are completed and the sum of all 16 subcomponent scores from the first three domains of the 2011 Danielson Rubric totals 46 points. Divide 46 by 16.

$46/16 \approx 2.9$ Therefore, the member receives 36 out of 38 points.

E. The Summative APPR Conference

The Summative APPR Conference is a scheduled meeting between the professional staff member and administrator that allows for a final review of the 60 % portion of the composite score assigned by the District that utilizes the state approved and negotiated rubric for evaluating Teaching Standards (2011 Charlotte Danielson Rubric). At this conference, the professional staff member will share any applicable artifacts, including necessary forms included in the Appendix.

F. Effectiveness Ratings for 60% Other Measures – (HEDI)

1. Highly Effective – Overall performance and results exceed standards.
2. Effective – Overall performance and results meet standards.
3. Developing – Overall performance and results need improvement in order to meet standards.
4. Ineffective – Overall performance and results are well below standards.

G. Local 60 Point Summary Chart

This chart's intent is to show the breakdown of the 60 points for the locally negotiated portion of the professional staff member's evaluation, to be used in combination with the state assigned points for Student Growth or Student Learning Objectives (SLOs) and Local Measures of Student Achievement. This is also in **Appendix E**.

LOCAL 60 POINT SUMMARY CHART (Negotiated)			This chart is in Appendix E.
Number of Points Possible	Category (Supported by applicable forms in the Appendix)		Number of Points Assigned
	38	Classroom Observations and Walk-Throughs See Section VI (2011 Danielson Rubric)	
Structured Review of Artifacts	6	Professional Goals for Next School Year Appendix A	
	2	Self Reflection of Current Goals and Progress Appendix C	
	4	Application of Professional Staff Development Appendix H	
	10	Domain 4 Professional Development (Danielson Rubric 4b – 4f) Appendix I	
Total = 60			Total =

H. Overall Composite Score Matrix

This matrix is intended to show how the state assigned scores for Student Growth/Student Learning Objectives and Local Measures of student achievement are combined with the locally negotiated 60 points assigned to arrive at the Overall Composite Effectiveness Score and rating that is to be reported to the New York State Education Department, as per current regulations. See also **Appendix F**.

	OVERALL COMPOSITE SCORING MATRIX										This is in Appendix F.	
Effectiveness Rating	Student Growth/ Student Learning Objectives		Local Measures of Student Achievement		Local 60 Points (Negotiated)							
	20%		20%		60%							
							Structured Review of Artifacts					
					Classroom Observations		Professional Goals	Self-Reflection (Domain 4a)	Application of Professional Staff Development	Domain 4 Professional Development (Subcomponents 4b – 4f)		
	State Range	Assigned Score	State Range	Assigned Score	Negotiated Ranges	38	Assigned Score	6	2	4	10	Assigned Score
Highly Effective	18 – 20		18 – 20		38						91 - 100	
Effective	9 - 17		9 - 17		36 - 37						75 – 90	
Developing	3 - 8		3 - 8		32 - 35						65 – 74	
Ineffective	0 - 2		0 - 2		0 - 31						0 - 64	

VI. Danielson Rubric (2011) for use with Classroom Observations :

Teacher's Name: _____
Date of Observation/Meeting: _____

School Year: _____
Type: _____

Domain 1: Planning and Preparation						
Component 1a						
Demonstrating Knowledge of Content and Pedagogy						
	ineffective	developing	effective	highly effective	Element Score	Component Score
1a1 Knowledge of content and the structure of the discipline						
1a2 Knowledge of prerequisite relationships						
1a3 Knowledge of content						
Component 1b						
Demonstrating Knowledge of Students						
1b1 Knowledge of child and adolescent development						
1b2 Knowledge of learning process						
1b3 Knowledge of students' skills, knowledge and language proficiency						
1b4 Knowledge of students' interest and cultural heritage						
1b5 Knowledge of students' special needs						
Component 1c						
Setting Instructional Outcomes						
1c1 Value, sequence and alignment						
1c2 Clarity						
1c3 Balance						
1c4 Suitability for diverse students						
Component 1d						
Demonstrating Knowledge of Resources						
1d1 Resources for classroom use						
1d2 Resources to extend content knowledge and pedagogy						
1d3 Resources for students						
Component 1e						
Designing Coherent Instruction						
1e1 Learning activities						
1e2 Instructional materials and resources						
1e3 Instructional groups						
1e4 Lesson and unit structure						
Component 1f						
Designing student assessments						
1f1 Congruence with instructional outcomes						
1f2 Criteria and standards						
1f3 Design of formative assessments						
1f4 Use of planning						

Domain 2: Classroom Environment									
Component 2a								Component Score	
Creating an environment of respect and rapport									
2a1	Teacher interactions with students, including both words and actions	ineffective	developing	effective	highly effective	Element Score			
2a2	Students interactions with other students, including both words and actions								
Component 2b		Establishing a culture of learning						Component Score	
Establishing a culture of learning									
2b1	Importance of content and learning	ineffective	developing	effective	highly effective	Element Score			
2b2	Expectations for learning and achievement								
	Student pride in work								
Component 2c								Component Score	
Managing classroom procedures									
2c1	Management of instructional groups	ineffective	developing	effective	highly effective	Element Score			
2c2	Management of transitions								
2c3	Management of materials and supplies								
2c4	Performance of non-instructional duties								
2c5	Supervision of volunteers and para-professionals								
Component 2d								Component Score	
Managing student behavior									
2d1	Expectations	ineffective	developing	effective	highly effective	Element Score			
2d2	Monitoring of student behavior								
2d3	Response to student misbehavior								
Component 2e								Component Score	
Organizing physical space									
2e1	Safety and accessibility	ineffective	developing	effective	highly effective	Element Score			
2e2	Arrangement of furniture and use of physical space								

Domain 3: Instruction					
Component 3a		ineffective	developing	effective	highly effective
Communicating with students					
3a1	Expectations for learning				
3a2	Directions for activities				
3a3	Explanation of content				
3a4	Use of oral and written language				
Component 3b		ineffective	developing	effective	highly effective
Using questions and discussion techniques					
3b1	Quality of questions/prompts				
3b2	Discussion techniques				
3b3	Student participation				
Component 3c		ineffective	developing	effective	highly effective
Engaging students in learning					
3c1	Activities and assignments				
3c2	Grouping of students				
3c3	Instructional materials and resources				
3c4	Structure and pacing				
Component 3d		ineffective	developing	effective	highly effective
Using assessments in instruction					
3d1	Assessment criteria				
3d2	Monitoring of student learning				
3d3	Feedback to students				
3d4	Student self-assessment and monitoring of progress				
Component 3e		ineffective	developing	effective	highly effective
Demonstrating flexibility and responsiveness					
3e1	Lesson adjustment				
3e2	Response to students				
3e3	Persistence				

TOTAL Earned Scores for All Elements

Average =

Conversion =

Effectiveness Scale	ineffective	developing	effective	highly effective
	0-31	32 - 35	36 - 37	38

Effectiveness Rating

Domain 4: Professional Responsibilities

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VII. Procedure for Requesting Approval to Use a “Student Learning Objective”

Teachers who are eligible, according to Education Law 3012-c and Commissioner’s Regulations 11.2, to incorporate “Student Learning Objectives (SLO’s)” into the Annual Professional Performance Review (APPR) composite score shall submit their SLO’s to the respective building principal for approval according to the following procedure and timeline:

1. For those teachers who are not required but elect to write Student Learning Objective(s) as a part of his/her APPR Composite Score as determined by Education Law 3102-c and the Superintendent of Schools, no later than April 15th of each school year the teacher will submit a **“Letter of Intent”** (See **Appendix J**) to the respective building principal. The building principal will respond in writing (email will suffice) acknowledging receipt of the “Letter of Intent.” Teachers who are not required to write an SLO as defined by Education Law 3012c and as determined by the Superintendent of Schools may choose to opt-out of writing SLO’s in subsequent school years.
2. For all teachers who elect or are required to write SLO’s, as determined by Education Law 3012c, prior to June 1st of each school year the teacher will submit tentative answers to the following questions to the building principal. (**Appendix J**) The answers are subject to change based upon updated information available at the beginning of each successive school year:
 - a. Anticipated Population: Who are the students assigned to the SLO for which the teacher is seeking approval? To which course section(s) will the SLO apply? Full class rosters of all students must be provided for all course section(s) assigned to the teacher for the subsequent school year so that the principal can determine if the 50% rule is being adhered to.
 - b. Learning Content: What is being taught over the instructional period covered by the proposed SLO? For example, Common Core Learning Standards. Will this learning content goal apply to all standards applicable to a course, or just to specific priority standards?
 - c. Interval of Instructional Time: What is the instructional period covered, i.e., 40-weeks, 20-weeks, 10-weeks? If less than the amount of time assigned to the course section(s), then a rationale must be provided.
 - d. Evidence: What specific assessment(s) will be used to measure the goal? The assessment(s) must align to the learning content of the course and will include a pre and post assessment. Permissible choices will consist of a). State approved 3rd party assessments or, b). District, regional or BOCES developed assessments.
3. Prior to June 15th the principal will either approve or reject the preliminary SLO application. If the preliminary application is approved, the teacher will then proceed to Item #4 outlined below. If the principal rejects the application s/he must also provide reasons for the denial. Reapplications must be submitted to the building principal no later than June 30th. During the summer months following the preliminary approval from the building principal, the teacher who elects to write an SLO may withdraw his/her SLO application, in writing, to the building principal prior to the start of the school year. However, if the SLO application is not withdrawn during the summer months, the teacher shall be required to proceed with the plans to write SLO’s and use them to derive a state growth score for APPR rating purposes.

4. Presuming the principal has approved the preliminary SLO application, the teacher will submit answers to the following questions to the building principal no later than the start of the 2nd half of the course or section. The teacher will submit this information on a form prescribed by the District (See **Appendix K**).

- a. Confirmed Population: Based upon District records and teacher/student of record data, who are the students assigned to the SLO for which the teacher is seeking approval? And which students actually took the pre and post tests?
- b. Baseline: What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?
- c. Target(s): What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?
- d. SLO Scoring Matrix: What calculations will be employed to convert the various SLO's, different ability levels of students and weighting of course sections to arrive at the one number, which will represent the percentage of students who achieved the targets established in advance?

NOTE: When determining what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing) and well-above" (highly effective) the following HEDI range will be employed:

Highly Effective: 81-100% of the students achieved the goal that was established by the teacher and approved by the principal.

Effective: 61-80% of the students achieved the goal that was established by the teacher and approved by the principal.

Developing: 41-60% of the students achieved the goal that was established by the teacher and approved by the principal.

Ineffective: 0-40% of the students achieved the goal that was established by the teacher and approved by the principal.

- e. Rationale: What is the reasoning behind the choices regarding learning content, evidence and target and how will they be used together to prepare students for future growth and development in subsequent grades (courses), as well as college and career readiness?
5. Prior to the end of the school year, or within ten days after administering the post assessment, the teacher will submit the updated form (**Appendix K**), and also the form that includes the post-test scores to the building principal (**Appendix L**). This form will in turn be submitted to the Chief Information Officer who will apply the approved SLO scoring matrix and HEDI conversion scales for the purpose of establishing the teacher's 20/25% "growth" score.
6. The Student Growth Scores will be provided to the member, in writing, within 10 business days of being calculated by the District or received from the State Education Department. This score, along with the local 20/15% and 60% "other measures" shall constitute the teacher's "Composite Score."

The approval for all teacher applications for Student Learning Objectives shall rest with the building principal. However, if an SLO application is rejected by the building principal, the teacher may appeal the decision to the superintendent of schools within 5 business days of receiving the notice of rejection. The decision of the superintendent shall be final. Nothing related to Student Learning Objectives shall be subject to the grievance procedure. However, if the APPR “Composite Score” leads to a HEDI rating of “Ineffective” or “Developing” and the teacher chooses to appeal the rating, the SLO procedure shall be subject to the negotiated appeals process.

VIII. Procedure for Selecting Local 20%/15% Achievement Measure Plan

All members are required according to Education Law 3012-c and Commissioner’s Regulations 100.2 to have a local 20/15% achievement measure incorporated into the Annual Professional Performance Review (APPR) composite score. All members shall work collaboratively with the building principal to develop a **Local Achievement Measure Plan (Appendix M)** and submit it to the building principal for approval according to the following procedure and timeline:

1. For the 2012-2013 school year the following procedure shall be followed:
 - a. Prior to October 10th, 2012, the member will submit the answer to the following questions to the building principal: What specific assessment(s) will be used to measure the student achievement goal?
 - b. Prior to February 1st, the member will submit answers to the following questions to the building principal on a form prescribed by the District (Appendix M).
 - i. Population: Which students will be assessed?
 - ii. Learning Content: What subject and curriculum area will be the focus of the assessment? What is being taught over the instructional period covered by the proposed local measure? For example, Common Core Learning Standards. Will this learning content goal apply to all standards applicable to a course or just a specific priority standard?
 - iii. Interval of Instructional Time: What is the instructional period covered? If less than the amount of time assigned to the course section(s) then a rationale must be provided.
 - iv. Target(s): What is the expected outcome (target) of students’ level of knowledge of the learning content at the end of the instructional period?
 - v. Local Measure Scoring Matrix: What calculations will be employed to convert the various student assessments to arrive at the one number, which will represent the percentage of students who achieved the targets established in advance?

NOTE: When determining what range of student achievement “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing) and well-above” (highly effective) the following HEDI range will be employed:

Highly Effective: 81-100% of the students achieved the goal that was established by the teacher and approved by the principal.

Effective: 61-80% of the students achieved the goal that was established by the teacher and approved by the principal.

Developing: 41-60% of the students achieved the goal that was established by the teacher and approved by the principal.

Ineffective: 0-40% of the students achieved the goal that was established by the teacher and approved by the principal.

- c. Prior to the end of the school year, or within ten days after administering the achievement test, the member will submit the form (see **Appendix L**) that now includes the achievement test scores to the building principal. This form will in turn be submitted to the Chief Information Officer who will apply the approved scoring matrix and HEDI conversion scales for the purpose of establishing the members' 20/15% local achievement score.
 - d. The Local Achievement Score will be provided to the member, in writing, within 10 business days of being calculated by the District or received from the State Education Department. This score, along with the student growth 20/25% score and 60% "other measures" shall constitute the member's "Composite Score."
 - e. In the event the member and principal are unable to agree collaboratively on the plan for a local achievement score by February 1st, either the principal or the member has the option to inform the Superintendent and the Association President that a plan is not forthcoming. The Superintendent and the Association President will then meet within 30 business days for the purpose of arriving at a satisfactory Local Achievement Measure Plan for that member. Nothing related to the Local Achievement Measure Plan shall be subject to the grievance procedure. However, if the APPR "Composite Score" leads to a HEDI rating of "Ineffective" or "Developing" and the member chooses to appeal the rating, the procedure for developing the Local Achievement Measure Plan shall be subject to the negotiated appeals process.
2. The same procedure outlined above shall be in effect for the next school year (2013 – 2014) except for the following:
 - a. If a member or group of members plan to purchase 3rd party assessments from the NYSED approved list for use in subsequent school years, those same members must submit a purchase requisition according to the budget development calendar. In this case, the principal will approve or deny the requisition following normal operating procedures. If the member(s) and principal cannot agree, the final decision shall rest with the superintendent. In the event the superintendent does not approve the selection of a test or tests as recommended by the member(s), the superintendent will state his/her reasons for the disapproval and provide the member(s) with 30 business days for the purpose of recommending an alternative.

IX. Negotiated 20 Point and 15 Point (Value-added) HEDI Scales

20 Point HEDI Scale for SLOs and Local Measures of Student Achievement

0 - 2 Points		3 - 8 Points		9 - 17 Points		18 - 20 Points	
0 - 40% Students at Target		41 - 60% Students at Target		61 - 80% Students at Target		81 - 100% Students at Target	
INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
Results are well below district/content area goals.		Results are below district/content area goals.		Results meet district/content area goals.		Results exceed district/content area goals.	
0	≤ 14%	3	41 - 45%	9	61 - 63%	18	81 - 85%
1	15 - 21%	4	46 - 48%	10	64 - 66%	19	86 - 90%
2	22 - 40%	5	49 - 51%	11	67 - 68%	20	> 90%
		6	52 - 54%	12	69 - 70%		
		7	55 - 57%	13	71 - 72%		
		8	58 - 60%	14	73 - 74%		
				15	75 - 76%		
				16	77 - 78%		
				17	79 - 80%		

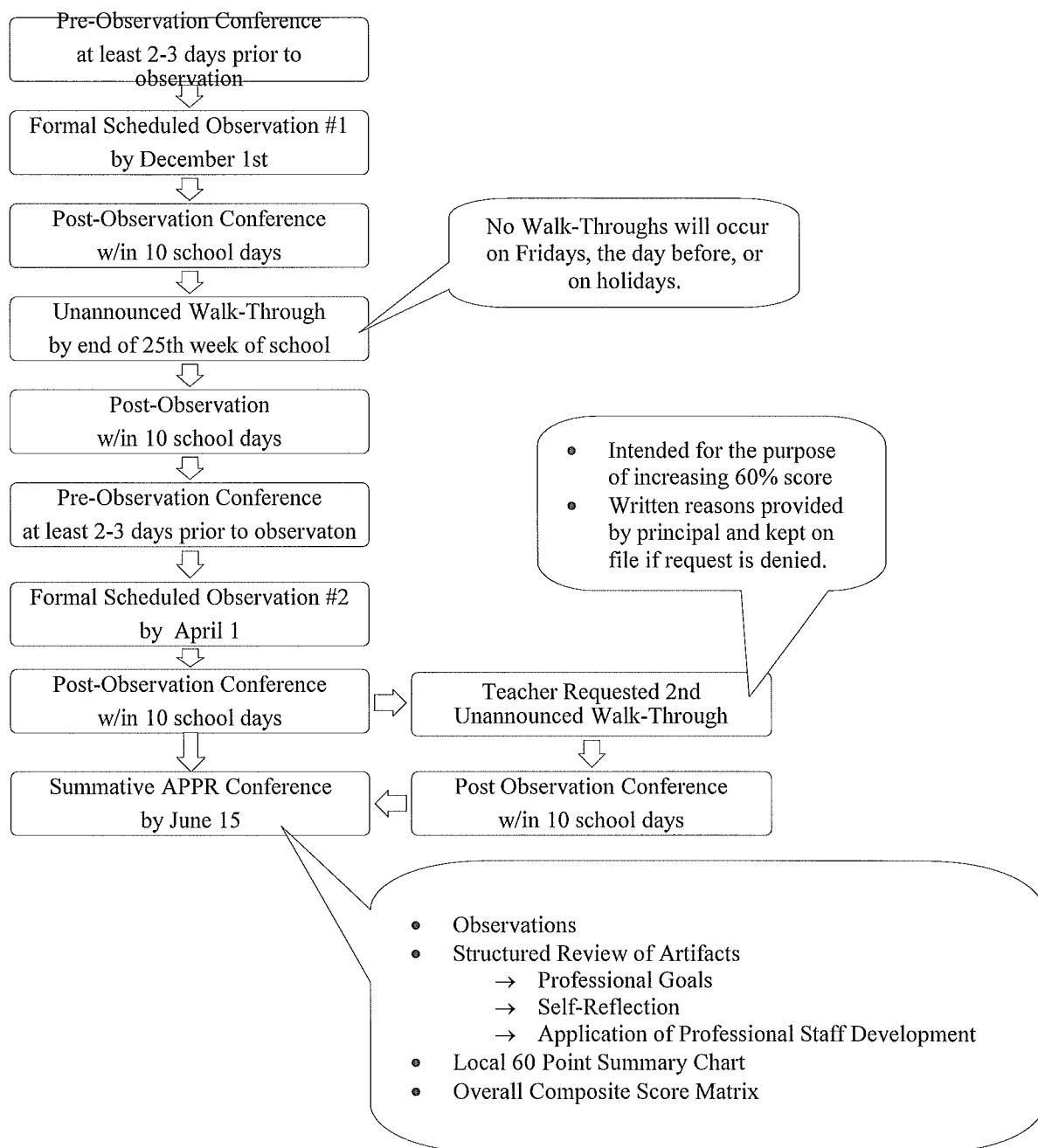
15 Point HEDI Scale (Value - added) for SLOs and Local Measures of Student Achievement

0 - 2 Points		3 - 7 Points		8 - 13 Points		14 - 15 Points	
0 - 40% Students at Target		41 - 60% Students at Target		61 - 80% Students at Target		81 - 100% Students at Target	
INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
Results are well below district/content area goals.		Results are below district/content area goals.		Results meet district/content area goals.		Results exceed district/content area goals.	
0	≤ 14%	3	41 - 44%	8	61 - 63%	14	81 - 90%
1	15 - 21%	4	45 - 48%	9	64 - 65%	15	> 90%
2	22 - 40%	5	49 - 53%	10	66 - 68%		
		6	54 - 57%	11	69 - 73%		
		7	58 - 60%	12	74 - 77%		
				13	78 - 80%		

X. Evaluation Procedures

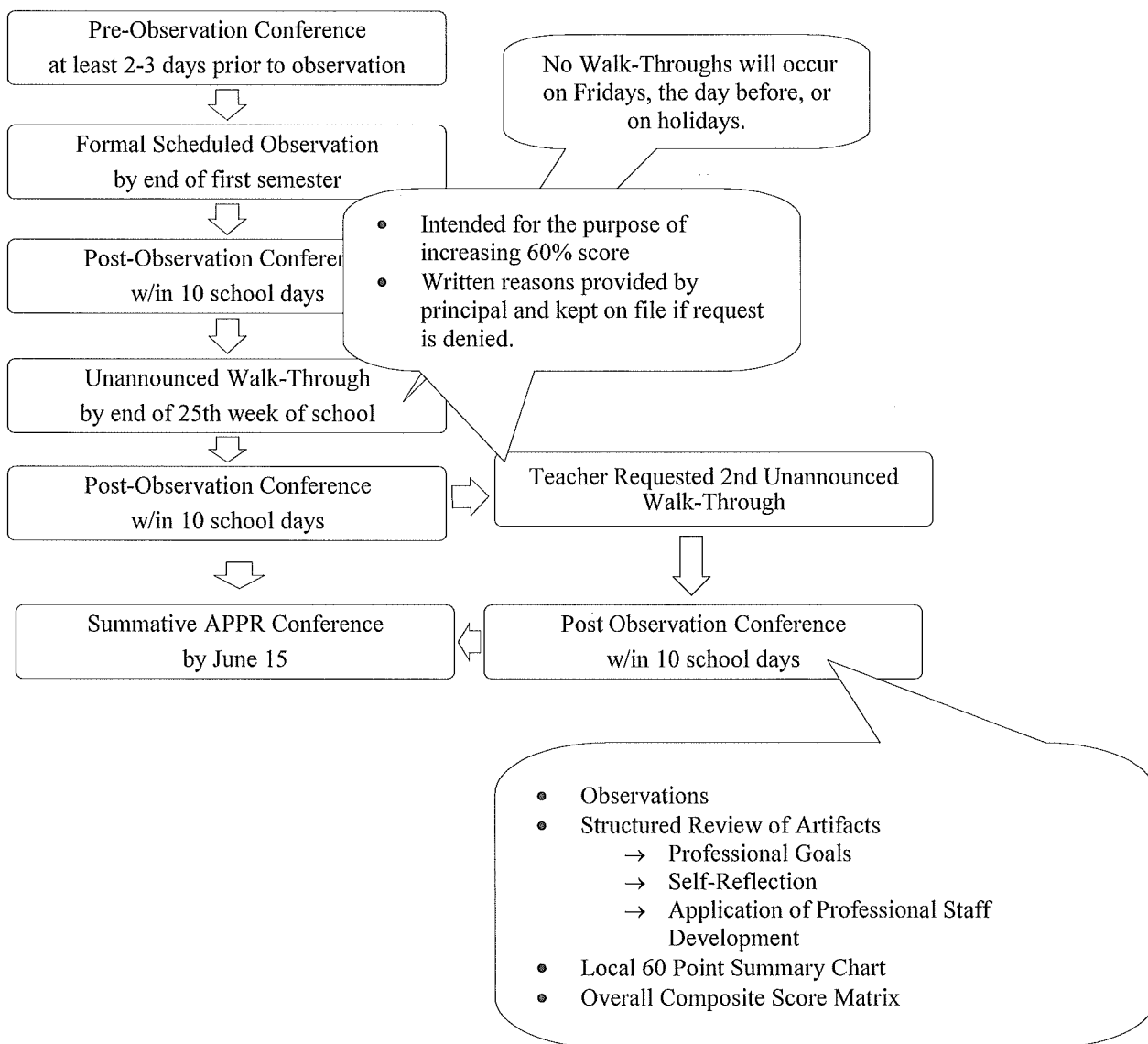
A. Probationary Professional Evaluations

All probationary professional staff members will receive two formal classroom observations, each 30 - 45 minutes in length, by their building principal for evaluation purposes per school year. The building principal must conduct the first professional evaluation prior to December 1 and the second professional evaluation prior to April 1 of each school year. In addition, all probationary teachers will receive one Unannounced Walk-Through Observation by their building principal prior to the end of the 25th week of school, and may request, in writing, a second Unannounced Walk-Through Observation. The Summative APPR Conference will be completed by appointment by June 15 of each school year.



B. Tenured Professional Evaluations

All tenured professional staff members will receive one formal classroom observation, between 30 - 45 minutes in length, by their building principal for evaluation purposes per school year. The building principal must conduct the professional evaluation prior to the end of the 1st semester of each school year. In addition, all tenured teachers will receive one Unannounced Walk-Through Observation by their building principal prior to the end of the 25th week of school, and may request, in writing, a second Unannounced Walk-Through Observation by their building principal. The Summative APPR Conference will be completed by appointment by June 15 of each school year.



C. Summative APPR Conference for Members under the new evaluation regulations:

All evaluations will be complete by building principals prior to June 15. Beginning in May and no later than June 15th of each year the principal and professional staff member will schedule an end of the year **Summative APPR Conference**. This conference will be held for the purpose of discussing the progress made to date and the general performance of the professional staff member.

The principal will review the scores he or she assigned to the professional staff member based on **Classroom Observation(s) and Unannounced Walk-Through Observation(s)**, using the 2011 Danielson Rubric. The Classroom Observations and Unannounced Walk-Throughs are worth up to 38 points of the locally negotiated 60 points, as per Conversion Chart in **Appendix D**.

At this meeting, the principal and the professional staff member will also review the goals from the current school year and will mutually establish the teacher's professional goals for the following school year. The submission of **Professional Goals** for the next school year is worth up to 6 points of the locally negotiated 60 points (**Appendix A**). The goals will be based upon the current year's evaluations, the Local 60 Point Summary Chart, and the established District and/or building goals.

In addition, the professional staff member will submit their **Self-Reflection** document (**Appendix C**) to the principal, which summarizes the professional staff member's evaluation of progress toward the current year's professional goals, aligned with the 2011 Danielson Rubric. The submission of this document is worth up to 2 points of the locally negotiated 60 points.

Documentation of a professional staff member's **Application of Professional Development**, approved and provided by the district will be worth up to 4 points of the locally negotiated 60 points (**Appendix H**). If a member misses a regularly scheduled In-Service, other professional development of comparable number of hours will be used.

Building principals will assign members a score for their **Domain 4 - Professional Development**, based on the 2011 Danielson Rubric (4b – 4f) and a HEDI score of up to 10 points (**Appendix I**).

Artifacts, if applicable, may lend support for the professional staff member's progress on attainment of goals and/or evaluation in any of the four domains of the locally agreed upon 2011 Danielson Rubric. These artifacts may be used to increase scores in areas previously identified as weak areas. The Definition Section of this document contains examples of Artifacts, or evidence, that may be used for discussion. The **Local 60 Point Summary Chart (Appendix E)** will be completed during the Summative APPR Conference.

Finally, the **Overall Composite Score Matrix** will be reviewed (**Appendix F**). The Overall Composite Score Matrix will show the number of points out of 60 that the principal has assigned, and the other parts of the composite score (Local 20% and Student Growth 20%), if known at that time of the conference. If all parts of the composite score are not known, the scores must be provided, in writing on the Overall Composite Scoring Matrix, to the member within 10 business days of the District receiving the Student Growth Score, and within 10 business days of the Local Score being calculated. It is understood that the total composite score will be sent to the State Education Department by the District only after the professional staff member has had the opportunity to review it, prior to the first student attendance day of the next school year.

D. Determination of satisfactory or unsatisfactory service for local retirement award purposes for members under the requirements of the new regulations :

The professional staff member shall be deemed unsatisfactory for the purpose of service credit if their overall composite score is in the ineffective range. All other ratings ranges shall be deemed satisfactory.

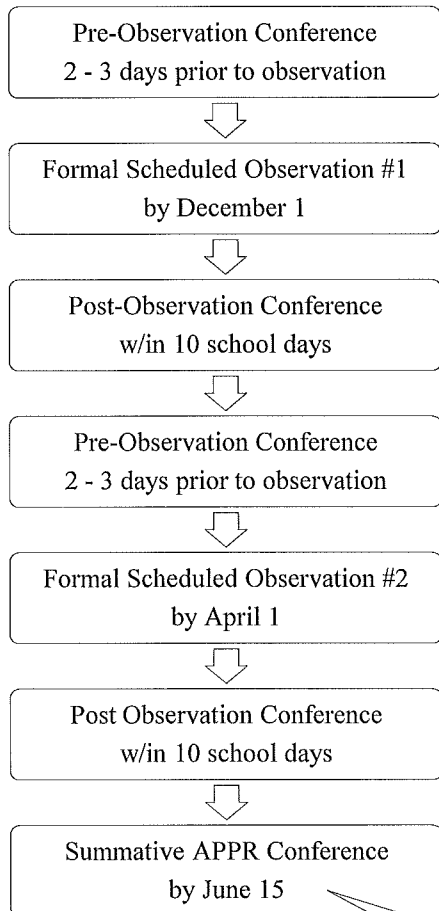
E. Summative APPR Conference for Members NOT under the new evaluation regulations: (Psychologists, counselors, and teachers on special assignment)

Professional staff members who are not covered under the new regulations will not receive a composite score, as per regulations at the time of this agreement. The same timelines as depicted in the previous flow charts will apply to these professional staff members for pre-observation conferences, formal observations, and post-observation conferences, and the Summative APPR Conference. There will be no Unannounced Walk-through Observations for these members. The Overall Composite Score Matrix will be substituted with the form used in the previously negotiated 2008 APPR Plan, which will be completed and reviewed collaboratively. (See attached documents listed below.)

- 2008 Gowanda Central APPR Summary (Satisfactory/Unsatisfactory Form) -- Recreated here as a table in this section. See Appendix G.
- 2008 APPR Rubric - Pages 26 -28 of this document.
- Professional Evaluation Form (Pre-Observation Conference Form) See Appendix B.
- 2008 Professional Clinical Evaluation Form - Page 29 of this document.
- 2008 Professional Goals Form, See Appendix N.

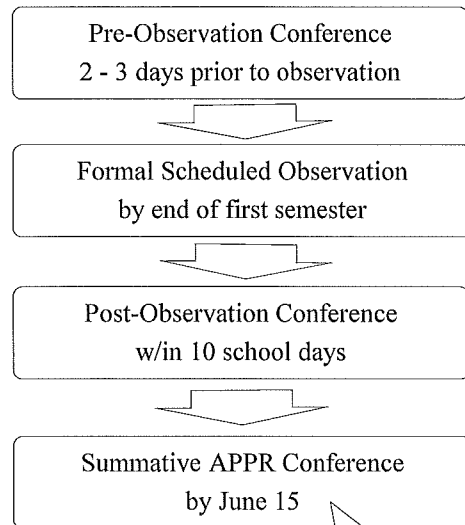
The flow chart below is intended to show the sequence for evaluations of those members not under the new regulations for ratings of teacher effectiveness.

Non-Tenured Professional Staff



- 2008 APPR Rubric
- Observation Form
- Professional Goals
- Satisfactory/Unsatisfactory Form

Tenured Professional Staff



- 2008 APPR Rubric
- Observation Form
- Professional Goals
- Satisfactory/Unsatisfactory Form

F. Determination of satisfactory or unsatisfactory service for local retirement award purposes for members not under the requirements of new regulations will be the same as in the 2008 APPR Plan:

To obtain a rating of satisfactory, the professional staff member, whether tenured or non-tenured must meet the following scoring criteria by component; a score of one (1) in any category will result in an unsatisfactory in this category.

- Content Knowledge- More than one score of 2 will result in a rating of unsatisfactory in this category.
- Instructional Preparation and Delivery- More than three scores of 2 will result in a rating of unsatisfactory in this category.
- Classroom Management- More than three scores of 2 will result in a rating of unsatisfactory in this category.
- Student Development- More than three scores of 2 will result in a rating of unsatisfactory in this category.
- Student Assessment- More than one score of 2 will result in a rating of unsatisfactory in this category.
- Collaboration- More than one score of 2 will result in a rating of unsatisfactory in this category.
- Reflective and Responsive Practice- More than one score of 2 will result in a rating of unsatisfactory in this category.

2008 Gowanda Central APPR Summary			
			See also Appendix G
Name: _____	Position: _____		
Administrator: _____	School Year: _____		
	Satisfactory (□)	Needs Improvement (□)	Unsatisfactory (□)
Content Knowledge			
Instructional Preparation and Delivery			
Classroom Management			
Student Development			
Student Assessment			
Collaboration			
Reflective and Responsive Practice			
Overall Rating			
For any rating of Unsatisfactory , APPR Rubric and Comments required (complete and attach)			
Administrator's Signature _____		Date: _____	
Teacher's Signature _____		Date: _____	

From 2008 APPR for those NOT under the new Regulations

GOWANDA CENTRAL SCHOOL

Annual Professional Performance Review Rubric

Professional Staff Member

Administrator

Content Knowledge- This responsibility is met when the professional demonstrates, through application in the classroom, a functional knowledge and understanding of the subject matter in the area(s) related to the instructional assignment.

The Professional:

	Supervisor Rating	Employee Rating
Is knowledgeable of adopted GCS curriculum documents and NYS standards		
Reflects knowledge of student achievement, access/equity, and students' interest and backgrounds		
Demonstrates knowledge of subject matter through instruction		

Instructional Preparation and Delivery- This responsibility is met when the professional demonstrates that instruction results in active student involvement, appropriate professional/student interaction and meaningful lesson plans resulting in student learning.

The Professional:

	Supervisor Rating	Employee Rating
Recognizes students vary in interests, rate and manner of learning, and uses procedures, resources, and materials that enable the student to develop to his/her fullest. Rigor and pacing are grade level and age appropriate.		
Uses varied methods of presentation, instructional media, technology, resources, and teaching techniques that will maintain the interest of the student and fulfill the objective of the lesson		
Encourages active student participation and involvement in the lesson, as well as provides opportunities for the student to demonstrate higher order thinking skills and problem-solving techniques		
Recognizes and uses procedures and methods that stimulate interaction among the group as an important means to learning		
Uses questions that vary in type and difficulty for different students to ensure involvement		
Reinforces, promotes, and expands on the ideas of the student		
Uses assessment as a means to improve teaching		
Devises written and oral activities that require analytical and critical thinking and the reproduction of facts		
Fosters the development of desirable work habits and study skills within students		

Rating Scale

1. The professional staff member does not demonstrate knowledge of the criteria.
2. The professional staff member demonstrates knowledge of criteria but needs consistent application.
3. The professional staff member demonstrates knowledge of the criteria and consistent application.
4. The professional staff member has mastery of the criteria and uses it for continual improvement. He/she is capable of teaching/mentoring the criteria and its application to others.

From 2008 APPR for those NOT under the new Regulations

GOWANDA CENTRAL SCHOOL

Classroom Management- This responsibility is met when the professional creates a classroom environment supportive of diverse student learning needs and conducive to student learning.

<i>The Professional:</i>	<i>Supervisor Rating</i>	<i>Employee Rating</i>
Shows genuine enthusiasm for and desire to work with young people		
Generates a feeling of warmth, kindness, respect, and consideration among students as well as between teacher and student		
Creates a positive and supportive climate in which the student feels a sense of human dignity and self-respect		
Establishes efficient routines and orderly operational procedures within the classroom which are necessary for effective teaching		
Promotes student self-discipline by personal example and positive action as well as through opportunity for responsibility		
Requires use of courteous and mannerly behavior of the student		
Requires respect for rights, opinions, property, and contributions of others within the classroom		
Recognizes the need for physical comfort of the student as well as the need for an appealing and attractive setting		
Solves most classroom disciplinary problems within the classroom setting; seeks the assistance of administration in those instances where needed		

Student Development- This responsibility is met when the professional demonstrates knowledge of student development, an understanding and appreciation of diversity, and the regular application of developmentally appropriate instructional strategies for the benefit of all students.

<i>The Professional:</i>	<i>Supervisor Rating</i>	<i>Employee Rating</i>
Considers that each student's needs differ, and evaluates each student in relation to those needs		
Considers student participation and involvement in classroom activities		
Utilizes teacher constructed assessments as a means of determining student progress		
Encourages students to make self-evaluations of their progress		
Demonstrates knowledge of student development		
Demonstrates an understanding and appreciation of diversity		
Demonstrates the application of developmentally appropriate instructional strategies		
Varies teaching techniques to meet the developmental needs of students		
Provides timely feedback to students that is accurate, substantive, constructive, and specific		

From 2008 APPR for those NOT under the new Regulations

GOWANDA CENTRAL SCHOOL

Student Assessment- This responsibility is met when the professional implements assessment techniques based on appropriate learning standards designed to measure students' progress in learning.

<i>The Professional:</i>	<i>Supervisor Rating</i>	<i>Employee Rating</i>
Uses a variety of assessments		
Allows choices of responses when appropriate to grade level and/or content area		

Collaboration- This responsibility is met when the professional demonstrates that he/she develops effective relationships with students, parents/guardians, administrators, support personnel and colleagues to meet student needs.

<i>The Professional:</i>	<i>Supervisor Rating</i>	<i>Employee Rating</i>
Demonstrates that he/she develops effective collaborative relationships with students, parents/guardians, colleagues, appropriate support personnel, and administrators to meet the learning needs of students.		
Participates in GCS curriculum development and implementation.		
Performs assigned duties during the contractual work day.		
Maintains accurate and timely student records.		
Works professionally with administration, colleagues, staff, parents/guardians, and community.		

Reflective and Responsive Practice- This responsibility is met when the professional demonstrates that practice is reviewed, effectively assessed, and appropriate adjustments are made on a continuing basis.

<i>The Professional:</i>	<i>Supervisor Rating</i>	<i>Employee Rating</i>
Demonstrates that classroom practices are reviewed on a continuing basis		
Demonstrates that appropriate adjustments are made on a continuing basis		
Complies with all school and district policies and regulations, as well as state and federal laws applicable to teachers.		
Uses instructional time effectively.		

Rating Scale

1. The professional staff member does not demonstrate knowledge of the criteria.
2. The professional staff member demonstrates knowledge of criteria but needs consistent application.
3. The professional staff member demonstrates knowledge of the criteria and consistent application.
4. The professional staff member has mastery of the criteria and uses it for continual improvement. He/she is capable of teaching/mentoring the criteria and its application to others.

**GOWANDA CENTRAL SCHOOL
PROFESSIONAL CLINICAL EVALUATION FORM**

Teacher's Name _____ Building _____
 Date of Observation _____ Class Period _____
 Tenured or Probationary? _____ Subject/Grade _____

LEVELS OF PERFORMANCE									
Level 4	Performance exceeds standards consistently at a distinguished level.		Level 2	Performance approaches standards and/or does not consistently meet standards. *					
Level 3	Performance consistently meets standards and may occasionally exceed standards in some areas.		Level 1	Performance is below standards and is not satisfactory. *					
*Any area(s) marked Level 1 or 2 require documentation in the improvement goals/directions section of this evaluation.									
PROFESSIONAL DOMAINS									
CONTENT KNOWLEDGE					4	3	2	1	
PROFESSIONAL STANDARDS									
1. Instructional planning was documented in written lesson plans and based on adopted curriculum documents and standards.									
2. Content knowledge was demonstrated in planning and in delivery.									
3. Planning reflected knowledge of student achievement, sensitivity to students, access/equity, and students' interests and backgrounds.									
STUDENT DEVELOPMENT & ASSESSMENT					4	3	2	1	
PROFESSIONAL STANDARDS									
1. Student achievement, access/equity, and encouragement of students to realize their full potential.									
2. Goals for student learning/achievement are identified, measurable, and used for instructional planning to determine and monitor student progress.									
3. Evidence of NYS learning standards implementation.									
CLASSROOM MANAGEMENT					4	3	2	1	
PROFESSIONAL STANDARDS									
1. An academic focus and on-task behavior are maintained.									
2. A classroom management/discipline plan is in place, communicated and maintained.									
3. Respect and courtesy are modeled by the teacher in student interactions.									
4. Enforcement of school classroom procedures.									
INSTRUCTIONAL PREPARATION & DELIVERY					4	3	2	1	
PROFESSIONAL STANDARDS									
1. Creation of a positive learning environment and use of motivational techniques are maintained.									
2. Varied instructional strategies, approaches, and resources, aligned with instructional objectives, engage students in learning.									
INSTRUCTIONAL (continued)					4	3	2	1	
3. Rigor and pacing are appropriate.									
4. An interest and enthusiasm for the subject are exhibited.									
5. Accommodations and/or modifications are used in alignment with instructional objectives to meet the needs of students.									
6. Feedback to students is provided and promotes student success and achievement.									
COLLABORATION & REFLECTIVE PRACTICE					4	3	2	1	
PROFESSIONAL STANDARDS									
1. The teacher participates in GCS curriculum development and implementation.									
2. Professional judgment is consistent with district philosophy and objectives.									
3. The teacher complies with all school and district policies and regulations, as well as state and federal laws applicable to teachers.									
4. Performs assigned duties during the contractual day.									
5. The teacher maintains accurate and timely student records.									
6. The teacher uses instructional time effectively.									
7. The teacher works professionally with administration, colleagues, staff, parents, and community.									
OVERALL RATING									
A narrative, which includes a PERFORMANCE SUMMARY, must be included on the following page. If the professional staff member receives a rating of 1 or 2 in any area, IMPROVEMENT GOALS/DIRECTIONS must be included on the following page.									

I certify that I have supervised and evaluated the professional performance of the above named ☐ Probationary ☐ Tenured teacher.

**Signature of Employee _____ Date _____ ☐ No response will be made. ☐ A response will be made (within 10 working days). ☐ A response was submitted on _____ Date _____	Signature of Supervising Administrator _____ Date _____ Signature of Superintendent _____ Date _____
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**The teacher's signature indicates that the teacher has read the observation report and has met with the principal to discuss it. It does not indicate that the teacher is in total agreement with the report. Any comments a teacher wishes to make concerning this observation report may be submitted in writing and will be attached and filed with this report. Teacher comments regarding this observation report must be submitted to the principal and the superintendent within ten (10) working days after dating and signing this document above.

XI. Appeals Process

A professional staff member subject to the new APPR rating systems shall have rights to an appeal procedure as follows:

1. Appeal procedures shall be limited to the scope of appeals under Education Law §3012-c as follows:
 - a. The school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
 - b. The adherence to the Commissioner's regulations, as applicable to such reviews;
 - c. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
 - d. The school district's issuance and/or implementation of the terms of the teacher improvement plan under Education Law §3012-c.
2. In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.
3. Those teachers receiving a rating of "developing" or "ineffective" shall have the right to the following appeals procedure:
 - a. S/he must file an appeal on a form mutually agreed upon by the Association and the District by September 30, or 30 days after receipt of the Composite Score. The appeal shall require that the member provide a detailed basis for the appeal.
 - b. The appeal must be filed with the building principal who completed the APPR Summative Conference. There will be only one APPR Composite Score per member conducted by the building principal.
 - c. The building principal to whom the appeal was directed has fifteen (15) business days to respond to the appeal. The response will be in writing on a form mutually agreed upon by the Association and the District.
4. Professional staff members receiving a "developing" or "ineffective" rating and having their appeal denied by their building principal shall have the right to the following appeals procedure:
 - a. S/he must file an appeal on a form mutually agreed upon by the Association and the District within 5 business days of receiving the response from the principal.
 - b. The appeal must be filed with the superintendent. The appeal shall require that the member provide a detailed basis for the appeal.
 - c. A written decision on the merits of the appeal shall be rendered by the superintendent no later than 30 business days from the date upon which the teacher filed his/ her appeal. The decision shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the principal's response to the appeal and additional documentary evidence submitted with such papers.

- i. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the superintendent may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated.
 - ii. A copy of the decision shall be provided to the teacher and the building principal, or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.
 - d. The appeals process for teachers receiving a "developing" rating and having their appeal decided upon by the superintendent shall be final.
- 5. The appeals process for teachers having an "ineffective" rating shall have the right to the following appeals procedure:
 - a. All appeals beyond the superintendent must be submitted in writing to the superintendent and the Gowanda Teachers' Association no later than 15 business days of the date when the teacher receives their second stage decision from the superintendent. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.
 - i. When filing an appeal, the identical documents that were first submitted by the teacher and the responses prepared by the building principal are the only documents that shall be considered in the third stage appeal.
 - ii. In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.
 - b. Within 15 calendar days of receipt of an appeal, the school district and Gowanda Teachers' Association will assign a mutually agreed upon independent hearing officer to consider the third stage appeal. The cost of the independent hearing officer shall be borne equally by the District and the Association.
 - c. A decision shall be rendered by the independent hearing officer, in writing, on the merits of the appeal no later than 30 business days from the date upon which the teacher filed his/her third stage appeal. The appeal shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and additional documentary evidence submitted with such papers.

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

The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher performance review and/or improvement plan. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.

Failure by the professional staff member to adhere to the timelines outlined in the appeals process, without a documented medical reason, shall mean the unit member waives his/her right to an appeal.

Failure by the District to adhere to the timelines outlined in the appeals process, without a documented medical reason, shall mean the unit member's appeal is successful.

Nothing about the appeals process herein described shall prohibit the District from going forward with decisions to terminate a professional staff member or deny tenure, consistent with all applicable laws and regulations.

The teacher retains any defenses he or she may have in the event the APPR is utilized in a subsequent 3020a proceeding.

If after all the appropriate appeals are exhausted and a rating of "developing" or "ineffective" is upheld, a TIP will be implemented. The TIP will be developed by the certified and trained building principal using the APPR documents and will identify the area(s) in need of improvement. Costs associated with implementing the TIP will be borne by the District.

A professional staff member subject to the APPR rating systems and whom is in need of a Teacher Improvement Plan (TIP), shall have rights to an appeal procedure as follows:

1. The professional staff member may submit an alternate plan of his/her own to their building principal within five business days of receiving the TIP. Per regulations, members must receive any TIP no later than 10 school days after the start of the next school year after receiving the rating of “developing” or “ineffective”.
2. The building principal will respond within ten business days in writing by accepting the member’s alternate plan, offering a modification of the District’s original TIP, or by keeping the District’s original TIP.
3. If the professional staff member still disagrees with the TIP, they may appeal to the superintendent within five business days, using a form mutually agreed upon by the Association and the District.
4. The appeal shall require that the member provide a detailed basis for the appeal.
5. The superintendent will make the final determination in writing within ten business days.
6. If the TIP appeal is successful, the professional staff member’s alternate TIP plan will be implemented.
7. There will be no appeal beyond the superintendent.

XII. Teacher Improvement Plans

A professional staff member who has been rated “developing” or “ineffective” on the APPR Overall Composite Scoring Matrix (Appendix F) is required by state law §30-2.10 to have a Teacher Improvement Plan (TIP) developed, implemented, and submitted to the State Education Department. The TIP must include how the District will address the improvement of those evaluated as “developing” or “ineffective.”

The District shall provide timely and constructive feedback to classroom teachers on their APPR by providing each teacher with his or her scores on the Overall Composite Scoring Matrix (Appendix F) within 10 business days of the District receiving the teacher’s State subcomponent scores.

The District shall formulate and commence implementation of a TIP for such a teacher as soon as practicable, but in no case later than 10 school days after the opening of classes in the school year following the school year for which such teacher’s performance is being measured.

The District and the Association 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. Union representation shall be afforded at the teacher’s request. The Association president shall be notified whenever a teacher is placed on a TIP, and, with the agreement of the teacher, shall be provided with a copy of the TIP.

On a form mutually agreed upon by the Association and the District, a TIP shall clearly specify:

1. The area(s) in need of improvement, with reference to the 2011 Danielson Rubric when appropriate;
2. The performance goals, expectations, benchmarks, and timelines the teacher must meet in order to achieve an effective rating;
3. How the building principal will measure and monitor improvement for periodic reviews of progress; and
4. The appropriate differentiated professional development opportunities, materials, resources and supports that 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 a GTA representative (if requested by the teacher) shall meet, according to the schedule 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 using the appeals process described in Section XI (Appeals Process).

The decision of the Superintendent on the merits and/or implementation 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.

Appendix A
Gowanda Central School
Professional Development Goals for the Upcoming _____ School Year

The goal below is linked to District Goal or Domain _____ of the 2011 Danielson Rubric. (0 or 1 point) _____

1. _____

(0 or 1 point) _____

The goal below is linked to District Goal or Domain _____ of the 2011 Danielson Rubric. (0 or 1 point) _____

2. _____

(0 or 1 point) _____

Evidence of progress toward the current school year's (_____) goals:

Briefly explain two goals for the current year and provide evidence of progress toward the goal.
(Documentation may be attached as needed.)

1. _____

(0 or 1 point) _____

2. _____

(0 or 1 point) _____

Total points Assigned = _____

Teacher's Name: _____ Date _____
(Print)

Teacher's Signature: _____

Principal's Name: _____ Date _____
(Print)

Principal's Signature: _____

Return this form to your principal during the Summative APPR Conference, as a part of the Structured Review of Artifacts, worth up to 6 points.

Appendix B Gowanda Central School

(Pre-Observation Conference) PROFESSIONAL EVALUATION FORM

This form should be completed by the Teacher and submitted to the Administrator prior to the Evaluation.

Date: _____

Teacher: _____ Class/Grade: _____ Period: _____

Pre-conference Date: _____ Observation Date: _____

Appointment Type: Probationary: _____ Probation Year: _____
Observation: 1st _____ 2nd _____
Tenured: _____

Indicate which New York State Learning Standard or Common Core Learning Standards will be the focus of instruction. Briefly describe the Instructional Techniques, Evidence of Learning, and other information relevant to this lesson or topic.

A. Learning Standard for: _____ Level: _____

B. Instructional Techniques:

C. Evidence of Learning:

D. Other Information/Comments:

Appendix C
Gowanda Central School
Self Reflection for Current School Year's Professional Development

Reflect on at least 2 professional goals from the current school year: _____

1. _____

_____ (0 or 1 point) _____

2. _____

_____ (0 or 1 point) _____

Total points Assigned = _____

Teacher's Name: _____ Date _____
(Print)

Teacher's Signature: _____

Principal's Name: _____ Date _____
(Print)

Principal's Signature: _____

Return this form to your principal during the Summative APPR Conference, as a part of the Structured Review of Artifacts, worth up to 2 points.

Appendix D

Gowanda Central School

Conversion Chart for Rubric Score to 38 Point Classroom Observation Score

Average Rubric Score	Category	Conversion Scale Score
Ineffective 0 - 31		
1 or below		0
1.1		8
1.2		16
1.3		23
1.4		31
Developing 32 - 35		
1.5		32
1.6		32.33
1.7		32.66
1.8		33
1.9		33.33
2		33.66
2.1		34
2.2		34.33
2.3		34.66
2.4		35
Effective 36 - 37		
2.5		36
2.6		36.11
2.7		36.22
2.8		36.33
2.9		36.44
3		36.55
3.1		36.66
3.2		36.77
3.3		36.88
3.4		37
Highly Effective 38		
3.5		37.5
3.6		37.6
3.7		37.7
3.8		37.8
3.9		37.9
4		38

Appendix E

Gowanda Central School

LOCAL 60 POINT SUMMARY CHART (Negotiated)			
Number of Points Possible		Category (Supported by applicable forms in the Appendix)	Number of Points Assigned
	38	Classroom Observations and Walk-Throughs See Section VI (2011 Danielson Rubric)	
Structured Review of Artifacts	6	Professional Goals for Next School Year Appendix A	
	2	Self Reflection of Current Goals and Progress Appendix C	
	4	Application of Professional Staff Development Appendix H	
	10	Domain 4 Professional Development (Danielson Rubric 4b – 4f) Appendix I	
Total = 60			Total =

Teacher's Name: _____ Date _____
(Print)

Teacher's Signature: _____

Principal's Name: _____ Date _____
(Print)

Principal's Signature: _____

This form is to be reviewed during the Summative APPR Conference.

Appendix F Gowanda Central School

OVERALL COMPOSITE SCORING MATRIX												
Effectiveness Rating	Student Growth/ Student Learning Objectives		Local Measures of Student Achievement		Local 60 Points (Negotiated)							
	20%		20%		60%							
							Structured Review of Artifacts					
					Classroom Observations		Professional Goals	Self-Reflection (Domain 4a)	Application of Professional Staff Development	Domain 4 Professional Development (Subcomponents 4b – 4f)		
											38	6
	State Range	Assigned Score	State Range	Assigned Score	Negotiated Ranges	Assigned Score	Assigned Score	Assigned Score	Assigned Score	Assigned Score	State Range	Overall Composite Effectiveness Score
Highly Effective	18 – 20		18 – 20		38						91 - 100	
Effective	9 - 17		9 - 17		36 - 37						75 – 90	
Developing	3 - 8		3 - 8		32 - 35						65 – 74	
Ineffective	0 - 2		0 - 2		0 - 31						0 - 64	

Teacher's Name: _____ Date _____
(Print)

Teacher's Signature: _____

Principal's Name: _____ Date _____
(Print)

Principal's Signature: _____

This form is to be reviewed during the Summative APPR Conference.

Appendix G Gowanda Central School

This form is for professional staff members NOT under the new regulations. It aligns with the 2008 APPR Plan.

2008 Gowanda Central APPR Summary			
Name: _____ Administrator: _____	Position: _____ School Year: _____		
	Satisfactory (□)	Needs Improvement (□)	Unsatisfactory (□)
Content Knowledge			
Instructional Preparation and Delivery			
Classroom Management			
Student Development			
Student Assessment			
Collaboration			
Reflective and Responsive Practice			
Overall Rating			
For any rating of Unsatisfactory , APPR Rubric and Comments required (complete and attach)			
Administrator's Signature _____		Date: _____	
Teacher's Signature _____		Date: _____	

Appendix H
Gowanda Central School
Application of Professional Staff Development

Exit Survey for Superintendent's Conference Days

(Or other approved and comparable professional development in lieu of Superintendent's Conference Day)

Name or type of In-service, training, seminar, or workshop:

Date(s) of attendance:

Location of in-service, training, seminar, or workshop:

Number of hours completed: _____

For the in-service or training listed above, describe what was presented or learned.
(Any related paperwork may be attached.)

Describe, or provide evidence of, how the learned material was utilized in the classroom or for professional gain. If the training did not apply to your GCS assignment, explain why.
(Any related paperwork may be attached.)

Points assigned: _____
(Generally 1 point is assigned per 5.5 hours of In-service.)

Teacher's Name: _____ Date _____
(Print)

Teacher's Signature: _____

Principal's Name: _____ Date _____
(Print)

Principal's Signature: _____

This form is to be reviewed during the Summative APPR Conference.

Appendix I

Gowanda Central School

Domain 4: Professional Development

Danielson Rubric Domain 4: Professional Responsibilities	Points Assigned for each Rating				Component Score
	Ineffective	Developing	Effective	Highly Effective	
	0 or .5	1.0	1.5	2.0	
4b Maintaining accurate records					
4c Communication with families					
4d Participation in a professional community					
4e Growing and developing professionally					
4f Showing Professionalism					
Points Possible = 10		Total Points Assigned =			

Teacher's Name: _____ Date _____
(Print)

Teacher's Signature: _____

Principal's Name: _____ Date _____
(Print)

Principal's Signature: _____

This form is to be reviewed during the Summative APPR Conference.

Appendix J

Gowanda Central School

Letter of Intent for Requesting Building Principal Approval for Writing SLOs

Teacher: _____ Building Principal: _____

Subject or Content Area for which SLO Approval is Requested: _____

Date of initial Request for Approval: _____

<u>Anticipated Population</u>	<i>Who are the students assigned for which the teacher is seeking approval? To which course section(s) will the SLO apply? Full class rosters of all students must be provided for all course section(s) assigned to the teacher for the subsequent school year so that the principal can determine if the 50% rule is being adhered to.</i>
Learning Content	<i>What is being taught over the instructional period? For example, Common Core Learning Standards. Will this learning content goal apply to all standards applicable to a course, or just to specific priority standards?</i>
Interval of Instructional Time	<i>What is the instructional period covered? If less than the amount of time assigned to the course section(s), then a rationale must be provided.</i>
Evidence	<i>What specific assessment will be used to measure the goal? The assessment must align to the learning content of the course and will include a pre and a post assessment.</i> <i>Permissible choices consist of State approved 3rd party assessments, or District, regional, or BOCES developed assessments.</i>

Appendix K Gowanda Central School

Required Answers to SLO Questions

Teacher: _____ Building Principal: _____

Subject or Content Area for Approved SLO: _____

Date submitted to Building Principal: _____

Population	<i>Who are the students assigned for which the teacher is seeking approval? To which course section(s) will the SLO apply? Full class rosters of all students must be provided for all course section(s) assigned to the teacher for the subsequent school year so that the principal can determine if the 50% rule is being adhered to.</i>
Baseline	<i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i>
Targets	<i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</i>
SLO Scoring Matrix	<i>What calculations will be employed to convert the various SLO's, different ability levels of students and weighing of course selections to arrive at the one number which will represent the percentage of students who achieved the targets established in advance?</i>
Rationale	<i>What is the reasoning behind the choices regarding learning content*, evidence* and target and how will they be used together to prepare students for future growth and development in subsequent grades (courses), as well as college and career readiness?</i> <i>*Learning Content and Evidence are from Appendix J- Letter of Intent</i>

Appendix M

Gowanda Central School

Local Achievement Measure Plan

Teacher: _____ Building Principal: _____

Date submitted to Building Principal: _____

Gowanda Central School District Local Achievement Measure Template

Population	<i>Who are the students assigned for which the teacher is seeking approval? To which course section(s) will the local measure apply? Full class rosters of all students must be provided for all course section(s) assigned to the teacher for the subsequent school year so that the principal can determine the students who are the focus of the achievement measure.</i>
Learning Content	<i>What is being taught over the instructional period? For example, Common Core Learning Standards. Will this learning content goal apply to all standards applicable to a course or just to specific priority standards?</i>
Interval of Instructional Time	<i>What is the instructional period covered? If less than the amount of time assigned to the course section(s) then a rationale must be provided.</i>
Evidence	<i>What specific assessment will be used to measure the goal? The assessment must align to the learning content of the course.</i>
Targets	<i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</i>
Local Measure Scoring Matrix	<i>What calculations will be employed to convert the local achievement measure into one number, which will represent the percentage of students who achieved the targets established in advance?</i>

Appendix N
Gowanda Central School

Professional Development Goals for the Upcoming School Year
This form is for those NOT under new APPR regulations.

Below are my professional development goals for the _____ school year.

1. _____

2. _____

Teacher's Name: _____ Date _____
(Print)

Teacher's Signature: _____

Principal's Name: _____ Date _____
(Print)

Principal's Signature: _____

This Professional Goals form, as a part of the 2008 APPR Plan, is to be reviewed during the Summative APPR Conference.