

# BETHLEHEM CENTRAL SCHOOL DISTRICT

## Annual Professional Performance Review



Revised: September 2018

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## INTRODUCTION

Annual Professional Performance Review (“APPR”) supports the professional growth of our educators. A successful review system should provide timely feedback, an opportunity to acknowledge educators’ strengths as well as their weakness and an opportunity for growth as an educator.

This APPR system will be a significant factor in all employment decisions including but not limited to:

- Retention
- Tenure Determination
- Termination
- Level of Teacher Performance

The District’s Professional Practices Council will work with all available resources to assist in designing, implementing, monitoring and recommending adjustments to the APPR. Any changes to the plan must go through collective negotiations.

## PART I

### Definitions

**Approved Teacher or Principal Practice Rubric:** Rubric approved by the Commissioner of Education for inclusion on SED's list of approved rubrics for teacher or principal evaluations.

**Approved State Assessment:** Assessments approved by the Commissioner of Education for inclusion on SED's list of approved assessments for use within the Student Performance Category.

**Building Principal or Principal:** Principal, co-principal or administrator in charge of an instructional program of a district or BOCES.

**Classroom Teacher or Teacher:** Teacher in the classroom teaching service as defined by section 80-1.1 of the Commissioner's regulations who is the teacher of record, except evening school teachers of adults enrolled in nonacademic, vocational subjects, and supplemental school personnel including teacher aides and teaching assistants.

**Common Branch Subject:** Any or all of the subjects usually included in the daily program of an elementary school classroom such as arithmetic, civics, visual arts, elementary science, English language, geography, history, hygiene, physical activities, practical arts, reading, music, writing, and such other similar subjects.

**Co-Principal:** Certified administrator designated to have executive authority, management, and instructional leadership responsibility for all or a portion of school or BOCES-operated instructional program, where more than one such administrator is so designated. The term implies equal line authority with each reporting to a district-level or comparable BOCES-level supervisor.

**Independent Evaluator:** Individual who conducts an evaluation of a teacher who is not the teacher's primary supervisor or administrator.

**Lead Evaluator:** Primary individual responsible for conducting and completing an evaluation under this APPR plan.

**Leadership Standards:** The Educational Leadership Policy Standards: ISLLC 2008 as adopted by the National Policy Board for Educational Administration.

**Scoring Matrix:** The New York State HEDI scale that will be used to determine the teacher's overall rating.

**Student Growth:** Change in individual student achievement between two or more points in time.

**Student Growth Percentile Score:** Result of a statistical model that calculates each student's change in achievement between two or more points in time on a State assessment or other comparable measure and compares each student's performance to that of similarly achieving students.

**Subcomponents:** The two subcomponents of a teacher's evaluation are the teacher observation category and the student performance category. These categories will be used to determine the teachers overall rating using the scoring matrix.

**Teacher of Record:** As defined by the Commissioner.

**Value Added Growth Score:** Result of a statistical model that incorporates a student's academic history and may use other student demographics and characteristics, school characteristics and/or teacher characteristics to isolate statistically the effect on student growth from those characteristics that are generally not in the teacher's or supervisor's control. The characteristics may be different for teachers and supervisors.

## PART II

### Training of Evaluators

The District will ensure that all Lead Evaluators/Independent Evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended SED model certification process.

The District will ensure that all evaluators are trained as lead evaluators. The superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The superintendent will maintain records of certification of evaluators.

Evaluator training will occur regionally in cooperation with BOCES. Training will be conducted by Capital Region BOCES Network Team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by NYSED. Evaluators will be recertified on a yearly basis.

The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. These protocols will include measures such as data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators.

- This training will include the following Requirements for Lead Evaluators/Independent Evaluators:
- New York State Teaching Standards and ISLLC Standards
- Evidence-based observation
- Application and use of Student Growth Percentile and Value Added Growth Model data
- Application and use of the State-approved teacher or principal rubrics
- Application and use of any assessment tools used to evaluate teachers and principals
- Use of Statewide Instructional Reporting System (SIRS)
- Scoring methodology used to evaluate teachers and supervisors
- Specific considerations in evaluating teachers and supervisors of ELL's and students with disabilities.

### Chief Lead Evaluator

The Assistant Superintendent for Educational Programs, building principals and supervisors will be trained and certified as a lead evaluator according to SED's model to ensure consistency and defensibility.

## **Responsibilities**

The Chief Lead Evaluator and/or designee(s) will train and certify each principal, assistant principal, hall principal, and supervisor in the District based on the same model. All trained evaluators may do observations, but are prohibited from summative evaluations until they are appropriately certified.

## **Timing**

All lead evaluators and principals shall be appropriately trained and certified by September 1<sup>st</sup> of each school year or thirty (30) days after appointment.

## **Re-Certification and Updated Training**

The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.

## PART III

### **Data Management**

The District will work with State Education Department (the “SED”) to develop a process that aligns its data systems to ensure that SED receives timely and accurate teacher, course and student “linkage” data, as well as a process for teacher and principal verification of the courses and/or student rosters assigned to them.

### **Ensuring Accurate Teacher and Student Data**

The District shall ensure that SED receives accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course and teacher/student linkage data necessary to comply with the Regulations of the Board of Regents and Commissioner of Education by providing such data in a format and timeline prescribed by the Commissioner.

The District’s student data system records teacher assignments, student enrollment, and student attendance. The District will verify assignments of classroom teachers of common branch subjects, ELA and Mathematics Grades 4-8 (described below). The NYSED *APPR Guidance* provides the following guidance when reporting data for the school year relating to Teacher of Record:

The District collects data on student enrollment, attendance, and achievement on statewide assessments through our student management system. This information is periodically reviewed and corrected by district support staff and administration. Prior to submission to the Data Warehouse, the data is extracted from our student management system and formatted in accordance with the specifications provided by NERIC.

The New York State Education Department’s *APPR Guidance* and field memos relating to the Student Information Repository System (SIRS) will provide detailed guidance related to the collection and reporting of data, including student-teacher linkage and student attendance. The District will continue to monitor data and develop additional processes, as needed and consistent with NYSED reporting requirements, to verify that the data submitted to the State are complete and accurate. The NYSED advises that it will provide roster verification reports to assist in this process (see *APPR Guidance, L4*). The NYSED also will provide guidelines for the use of student-teacher instructional weighting and student exclusion flags (see *APPR Guidance, L8*).

*Verification:* The District’s student data system identifies teacher assignments and student enrollment and attendance. The District has obtained the NYSED statewide unique identifier for certain certified individual employed by the District through “TEACH” this information has or will be entered into the District’s data system and will be extracted from the District’s system and reported to SIRS in accordance with NYSED guidance. The District will verify assignments of all teachers. Each principal is responsible for creating student assignments and entering the class rosters into our student management system. The principals review this information in August and notify teachers of



the students assigned to them for the year. Any students who enroll after the school year begins are entered into our student management system and the teacher is notified of the additional student assigned to them.

*Reporting Individual Subcomponent Scores:* The District will report to NYSED the overall rating for each classroom teacher and building principal in the District in a format and timeline prescribed by the Commissioner. The District will develop a process for timely and accurate extraction of such data and will use SIRS data reporting extracts protocols for reporting these data to NYSED. Total Composite Effectiveness Scores will not be reported until data on student achievement on state assessments is transmitted to the District.

*Development, Security and Scoring of Assessments:* The District shall ensure the development, security and scoring processes of all assessments and/or measures used to evaluate teachers and supervisors under this section are not disseminated to students before administration and that teachers and principals do not have a vested interest in the outcome of the assessments they score.

- **Development:** The District will work with the PPC committee and the teachers' association to determine decisions about measures of student performance, the teacher/supervisor observation rubrics; and the scoring methodology for the student performance and teacher/supervisor observation categories.
- **Security:** The District will follow the testing guidelines set forth by NYSED in regards to securing any NYS exams.
- **Scoring:** The District will ensure that all assessments are scored in the manner as prescribed by the assessment.

## PART IV

### Teacher Appraisal Process

#### Our Belief

It is our belief that the teacher appraisal process is a partnership among teachers, supervisors, and administrators to promote professional growth. This partnership represents a professional community and our plan for growth and evaluation presumes that teachers are competent and that their performance is at the effective level. It also presumes that it is every teacher's responsibility to continue to grow professionally. This partnership is based on mutual understanding, respect, and honest communication. It is with this understanding that we work to provide quality instruction for our students in a learning climate where everyone has the opportunity to reach their highest potential.

#### Tenured/Part-Time Teacher Evaluation Process

Every tenured/part-time teacher will be formally observed minimally three times during the year. One observation will be a full class period and will include a pre-conference and post-conference with the Lead Evaluator. During the pre-conference, the teacher is expected to provide a written lesson plan and to review the anticipated lesson with the Lead Evaluator. Within 10 school days of the formal observation, a post-conference will take place. This will allow for a professional dialogue to take place between the Lead Evaluator to review the lesson and address commendations and recommendations for the future. At the post-conference, the Lead Evaluator will also indicate the components of the *2011 Frameworks for Teaching Rubric* which were evaluated during this process. There will be two other formal classroom observations that may be of a shorter duration; one of which will be unannounced. At least one of these observations must be performed by an Independent Evaluator. After these observations, the evaluator will, within 10 school days, complete any observed components of the rubric and will inform the teacher that they have added comments/feedback to the *2011 Frameworks for Teaching Rubric*. The teacher will then be able to view the additions that were added.

At a mid-year conference, the Lead Evaluator will discuss the performance of the teacher based on observations up to that point in the year. Prior to June 20, an end of year meeting will take place with the teacher and the Lead Evaluator to discuss the Teacher Observation Category. The Student Performance Category will be reviewed with the teacher as soon as the rating becomes available. Once the teachers overall rating is complete and available, the Lead Evaluator will meet with the teacher to review their performance and the Scoring Matrix. At this meeting, all documents will be signed by the teacher and Lead Evaluator. It is the responsibility of the Lead Evaluator to schedule and meet with the teacher by September 30 of the following school year. The original copy will be filed with the Assistant Superintendent and copies will be provided to the teacher. If the overall rating places the teacher in the developing or ineffective category, a teacher improvement plan will be initiated.

## **Probationary/Replacement Evaluation Process**

Every probationary/full-time replacement teacher will be formally observed minimally four times during the year. At least one of the formal observations must be performed by an Independent Evaluator. Formal observations will be a full class period and will include a pre-conference and post-conference with the evaluator. One of the formal observations will be unannounced and will only include a post-conference. During the pre-conference, the teacher is expected to provide a written lesson plan and to review the anticipated lesson with the evaluator. Within 10 school days of the formal observation, a post-conference will take place. This will allow for a professional dialogue to take place between the evaluator to review the lesson and address commendations and recommendations for the future. At the post-conference, the Lead Evaluator will also indicate the components of the *2011 Frameworks for Teaching Rubric* which were evaluated during this process.

At a mid-year conference, the Lead Evaluator will discuss the performance of the teacher based on observations up to that point in the year. Prior to June 20, an end of year meeting will take place with the teacher and the Lead Evaluator to discuss the Teacher Observation Category. The Student Performance Category will be reviewed with the teacher as soon as the rating becomes available. Once the teachers overall rating is complete and available, the Lead Evaluator will meet with the teacher to review their performance and the Scoring Matrix. At this meeting, all documents will be signed by the teacher and Lead Evaluator. It is the responsibility of the Lead Evaluator to schedule and meet with the teacher by September 30 of the following school year. The original copy will be filed with the Assistant Superintendent and copies will be provided to the teacher. If the overall rating places the teacher in the developing or ineffective category, a teacher improvement plan will be initiated.

### **Sub-Components of APPR Process for All Teachers**

#### **All Classroom Teachers**

Each teacher reviewed pursuant to this Part will receive a rating based on Student Performance Category and the Teacher Observation Category, which shall be used on the Scoring Matrix to determine the overall rating of (1) Highly Effective, (2) Effective, (3) Developing, (4) Ineffective.

#### **Annual Professional Performance Sub-Components**

1. Student Performance Category:
  - a. Grades 4-8 ELA and Math classroom teachers shall have a student performance rating determined by NYSED.
  - b. Grade 3 ELA and Math teachers, grade 8 science teachers, high school English, math, science, and social studies teachers whose course is associated with a state assessment must use that assessment in determining the student performance rating. This rating will be calculated and provided by the district. (See Appendix C)

- c. All other classroom teachers: The five required Regents Examinations (Common Core English, Common Core Algebra I, Living Environment, Global 2, and US History) will be used to determine the student performance rating. This rating will be calculated provided by the district. (See Appendix C)

<b>Bethlehem Central School District</b>		
<b>Student Performance Category Score and Rating</b>		
	Minimum Score	Maximum Score
<b>H</b> (Highly Effective)	18	20
<b>E</b> (Effective)	15	17
<b>D</b> (Developing)	13	14
<b>I</b> (Ineffective)	0	12

2. Teacher Observation Category:

- a. The District shall assign appropriately trained evaluators to perform 3 classroom observations for tenured/part-time/less than full year replacement teachers; one of which will be unannounced and 4 classroom observations for probationary/full year replacement teachers; one of which will be unannounced. These observations will be performed directly. Charlotte Danielson's *2011 Framework for Teaching* rubric will be used to determine the teacher evaluation rating. Evaluators will, within 10 school days, complete any observed components of the rubric for all formal and informal observations. The Lead Evaluators observation will constitute 90% of the teacher observation rating and the Independent Evaluator(s) will constitute 10% of the rating. The rating of the teacher observation sub-component will be based on the following Danielson Rubric Point Table:

## Danielson Rubric Point Table

<b>Domain 1 Planning and Preparation</b>		<b>Highly Effective (H)</b>	<b>Effective (E)</b>	<b>Developing (D)</b>	<b>Ineffective (I)</b>
1a	Demonstrating Knowledge of Content and Pedagogy	4	3.5/3	2	1
1b	Demonstrating Knowledge of Students	4	3.5/3	2	1
1c	Setting Instructional Outcomes	4	3.5/3	2	1
1d	Demonstrating Knowledge of Resources	4	3.5/3	2	1
1e	Designing Coherent Instruction	4	3.5/3	2	1
1f	Designing Student Assessment	4	3.5/3	2	1

<b>Domain 2 Classroom Environment</b>		<b>Highly Effective (H)</b>	<b>Effective (E)</b>	<b>Developing (D)</b>	<b>Ineffective (I)</b>
2a	Creating an Environment of Respect and rapport	4	3.5/3	2	1
2b	Establishing a Culture of Learning	4	3.5/3	2	1
2c	Managing Classroom Procedures	4	3.5/3	2	1
2d	Managing Student Behavior	4	3.5/3	2	1
2e	Organizing Physical Space	4	3.5/3	2	1

<b>Domain 3 Instruction</b>		<b>Highly Effective (H)</b>	<b>Effective (E)</b>	<b>Developing (D)</b>	<b>Ineffective (I)</b>
3a	Communicating with Students	4	3.5/3	2	1
3b	Using Questioning and Discussion Techniques	4	3.5/3	2	1
3c	Engaging Students in Learning	4	3.5/3	2	1
3d	Using Assessment in Instruction	4	3.5/3	2	1
3e	Demonstrating Flexibility and Responsiveness	4	3.5/3	2	1

<b>Domain 4 Professional Responsibilities</b>		<b>Highly Effective (H)</b>	<b>Effective (E)</b>	<b>Developing (D)</b>	<b>Ineffective (I)</b>
4a	Reflection	4	3.5/3	2	1
4b	Maintaining Accurate Records	4	3.5/3	2	1
4c	Communicating with Families	4	3.5/3	2	1
4d	Participating in a Professional Community	4	3.5/3	2	1
4e	Growing and Developing Professionally	4	3.5/3	2	1
4f	Showing Professionalism	4	3.5/3	2	1

Please note: Where a sub-component is not observed, the sub-component will be ignored and not calculated as part of the score.

a. Determining the Teacher Observation Category Overall Score

- i. Find the average for each domain.
- ii. Apply the following formula:

$$\text{Rubric Score} = \frac{\text{Domain 1 Avg} + \text{Domain 2 Avg} + \text{Domain 3 Avg} + \text{Domain 4 Avg}}{4}$$

- iii. Concert the Rubric Score to a HEDI Rating using the following conversion chart:

<b>Bethlehem Central School District</b>		
<b>Overall Observation Category Rubric Score and HEDI Rating</b>		
	Minimum Score	Maximum Score
<b>H</b> (Highly Effective)	3.50	4.00
<b>E</b> (Effective)	2.50	3.49
<b>D</b> (Developing)	1.50	2.49
<b>I</b> (Ineffective)	0.00	1.49

**Overall Rating System:**

The HEDI Scoring Matrix will be used to determine the overall teacher rating.

		<b>Teacher Observation Category</b>			
		<b>Highly Effective (H)</b>	<b>Effective (E)</b>	<b>Developing (D)</b>	<b>Ineffective (I)</b>
<b>Student Performance Category</b>	<b>Highly Effective (H)</b>	H	H	E	D
	<b>Effective (E)</b>	H	E	E	H
	<b>Developing (D)</b>	E	E	D	I
	<b>Ineffective (I)</b>	D	D	I	I

## **Related Service Providers**

The District shall assign appropriately trained evaluators to perform 2 professional observations; 1 to include a pre- and post-conference for tenure/part-time/less than full year replacement teachers and 4 professional observations; 2 to include a pre- and post-conference for probationary/full year replacement teachers. These observations may take place in the classroom, a CSE, parent or team meeting or a professional presentation to colleagues. These observations may be performed directly or by videotape. Due to the sensitivity of some discussions, advanced notification of evaluations with small groups of students will be required.

- **School Psychologists**: Charlotte Danielson's *Framework for School Psychologists'* rubric will be used for evaluations. In addition to observation(s), a review of a written psycho-educational assessment will be completed once for tenured/part-time/less than full year replacement teachers and two reviews of written psycho-educational assessments will be completed for probationary/full year replacement teachers.
- **School Counselors**: Charlotte Danielson's *Framework for School Counselors'* rubric will be used for evaluations. In addition to observation(s), a review of a counseling assessment may also be used for one evaluation in lieu of a direct observation.
- **School Social Workers**: Charlotte Danielson's *Framework for School Social Workers''* rubric will be used for evaluations. In addition to observation(s), a review of a social work assessment may also be used for one evaluation in lieu of a direct observation.
- **Physical, Occupational, and Speech Language Therapists**: Charlotte Danielson's *Framework for School Therapists'* rubric will be used for evaluations. In addition to observation(s), a review of a written therapeutic assessment will be completed once for tenured/part-time/less than full year replacement or permanent specialists and two reviews of a written therapeutic assessment will be completed for probationary/full year replacement teachers.

At least one of these observations will be conducted by an Independent Evaluator. The remaining observations will be conducted by the Lead Evaluator. The Lead Evaluators observation will constitute 90% of the teacher observation rating and the Independent Evaluator(s) will constitute 10% of the rating.

## **Other**

**Librarians**: Charlotte Danielson's *Framework for Librarians and Media Specialists'* rubric will be used for evaluations.

**Instructional Technology Specialists**: Charlotte Danielson's *Framework for Instructional Specialists'* rubric will be used for evaluations.

Rubric/Formula of Summative Evaluation:

The final overall rating will be based on the following Danielson Rubric:

	Average Points
<b>Domain 1:</b> Planning and Preparation	4
<b>Domain 2:</b> The Environment	4
<b>Domain 3:</b> Delivery of Service	4
<b>Domain 4:</b> Professional Responsibility	4

Related Services Provider/Other Overall Rating System: The Rubric Score will be converted to a HEDI Rating using the following conversion chart:

<b>Bethlehem Central School District</b>		
<b>Overall Observation Category Rubric Score and HEDI Rating</b>		
	Minimum Score	Maximum Score
<b>H</b> (Highly Effective)	3.50	4.00
<b>E</b> (Effective)	2.50	3.49
<b>D</b> (Developing)	1.50	2.49
<b>I</b> (Ineffective)	0.00	1.49



## Processes for Assigning Ratings

Any process by which ratings are assigned in subcomponents and the scoring ranges for the subcomponents will be transparent and available before the beginning of the school year.

The process for assigning a rating for the Student Performance Category subcomponent will be formulated by the Commissioner.

The Superintendent, District Superintendent, and President of the collective bargaining unit shall certify that the process for assigning points will use the narrative descriptions for each rating category.

## PART V

### Subject Supervisor Appraisal Process

The district shall utilize the LCI Multidimensional Rubric for subject supervisor evaluation as the basis for the Teacher Observation Category. The assistant superintendent's assessment shall be based on at least 3 visits/meetings of 30 minutes or more to the school/department, while in session. Two will be as agreed to between the assistant superintendent and supervisor, one will be unannounced. Visits are to be completed no later than April 30. The two additional sources of information for the assistant superintendent's consideration in utilizing the rubric and instrument shall be:

1. Evidence of school documents related to components of the rubric. These shall be provided to the assistant superintendent by July 15.
2. The assistant superintendent shall consider the following discussions and reviews in assessing performance of the supervisor in leadership and management: 1) The supervisor and assistant superintendent shall conduct a joint critical analysis of the NYS School Report Card (or other similar NYS accountability report) no later than October 15, including identification of actions to be taken to address components and district resources to be made available to the supervisor and department.
3. The supervisor's self-analysis on the rubric for the Assistant Superintendent's consideration and discussion.
4. Evaluators will ensure confidentiality in all aspects of the APPR process, including comments on rubrics, conferences and composite scores, except for what is required by NYS law.

### Rubric/Formula of Summative Evaluation

The final overall rating will be based on the following Multidimensional Principal Performance Rubric:

	Average Points
<b>Domain 1:</b> Shared Vision of Learning	4
<b>Domain 2:</b> School Culture and Instructional Program	4
<b>Domain 3:</b> Safe, Efficient, Effective Learning Environment	4
<b>Domain 4:</b> Community	4
<b>Domain 5:</b> Integrity, Fairness, Ethics	4
<b>Domain 6:</b> Political, Social, Economic, Legal, and Cultural Context	4

The Rubric Score will be computed using the following formula:

$$\text{Rubric Score} = \frac{\text{Domain 1} + \text{Domain 2} + \text{Domain 3} + \text{Domain 4} + \text{Domain 5} + \text{Domain 6}}{6}$$

Subject Supervisor Overall Rating System: The Rubric Score will be converted to a HEDI Rating using the following conversion chart:

<b>Bethlehem Central School District</b>		
<b>Overall Observation Category Rubric Score and HEDI Rating</b>		
	Minimum Score	Maximum Score
<b>H</b> (Highly Effective)	3.50	4.00
<b>E</b> (Effective)	2.50	3.49
<b>D</b> (Developing)	1.50	2.49
<b>I</b> (Ineffective)	0.00	1.49

## PART VI

### **Teacher/Supervisor Improvement Plans**

If a teacher/supervisor is rated “developing” or “ineffective” the District shall develop and implement a Teacher Improvement Plan (“TIP”).

#### **Process**

Upon rating a teacher/supervisor as “developing” or “ineffective” through an annual professional performance review, the school district must develop and commence implementation of a teacher/supervisor (TIP/SIP) improvement plan for such teacher or supervisor. Participants in the improvement process include the teacher/supervisor in need of improvement, their union representative, the building principal, and their immediate supervisor.

- If an “ineffective” or “developing” rating is assigned, a meeting will be scheduled within 10 school days to develop an improvement plan. If concerns arise during the school year, the district reserves the right to implement a TIP, even if a final rating has not been determined.
- At the meeting the improvement plan will be developed; describing the following: the rationale for the improvement plan, areas in need of improvement (as outlined in the Frameworks or MPPR), supports to be provided to the teacher/supervisor by the District and the BCTA, and scheduling a follow-up meeting within 30 school days of the planning meeting.
- If a teacher/supervisor is placed on an Improvement Plan on the basis of an ineffective or developing rating, the Improvement Plan will terminate on June 30 following the school year that the rating was assigned for.
- Continued concerns could warrant consideration of removal of probationary teachers/supervisors or a §3020a procedure for tenured faculty.
- If agreed upon by the BCTA and District, timelines may be modified.

## PART VII

### Appeals

#### Appeals of INEFFECTIVE and DEVELOPING ratings ONLY

Appeals of annual professional performance reviews will be limited to those that rate a teacher as Ineffective or Developing only or where compensation decisions are linked to rating categories.

#### What may be challenged in an appeal

Appeal procedures will limit the scope of appeals under Education Law §3012-d to the following subjects:

- (1) the substance of the annual professional performance review; which shall include the instance of a teacher rated Ineffective on the student performance category but rated Highly Effective on the observation/school visit category based on an anomaly, as determined locally.
- (2) the school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d;
- (3) the adherence to the Commissioner's regulations, as applicable to such reviews and compliance with any applicable locally negotiated procedures, as required under Education Law §3012-d; and
- (4) the school district's or board of cooperative educational services' issuance and/or implementation of the terms of the teacher improvement plan under Education Law §3012-d.

#### Prohibition against more than one appeal

A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

#### Burden of Proof

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

#### Timeframe for filing appeal

All appeals must be submitted in writing no later than 15 calendar days of the date when the teacher receives his or her APPR. If a teacher is challenging the issuance/implementation of a teacher improvement plan, appeals must be filed with 15 days of issuance or breach of implementation of such plan. The failure to file an appeal within these time frames shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

### Timeframe for District response

Within 15 calendar days of receipt of an appeal, the school district staff member(s) who issued the performance review or were or are responsible for either the issuance and/or implementation of the terms of the teacher's improvement plan must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that supports the school district's response and is relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the school district files its response.

### Decision-maker on appeal

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

### Decision

A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the teacher filed his or her 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. Such decision shall be final. 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 reviewer may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the teacher and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

### Exclusivity of §3012-d appeal procedure

The 3012-d 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, except as otherwise authorized by law

### Exhaustion of Remedies

An evaluation shall not be the subject of NYS Education Law §3020-a or an alternate disciplinary procedure without first exhausting the appeal process above.

### Disciplinary Proceedings

For the purposes of disciplinary proceedings under Education Law §§3020 and §3020-a, the definition of ineffective teaching or performance is two, consecutive annual ratings of ineffective, which could trigger an expedited §3020-a process.

### Probationary Teachers or Administrators/Supervisors

The District retains its right with respect to probationers.

**PART VIII**

**Miscellaneous**

**Required Certificates**

The District shall include with this APPR Plan any certifications required by the Board of Regents regulations.

**Filing and Publication of APPR Plan**

This APPR Plan shall be adopted by the Board of Education, filed in the office of the District, and shall be made available to the public on the District's website by September 10 or within ten days after its adoption, whichever shall later occur.

**Monitoring**

The District agrees to collaborate with SED regarding any concerns and/or monitoring of the district regarding evaluation implementation.

**Collective Bargaining**

The APPR plan contained within this document is considered an extension of the BCTA contract and is subject to collective bargaining rights.

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Signatures:



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BCTA President

September 18, 2018

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Date



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Superintendent

September 17, 2018

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Date



## PART IX

### Appendix

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Bethlehem Central School District



Teacher Name

Pre-Observation by Supervisor Name - Date

*Mid-Year Conference for Teachers*

This conference provides the opportunity for mutual exploration of items relevant to all Domains 1-4 including those that transcend classroom observations. This discussion should occur between **January 1 and February 15.**

Topics discussed must include progress on the *Frameworks for Teaching Rubric*; specifically reviewing the teacher’s self-evaluation of Domain 4. In addition, any questions or concerns related to the SLO’s or local assessment measures should also be discussed at this time.

Date(s) of Classroom Observations:

cc: Personnel Folder. The signature of the teacher indicates the receipt of the report and is not an indicator of agreement. Teachers shall have the right to insert written explanation or responses to the administrator/supervisor within 10 days, which may be considered during the Appeals process.

**Estimated time spent:** # hours, # minutes

\_\_\_\_\_  
Evaluatee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrative Signature

\_\_\_\_\_  
Date

Bethlehem Central School District

Scoring Worksheet

Teacher Name

---



**Score from Observations:**

**Calculations:**

**Student Performance:**

This staff does not have a student performance component

**Incomplete Sections**

Observation Composite not complete

Student performance required score not complete

**Totals:**

Observation Composite

Student Performance Required ORIGINAL

Student Performance Required TRANSITION

**Final HEDI Ratings:**

Component	Rating	Transition
Observation		
Student Performance		
Final Rating		

---

Evaluatee Signature

---

Date

---

Administrative Signature

---

Date

# Bethlehem Central School District

## Student Performance Category - SLO Template

<u>All SLOs MUST include the following basic components:</u>																																																																																																										
<b>Population</b>	<i>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</i>																																																																																																									
<b>Learning Content</b>	<i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</i>																																																																																																									
<b>Interval of Instructional Time</b>	<i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?</i>																																																																																																									
<b>Evidence</b>	<i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i>																																																																																																									
<b>Baseline</b>	<b>The baseline for students is based on a calculation of prior year test data.</b>																																																																																																									
<b>HEDI Scoring Bands</b>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>20</td><td>19</td><td>18</td><td>17</td><td>16</td><td>15</td><td>14</td><td>13</td><td>12</td><td>11</td><td>10</td><td>9</td><td>8</td><td>7</td><td>6</td><td>5</td><td>4</td><td>3</td><td>2</td><td>1</td><td>0</td> </tr> <tr> <td>97</td><td>93</td><td>90</td><td>85</td><td>80</td><td>75</td><td>67</td><td>60</td><td>55</td><td>49</td><td>44</td><td>39</td><td>34</td><td>29</td><td>25</td><td>21</td><td>17</td><td>13</td><td>9</td><td>5</td><td>0</td> </tr> <tr> <td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td> </tr> <tr> <td>100</td><td>96</td><td>92</td><td>89</td><td>84</td><td>79</td><td>74</td><td>66</td><td>59</td><td>54</td><td>48</td><td>43</td><td>38</td><td>33</td><td>28</td><td>24</td><td>20</td><td>16</td><td>12</td><td>8</td><td>4</td> </tr> <tr> <td colspan="3">Highly Effective</td> <td colspan="3">Effective</td> <td colspan="2">Developing</td> <td colspan="13">Ineffective</td> </tr> </table>	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	97	93	90	85	80	75	67	60	55	49	44	39	34	29	25	21	17	13	9	5	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100	96	92	89	84	79	74	66	59	54	48	43	38	33	28	24	20	16	12	8	4	Highly Effective			Effective			Developing		Ineffective												
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Highly Effective			Effective			Developing		Ineffective																																																																																																		
<b>Rationale</b>	<i>Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</i>																																																																																																									

**Bethlehem Central School District**  
**Teacher Improvement Plan**

**Teacher Name:**

**Date:**

**Assistant Superintendent:**

**Principal:**

The Teacher Improvement Plan outlined below shall be formulated and implementation shall be commenced by October 1<sup>st</sup> or as soon as practicable thereafter.

**Rationale for Teacher Improvement Plan:**

<b>Areas in Need of Improvement:</b>	
<i>Domain One, Planning and Preparation</i>	
<i>Domain Two, The Classroom Environment</i>	
<i>Domain Three, Instruction</i>	
<i>Domain Four, Professional Responsibilities</i>	

<b>Timeline for Achieving Improvement:</b>

<b>Manner in Which Improvement will be Assessed:</b>

**Differentiated Activities to Support Improvement:**

A meeting with \_\_\_\_\_, \_\_\_\_\_, Assistant Superintendent Dave Hurst, and a BCTA representative will occur on \_\_\_\_\_. The purpose of this meeting is the evaluate this Teacher Improvement Plan.

**Signatures:**

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
BCTA Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Asst. Superintendent

\_\_\_\_\_  
Date

**Bethlehem Central School District**  
**Administrator/Supervisor Improvement Plan**

**Admin./Supv. Name:**

**Date:**

**Superintendent:**

**Assistant  
Superintendent:**

The Administrator/Supervisor Improvement Plan outlined below shall be formulated and implementation shall be commenced by October 1<sup>st</sup> or as soon as practicable thereafter.

**Rationale for Administrator/Supervisor Improvement Plan:**

<b>Areas in Need of Improvement:</b>

<b>Timeline for Achieving Improvement:</b>

<b>Manner in Which Improvement will be Assessed:</b>

<b>Differentiated Activities to Support Improvement:</b>

A meeting with \_\_\_\_\_, Superintendent Jody Monroe, Assistant Superintendent Dave Hurst, and a unit representative will occur on \_\_\_\_\_. The purpose of this meeting is the evaluate this Administrator/Supervisor Improvement Plan.

**Signatures:**

_____	_____
Administrator/Supervisor	Date
_____	_____
Unit Representative	Date
_____	_____
Superintendent	Date
_____	_____
Asst. Superintendent	Date



<b>Teachers</b>	<b>Instructional Specialists</b>	<b>Library/Media Specialists</b>
<b>Domain 1: Planning and Preparation</b>	<b>Domain 1: Planning and Preparation</b>	<b>Domain 1: Planning and Preparation</b>
1a: Demonstrating Knowledge of Content and Pedagogy	1a: Demonstrating knowledge of current trends in specialty area and professional development	1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology
1b: Demonstrating Knowledge of Students	1b: Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	1b: Demonstrating knowledge of the school's program and student information needs within that program
1c: Setting Instructional Outcomes	1c: Establishing goals for the instructional support program appropriate to the setting and the teachers served	1c: Establishing goals for the library/media program appropriate to the setting and the students served
1d: Demonstrating Knowledge of Resources	1d: Demonstrating knowledge of resources, both within and beyond the school and district	1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan
1e: Designing Coherent Instruction	1e: Planning the instructional support program, integrated with the overall school program	1e: Planning the library/media program integrated with the overall school program
1f: Designing Student Assessments	1f: Developing a plan to evaluate the instructional support program	1f: Developing a plan to evaluate the library/media program
<b>Domain 2: The Classroom Environment</b>	<b>Domain 2: The Environment</b>	<b>Domain 2: The Environment</b>
2a: Creating an Environment of Respect and Rapport	2a: Creating an environment of trust and respect	2a: Creating an environment of respect and rapport
2b: Establishing a Culture for Learning	2b: Establishing a culture for ongoing instructional improvement	2b: Establishing a culture for investigation and love of literature
2c: Managing Classroom Procedures	2c: Establishing clear procedures for teachers to gain access to instructional support	2c: Establishing and maintaining library procedures
2d: Managing Student Behavior	2d: Establishing and maintaining norms of behavior for professional interactions	2d: Managing student behavior

2e: Organizing Physical Space	2e: Organizing physical space for workshops or training	2e: Organizing physical space to enable smooth flow
<b>Domain 3: Instruction</b>	<b>Domain 3: Delivery of Service</b>	<b>Domain 3: Delivery of Service</b>
3a: Communicating with Students	3a: Collaborating with teachers in the design of instructional units and lessons	3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations
3b: Using Questioning and Discussion Techniques	3b: Engaging teachers in learning new instructional skills	3b: Collaborating with teachers in the design of instructional units and lessons
3c: Engaging Students in Learning	3c: Sharing expertise with staff	3c: Engaging students in enjoying literature and in learning information skills
3d: Using Assessment in Instruction	3d: Locating resources for teachers to support instructional improvement	3d: Assisting students and teachers in the use of technology in the library/media center
3e: Demonstrating Flexibility and Responsiveness	3e: Demonstrating flexibility and responsiveness	3e: Demonstrating flexibility and responsiveness
<b>Domain 4: Professional Responsibilities</b>	<b>Domain 4: Professional Responsibilities</b>	<b>Domain 4: Professional Responsibilities</b>
4a: Reflecting on Teaching	4a: Reflecting on practice	4a: Reflecting on practice
4b: Maintaining Accurate Records	4b: Preparing and submitting budgets and reports	4b: Preparing and submitting reports and budgets
4c: Communicating with Families	4c: Coordinating work with other instructional specialists	4c: Communicating with the larger community
4d: Participating in a Professional Community	4d: Participating in a professional community	4d: Participating in a professional community
4e: Growing and Developing Professionally	4e: Engaging in professional development	4e: Engaging in professional development
4f: Showing Professionalism	4f: Showing professionalism, including integrity and confidentiality	4f: Showing professionalism

<b>School Counselors</b>	<b>School Psychologists</b>	<b>School Social Workers</b>	<b>School Therapists</b>
<b>Domain 1: Planning and Preparation</b>	<b>Domain 1: Planning and Preparation</b>	<b>Domain 1: Planning and Preparation</b>	<b>Domain 1: Planning and Preparation</b>
1a: Demonstrating Knowledge of Counseling Theory and Techniques	1a: Demonstrating Knowledge and Skill in Using Psychological Instruments to Evaluate Students	1a: Demonstrating Knowledge of Social Work Theory and Techniques	1a: Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license
1b: Demonstrating Knowledge of Child and Adolescent Development	1b: Demonstrating Knowledge of Child and Adolescent Development and Psychopathology	1b: Demonstrating Knowledge of Child and Adolescent Development	1b: Establishing goals for the therapy program appropriate to the setting and the students served
1c: Establishing Goals for the Counseling Program	1c: Establishing Goals for the Psychology Program	1c: Establishing Goals for the Social Work Program Appropriate to the Setting and the Students Served	1c: Demonstrating knowledge of district, state and federal regulations and guidelines
1d: Demonstrating Knowledge of State and Federal Regulations	1d: Demonstrating Knowledge of State and Federal Regulations	1d: Demonstrating Knowledge of State and Federal Regulations, and Resources within and Beyond the School and District	1d: Demonstrating knowledge of resources, both within and beyond the school and district
1e: Planning the Counseling Program	1e: Planning the Psychology Program	1e: Planning the Social Work Program, Integrated with the Regular School Program, to Meet the Needs of Individual Students and Families	1e: Making recommendations for the therapy program, integrated with the regular school program, to meet the needs of individual students
1f: Developing a Plan to Evaluate the Counseling Program	1f: Developing a Plan to Evaluate the Psychology Program	1f: Developing a Plan to Evaluate the Social Work Program	
<b>Domain 2: The Environment</b>	<b>Domain 2: The Environment</b>	<b>Domain 2: The Environment</b>	<b>Domain 2: The Environment</b>
2a: Creating an Environment of Respect and Rapport	2a: Creating a Rapport with Students	2a: Creating an Environment of Respect and Rapport	2a: Establishing rapport with students
2b: Establishing a Culture for Productive	2b: Establishing a Culture for Positive Mental Health	2b: Establishing a Culture for Productive and	2b: Organizing time effectively

Communication		Respectful Communication	
2c: Managing Routines and Procedures	2c: Establishing and Maintaining Clear Procedures for Referrals	2c: Managing Routines and Procedures	2c: Establishing standards of conduct in the treatment center
2d: Establishing Standards of Conduct	2d: Establishing Standards of Conduct in the Testing Center	2d: Contributes to the Culture for Positive Student Behavior throughout the School	2d: Organizing physical space for testing of students and providing therapy
2e: Organizing Physical Space	2e: Organizing Physical Space	2e: Organizing Physical Space	
<b>Domain 3: Delivery of Service</b>	<b>Domain 3: Delivery of Service</b>	<b>Domain 3: Delivery of Service</b>	<b>Domain 3: Delivery of Service</b>
3a: Assessing Student Needs	3a: Responding to Referrals; Consulting with Teachers and Administrators	3a: Responding to Referrals, Consulting with Teachers, Administrators, Families, and Community Agencies	3a: Responding to referrals and evaluating student needs
3b: Assisting Students and Teachers	3b: Evaluating Students Needs in Compliance with NASP	3b: Evaluating Student Needs in Compliance with NASW (National Association of Social Worker) Guidelines	3b: Developing and implementing treatment plans to maximize students' success
3c: Using Counseling Techniques	3c: Chairing Evaluation Team	3c: Participation on the Student Support Team	3c: Communicating with families
3d: Brokering Resources	3d: Planning Interventions	3d: Brokering Resources to Meet Student and Family Needs	3d: Collecting information writing reports
3e: Demonstrating Flexibility & Responsiveness	3e: Maintaining Contact with Physicians and Community Mental Health Service Providers	3e: Demonstrating Flexibility & Responsiveness	3e: Demonstrating flexibility and responsiveness
	3f: Demonstrating Flexibility and Responsiveness		
<b>Domain 4: Professional Responsibilities</b>	<b>Domain 4: Professional Responsibilities</b>	<b>Domain 4: Professional Responsibilities</b>	<b>Domain 4: Professional Responsibilities</b>
4a: Reflecting on Practice	4a: Reflecting on Practice	4a: Reflecting on Practice	4a: Reflecting on practice
4b: Maintaining Accurate	4b: Communicating with	4b: Communicating with	4b: Collaborating with

Records	Families	Families	teachers and administrators
4c: Communicating with Families	4c: Maintaining Accurate Records	4c: Maintaining Accurate Records	4c: Maintaining an effective data-management system
4d: Participating in a Professional Community	4d: Participating in a Professional Community	4d: Participating in a Professional Community	4d: Participating in a professional community
4e: Engaging in Professional Development	4e: Engaging in Professional Development	4e: Engaging in Professional Development	4e: Engaging in professional development
4f: Showing Professionalism	4f: Showing Professionalism	4f: Showing Professionalism, Including Integrity, Advocacy, and Maintaining Confidentiality	4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality