

THFA & THCS D APPR Plan

Pursuant to Section 3012-d of the Education Law, the Taconic Hills Central School District (THCS D) and the Taconic Hills Faculty Association (THFA) has established a comprehensive evaluation system for the classroom teacher during the 2016-2017 school year. Since Pre-K teachers are not a part of the Section 3012-d of the Education Law APPR, their APPR will only be based on the Non-Growth measures component for the 2016-2017 school year. The THCS D and THFA will continuously evaluate this system; any/all changes to this plan may be effected with the mutual agreement of both parties.

The goal of all parts in the development of this APPR plan is to cultivate growth of the professional staff in order to maintain a highly qualified educational program at Taconic Hills CS and comply with NY state law. To aid in this goal, teachers will receive professional development on all changes of the Student Learning Objectives (SLOs), the NYSUT rubric, the new method of observations, artifact collections, and any other to the APPR related systems during the 2016-2017 school year. Thereafter teachers will receive professional development as necessary to achieve complete understanding of the evolving APPR system. The THCS D and the THFA will discuss the schedule of training opportunities and seek feedback from THFA members and administrators about additional training needs and other APPR related systems.

The THCS D and the THFA will develop committees to aid in the development and implementation of the APPR plan. Any other committees needed, will be created based on the joint agreement between the THCS D and the THFA.

All APPR documentation (providing the data is available) will be finalized by the Friday before the last week of school. The final meeting between the teacher and appropriately calibrated administrator responsible for conducting the announced observation will happen before the last day of school that academic year (with the available data), extensions to this or any timeline in this plan must be mutually agreed upon by both parties. This will apply for all teacher evaluations, including those whose state component scores have not yet been received.

Committees Related to the APPR

District APPR Committee:

The THCS D APPR Committee will be made up of three (3) teachers selected by the THFA, the THFA president, three (3) members from the administrators, the president of the THAA (Taconic Hills Administrator Association), and the superintendent. The committee will be jointly chaired by the superintendent and the THFA President and/or a person(s) of their designation.

This committee will be responsible for development, maintenance, and implementation of the APPR plan. This committee will be convened to consider the options that may be used as evidence of student learning within SLOs as well as the types of assessments that will be used as baseline data for each course specific SLO. Committee members will seek input from grade levels and departments. The committee will determine the final assessment option as well as the baseline data evidence used for each course after all committee members have considered input. Final decision(s) on all matters will be made with the consensus of the committee. In the event the committee fails to reach a consensus, the superintendent and the THFA president will make the final decision jointly.

Appeal Committee

The Appeal Committee will be made up of two (2) tenured teachers appointed from a pool of teachers by the THFA President or his/her designee and two (2) administrators appointed by the Superintendent or his/her designee to the Committee. The tenured administrators appointed will not include the administrator who authored the evaluation. This committee will be given five (5) school days to meet and render their decision on the appeal by majority vote. The Committee will issue its findings to the Superintendent, THFA President, the teacher, and the authoring administrator within five (5) school days of the conference. This Committee will have the right to ask questions of the conference participants and any other relevant participants and have the right to collect any and all information necessary to make an informed decision.

- The Committee is empowered to overturn the entire evaluation if the evaluation was procedurally flawed.
- The Committee is empowered to overturn a section or the entire evaluation and require a course of action so as to enhance the professional growth of the employee.
- The Committee is empowered to affirm the evaluation and require a course of action so as to enhance the professional growth of the employee.
- The Committee is empowered to affirm the evaluation.

PDP Committee

The Professional Development Committee will be charged with finding and implementing professional development for the successful implementation of APPR and professional growth of the THCS D employees. The makeup of the PDP committee will be based on the PDP plan and previous agreements and state guidelines.

Teacher & Student Data Elements

The THCS D will provide accurate data to the NYSED in a format and timeline prescribed by the NYS Education Commissioner. The THCS D will also provide an opportunity for every required teacher to verify the subjects and/or student rosters assigned to him/her prior to the administration of State assessments.

The Director of Instruction & Staff Development will be designated as the Data Manager who will be in charge of collecting the required data, overseeing changes in and maintenance of the local data management systems, and ensuring the accuracy of the data. The THCS D's Data Manager is responsible for the accuracy, timeliness, and correction of errors for the information. The Data Manager will be responsible for reporting to the NYSED the individual subcomponent scores and the total composite effectiveness score for each covered classroom teacher in the THCS D and will do so in a format and timeline prescribed by the NYS Education Commissioner.

Teacher of Record Determinations

A Teacher of Record is defined as that teacher who is primarily and directly responsible for a student's learning activities that are aligned to the performance measures of a course, consistent with guidelines prescribed by the NYS Education Commissioner.

In addition to the student demographic, enrollment, program service, and assessment information already collected for school/ accountability purposes, it is necessary to collect additional data elements to support Teacher of Record determinations for teacher and principal evaluations under Education Law §3012-c. These new data elements include information about the multiple teachers who may be assigned to a course section, as well as changes in teacher assignment, student enrollment, and student attendance over the duration of a course.

It is the teacher's responsibility to verify and report any conflicting data to the District's Data Manager.

Strategies for Data Verification

Students are reported as linked to a teacher in two ways (i.e., "enrollment" linkage and "attendance" linkage):

- "*Enrollment linkage*" is defined as the amount of time (prior to the administration of the assessment to be used for evaluation purposes) that a teacher is assigned to the class

and a student is enrolled in that class. Basic roster information includes which students are linked to which teachers with beginning and end dates. Linkage Durations is the total course time, prior to the administration of the assessment or the end of the school year, which each student was linked to a teacher.

- “*Attendance linkage*” is defined as the amount of time (prior to the administration of the assessment to be used for evaluation purposes) that a teacher is assigned to a class, the student is enrolled in the class, and the student attends the class.
- THCS D’s Data Manager needs to create internal processes to gather assurances from teachers and principals that they:
 - have reviewed the information prior to the verification deadline and determined it to be complete and accurate
 - understand that the data will be used for evaluation and other analytic purposes only.

Data Correction

As with all other school year data, if the information displayed in the Teacher-Student Roster Verification Reports is incomplete or inaccurate, the data should be corrected in the local source system (e.g., the student management system) and submitted again to NYSED. THCS D’s Data Manager is responsible for creating and communicating clear processes to both District administrators and teachers, contacting people to report data inaccuracies, and correcting data inaccuracies prior to the verification deadline.

Assessment Development, Security, & Scoring Procedures

THCS D’s Data Manager is responsible for ensuring that the requirements set forth in the NYSED Administrative Manuals are followed in the THCS D. The THCS D’s established protocols for storage, distribution, and administration of the assessments ensure the security of the assessments before administration of the assessments.

THCS D’s Data Manager is responsible for organizing scoring procedures in order to ensure that THCS D scorers are trained to score the assessments and that they have no vested interest in the outcome of the assessments they score.

THCS D assessments will be developed in accordance with guidance provided by the NYS Education Commissioner and NYSED.

TEACHER EVALUATION PROCESS

Composite Effectiveness Score

Teacher APPRs conducted under this plan will differentiate teacher effectiveness using a Composite Effectiveness Score which takes into account multiple measures of effectiveness. The two parts of the Composite Effectiveness Score are the Student growth measure, and Teacher Observations. The two parts will use the NYS matrix to get the final rating.

Based on such Composite Effectiveness Score, a classroom teacher will be rated as Highly Effective, Effective, Developing, or Ineffective as defined by the following scoring bands set forth by NYSED.

Educator Evaluation Rating Categories Defined:

Standards for Rating Categories	Growth or Comparable Measures	Locally-selected Measures of Growth	Other Measures of Effectiveness (Teacher and Leader standards)
Highly Effective	Results are well-above state average for similar students (or district goals if no state test).	Results are well-above District or BOCES-adopted expectations for growth of student learning standards for grade/subject.	Overall performance and results exceed standards.
Effective	Results meet state average for similar students (or district goals if no state test)	Results meet District or BOCES-adopted expectations for growth of student learning standards for grade/subject.	Overall performance and results meet standards.
Developing	Results are below state average for similar students (or district goals if no state test).	Results are below District or BOCES-adopted expectations for growth of student learning standards for grade/subject.	Overall performance and results need improvement in order to meet standards.
Ineffective	Results are well-below state average for similar students (or district goals if no state test).	Results are well-below District or BOCES-adopted expectations for growth of student learning standards for grade/subject.	Overall performance and results do not meet standards.

How the composite score will be determined:

As per NYS Education Law 3012-d, this evaluation system will include multiple measures of effectiveness that will result in an evaluation rating after multiple classroom observations. The total composite score will be based on:

1. Student Growth Measures:

- a. Individual or Group SLO will be written in collaboration with administrator responsible for conducting the announced observation.
 - i. Exception: Any mandated member that receives a State Student Growth Measure Score must use the Score generated by the state, however this may be used as the 'back-up' SLO.
 - ii. If mandated member elects to write Group or Individual SLOs, the District will provide time to develop and complete SLO during Content/Grade Level Wednesday meetings, in the months of October, November, & December. Member must meet with administrator responsible for conducting the announced observation for final SLO approval. Final SLO must be completed by February 1st.
- b. District SLO(s) will be offered. District SLO(s) will be developed collaboratively by a District APPR Committee subcommittee utilizing five (5) years of student data to establish appropriate target(s) and goal(s).
 - i. The Jr/Sr High District SLO will be based on all student Regents results combined.
 - ii. The Elementary District SLO will be based on all student NWEA results combined.
 - iii. The District SLO(s), when completed, will not be adjusted/modified/alterd in any way, by either party. The District SLO(s), will be calculated when all student results have been received by District and THFA President and/or Designee.
 - iv. Any mandated member can elect to utilize the District SLOs.
 - v. Any mandated member with a State assessment can utilize the District SLO as the 'back-up' SLO required by State.

2. Teacher Observations Component

- a. Will be determined by multiple classroom observations consistent with the NYS Teacher Standards. Classroom observations will be conducted using NYSUT rubric. All observations must be completed by appropriately calibrated building administrator. No observations can be completed by a peer or video observation methods. The evidence will be recorded, linked to each NYS teaching standard, and shared with the teacher at regular intervals to ensure all areas are covered.
- b. Announced Observation
 - i. The announced observation during a school year for a given teacher will count as 80% of the Teacher's Observations overall value.
 - ii. The announced observation will be conducted by the appropriately calibrated administrator with the same BEDS code.
 1. Junior/Senior members will be observed by Junior/Senior building Principal and/or Assistant Principal according to BEDS code.
 2. Elementary members will be observed by Elementary building Principal and/or Assistant Principal according to BEDS code.
 3. District Building members (any member scheduled in both buildings with a District BEDS code) will be observed by Director of Pupil Personnel Services, Director of Instruction & Staff Development, and/or Superintendent.
 - iii. Teacher standards and elements to be observed are determined between the teacher and the appropriately calibrated building administrator during the pre-observation meeting(s).
 - iv. The announced observation will be equivalent to one (1) teaching period. Announced observations are to be completed as follows:
 1. The pre-observation conference will occur within the five (5) school days preceding the observation. The post-observation conference will occur within ten (10) school days of the observation.
 2. Teachers will receive the evidence linked to the rubric and all written feedback within ten (10) school days of the actual observation.
- c. Unannounced Observations
 - i. Unannounced observations will be conducted by an appropriately calibrated administrator (a full time administrator of THCS) that is not connected to the teacher through BEDs codes thus acting as an independent observer per 3012-d. This observation(s) will count as 20% of observation's overall value.

- ii. Unannounced observations will either be a whole lesson period or series of 2-4 walk-through observations of 5-15 minutes in length.
- iii. Unannounced observations are to be completed as follows:
 - 1. Based on teacher and/or administrator request;
 - a. a pre-observation conference will occur within the ten (10) school days preceding the observation
 - b. a post-observation conference will occur within ten (10) school days of the observation
 - iv. No unannounced observation will be carried out during the first or last week of the class, on the two (2) days prior to a break, or on the two (2) days following a break; except by written agreement between the teacher and administrator.
- d. If a teacher is at risk of being identified as *ineffective* or *developing* in any way, all written feedback will explain the rubric's evidence and offer suggestion(s) for more effective practice(s).
- e. Either party (teacher or administrator) may request additional observations to be conducted, if a request is made the observation will occur.
- f. No composite score of the Non-Growth Measures will be determined till all the evidence is recorded and shared with the teacher.
- g. New York State Teaching Standards/domains that are part of the rubric, but not observable during the classroom observation will be observed during any pre-observation conference or post-observation review or other natural conversations between the teacher and evaluator and incorporated into the observation score.
- h. Points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent (e.g., a lesson plan viewed during the course of the classroom observation may constitute evidence of professional planning)

All artifact materials are personal, and will not be copied, disseminated, or otherwise made public without the teacher's written agreement.

How the Composite Effectiveness score will be determined:

		Observations			
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
Student Performance	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

HEDI Scoring Bands:

Highly Effective			Effective			Developing		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%

Scoring bands for Observations of Teacher Effectiveness

Highly Effective		Effective		Developing		Ineffective	
4.00	3.50	3.49	2.50	2.49	1.50	1.49	0

Student Learning Objectives (SLOs)

Student Learning Objectives (SLOs) will be constructed in accordance with guidelines from the NYS Education Commissioner and NYSED; suggested template is available on www.engageny.org. SLO writers will identify the information needed in order to develop the baseline, rationale and targets on each SLO. Completed SLOs will be submitted to the building principal and analyzed using the NYSED SLO rubric. If such analysis results in the need to change a SLO, the building principal and affected teacher(s) will work collaboratively to improve the SLO.

Controls for Comparable Growth Measures:

The use of adjustments, controls, or other special considerations is permitted in setting targets for Comparable Growth Measures. These include: student prior academic history, student class attendance, students with disabilities, English language learners, students in poverty, and, in the future, any other student, classroom, and school-level characteristics approved by the NYS Board of Regents. These allowable adjustments, controls, or other special considerations for Comparable Growth Measures are those used in State Growth Measures.

If SLO targets for students with disabilities, English Language Learners, or poverty students are adjusted in particular courses, the SLO must cite the rationale for including such factors and the process for mitigating potentially problematic incentives associated with the control or adjustment. SLOs will use growth from baselines based on past academic history to determine adjustment factors. The evaluator may add up to a maximum of two (2) HEDI points to the teacher’s subcomponent score.

SUGGESTED TIMELINE FOR MANDATED EMPLOYEES

September	<p>By the end of 2nd week of September:</p> <ul style="list-style-type: none"> ● Appropriately calibrated administrator responsible for conducting the announced observation communicates, in writing/email, with teacher regarding upcoming formal, announced observation. Communication will include proposed day & time of the pre-observation meeting, formal observation, post-observation meeting, and summative evaluation meeting. ● Meetings can be rescheduled per discussion between both parties, mutually agreed upon <p>By the end of September:</p> <ul style="list-style-type: none"> ● Appropriately calibrated administrator responsible for conducting the announced observation will schedule time & resources for all pre-tests required for collection baseline data.
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THFA & THCS D Teacher APPR Plan

<p>October</p>	<p>By the end of the 2nd week of October:</p> <ul style="list-style-type: none"> ● District SLO will be developed jointly by District and THFA representatives. ● District SLO will be presented to faculty for decision-making purposes. <p>By the end of October:</p> <ul style="list-style-type: none"> ● Notify appropriately calibrated administrator responsible for conducting the announced observation, responsible for formal observation, of which SLO option will utilized. ● If selecting group/individual SLO, a collaborative meeting with appropriately calibrated administrator responsible for conducting the announced observation regarding SLO creation will be held. <p>During entire month of October:</p> <ul style="list-style-type: none"> ● Monitor and support teacher effectiveness.
<p>November</p>	<p>During entire month of November:</p> <ul style="list-style-type: none"> ● Monitor and support teacher effectiveness
<p>December</p>	<p>By the end of December:</p> <ul style="list-style-type: none"> ● Appropriately calibrated administrator responsible for conducting the announced observation will communicate information to teacher regarding current status of rating in writing/email. <p>During entire month of December:</p> <ul style="list-style-type: none"> ● Monitor and support teacher effectiveness.
<p>January</p>	<p>By the end of the 2 week of January:</p> <ul style="list-style-type: none"> ● Teacher will submit finalized draft of SLO Appropriately calibrated administrator responsible for conducting the announced observation <p>During entire month of January:</p> <ul style="list-style-type: none"> ● Monitor and support teacher effectiveness.
<p>February</p>	<p>By the February 1st:</p> <ul style="list-style-type: none"> ● Appropriately calibrated administrator responsible for conducting the announced observation will approve SLO for implementation, and approval will be communicated to teacher in writing/email. <p>By the end of February:</p>

THFA & THCS Teacher APPR Plan

	<ul style="list-style-type: none"> • Appropriately calibrated administrator responsible for conducting the announced observation will communicate information to teacher regarding current status of rating in writing/email. <p>During entire month of February:</p> <ul style="list-style-type: none"> • Monitor and support teacher effectiveness.
March	<p>During entire month of March:</p> <ul style="list-style-type: none"> • Monitor and support teacher effectiveness.
April	<p>By the end of April:</p> <ul style="list-style-type: none"> • Appropriately calibrated administrator responsible for conducting the announced observation will communicate information to teacher regarding current status of rating in writing/email. <p>During entire month of April:</p> <ul style="list-style-type: none"> • Monitor and support teacher effectiveness.
May	<p>By the end of the 2nd week of May:</p> <ul style="list-style-type: none"> • All evidence will be collected/requested by appropriately calibrated administrator responsible for conducting the announced observation.
May/June	<p>Beginning 3rd week of May thru 2nd week of June:</p> <ul style="list-style-type: none"> • Summative evaluation meetings will be conducted and completed.
June	<p>By the Friday before the last week of school:</p> <ul style="list-style-type: none"> • Appropriately calibrated administrator responsible for conducting the announced observation will provide teacher with Observation Rating via writing/email.