

2019-2020
West Irondequoit Central School District
Annual Professional Performance Review Plan
for Teachers Covered by Education Law 3012-d and
Subpart 30-2 of the Commissioner's Regulations

The Board of Education of the West Irondequoit Central School District (the "District"), acting in public session, hereby adopts this Annual Professional Performance Review Plan ("APPR Plan") for those classroom teachers who will become covered by the APPR provisions of Chapter 103 of the laws of 2010 and 2016 during the 2019-2020 school year.

Introduction

The purpose of this plan is to document as required by New York State Regulation 100.2(o) a prescribed plan for the annual professional performance review of its covered teachers providing instructional services or pupil personnel services as consistent with Education law 3012-d and Subpart 30-2 of the Commissioner's Regulations. This plan is set forth for the purpose of complying with the mandates of the law and regulations.

The Regents adopted regulations in May of 2011 and updated these regulations in the spring of 2016 requiring all districts to implement a new Annual Professional Performance Review (APPR) for teachers and principals starting in the 2011-12 school year. Each district will have to locally negotiate the APPR procedures and ensure that the provisions under section 3012-d of Education Law and Section 100.2(o) of Commissioner's Regulations are being implemented. An Agreement between the West Irondequoit School District and the West Irondequoit Teachers' Association was approved from July 1, 2015 through June 30, 2018 which includes an updated APPR Plan. Therefore, this document reflects the detail required by the law and regulatory changes. A new agreement between the West Irondequoit School District and the West Irondequoit Teachers' Association was subsequently approved from July 1, 2018 through June 30, 2020. There were no updates to the previous APPR Plan.

The APPR procedure will result in covered teachers of the District, represented by the West Irondequoit Teachers' Association (the "WITA"), receiving a rating of highly effective, effective, developing, or ineffective (HEDI). Ratings are determined by student performance and observation based evidence applied to the West Irondequoit Teacher Practice Rubric

New York State has established the following matrix to determine overall HEDI ratings.

HEDI RATING MATRIX

		TEACHER OBSERVATION			
		H (Highly Effective)	E (Effective)	D (Developing)	I (Ineffective)
STUDENT PERFORMANCE	H (Highly Effective)	H	H	E	D
	E (Effective)	H	E	E	D
	D (Developing)	E	E	D	I
	I (Ineffective)	D	D	I	I

Details of Teacher Observations

The primary purpose of supervision and evaluation is to maintain and improve the quality of instruction in all of our schools. A process created to carry out supervision and evaluation must achieve this end. The process described in Appendix A of the WITA Contract is designed to do that. The process is based on two premises. The first is that supervision and evaluation will be most effective when a high level of trust, derived in an atmosphere of mutual confidence, exists between supervisors/evaluators and teachers*. Trust is most likely established when supervisors/evaluators and teachers have a common understanding concerning the *New York State Teaching Standards (NYSTS)*. The second premise is that only through professional development of supervisors/evaluators and teachers can the *New York State Teaching Standards* be understood and implemented. It is the responsibility of the District to provide such training. It is the responsibility of supervisors/evaluators and teachers to avail themselves of this professional development.

The New York State Teaching Standards clearly define and communicate professional expectations for our faculty. They reflect our commitment toward peak performance for all students.

As professionals, West Irondequoit teachers are committed to students and their learning. They approach their work with creativity and imagination, striving constantly to improve. They acquire and employ a broad repertoire of instructional strategies matched to student needs, and remain critical and reflective about their practice, seeking all opportunities to expand that repertoire so that all students learn, understand, and achieve.

Teachers who meet these standards possess a current knowledge base in content and pedagogy and demonstrate the knowledge, skills, and attitudes necessary to design and implement standards based instruction for all students. They collaborate with colleagues, parents, and community members and contribute to school and district activities. West Irondequoit teachers believe that all students can learn; furthermore, they are passionate in acting on that behalf. They model the highest ethical and professional standards.

**The word “teachers” refers to all faculty covered by the WITA.*

These standards represent components of professional practice in the following 7 areas:

Knowledge of Students & Student Learning
Knowledge of Content and Instructional Planning
Instructional Practice
Learning Environment
Assessment for Student Learning
Professional Responsibilities and Collaboration
Professional Growth

It is our belief that these standards promote professional growth for teachers while supporting our commitment to peak performance. By the beginning of each school year, the principals will meet with the other supervisors to plan supervisory assignments for the coming year. During September, teachers will be notified by the home school principal of their primary supervisor for the school year. Teachers who do not receive notification of their primary supervisor by October 1st should request such notification from their home school principal.

Annual professional goal setting and reflection is integral to the process of supervision and evaluation. Goal setting serves as the basis for the enhancement of teaching practice and promotes professional development, self-reflection and dialogue. Annual goals are intended to have a direct effect on improving student learning and achievement.

A teacher and his/her primary supervisor will confer before mid-October to establish mutually agreed upon annual goals as well as the actions that will be taken to support these goals. Teachers and supervisors should utilize multiple data sources, including student performance, initiatives from the district, school and department, as well as the previous year’s evaluation, to establish goals. If goals cannot be mutually agreed upon, then the supervisor and teacher should schedule a follow up meeting to continue to dialogue about goals until mutual agreement can be reached.

The Professional Goals form will be used for this purpose and copies will be submitted to the primary supervisor and non-primary supervisor. During the course of the year, the teacher may need to revise his/her goals and/or create new goals. Supervisor and teacher should have mutual agreement regarding these changes. A revised form should be submitted to the supervisor after this discussion. The teacher and primary supervisor will confer between April and the end of the school year to review the teacher’s selected evidence of accomplishment and his/her reflection that supported his/her goals. The teacher will be responsible for completing the remaining portion of the Professional Goals form and submitting the completed form to his/her supervisor.

Annual goals developed at the evaluation conference are set for the following year. During September of the following year, the evidence of accomplishment and the action steps to implement the goals will be developed by the teacher and submitted to the supervisor.

Details of Timely and Constructive Feedback Provided to Teachers

Classroom observations and conferencing play a central role within an exemplary supervisory system. Ongoing feedback is essential to professional growth. The observation process is supportive of collaborative relationships between teacher and supervisor. This process encourages experimentation, continuous improvement, professional growth and student achievement. Multiple, formal observations will occur during the school year, with at least one of these formal observations being unannounced.

An evaluation letter will be written by the primary supervisor (in consultation with other supervisors) not later than June of each year for non-tenured teachers and at the end of a three year cycle for tenured teachers. This evaluation letter reflects a teacher's progress at the time of evaluation relative to the New York State Teaching Standards. When mutually agreed upon by primary supervisor, teacher and other supervisors an evaluation letter may be written at the end of any year outside the regular cycle. Written evaluation letters will be received by teachers no later than June 1 of the evaluation year.

The supervisor, assistant- principal or coordinator and principal/director will discuss the evaluation letter and should arrive at consensus on its content. The writing of the evaluation letter is a shared task between the principal/director and the supervisor, assistant principal or coordinator. When the principal and supervisor have differing opinions, the Deputy Superintendent will become involved as a facilitator to resolve differences of opinion.

During the year end evaluation conference, supervisors will work collaboratively with teachers to evaluate observed indicators and elements holistically based on observations and observation conferences.

The HEDI score from the West Irondequoit Teacher Practice Rubric will be derived from observable data and related artifacts collected during observations and pre and/or post conferences.

Each observed indicator will be scored on a four point scale:

HE (Highly Effective) –	4 points
E (Effective) -	3 points
D (Developing) -	2 points
I (Ineffective) -	1 points

After the total number of formal observations is complete, the indicators for each standard will be assessed based on the above scale. The final point total for each indicator will be an average of the indicators scored. Then, taking the average score of each observed indicator, a composite average score will be computed to the nearest hundredth's place. Indicators not observed during a school year will not factor in the calculation of the APPR score.

Ninety percent of the observation score will be calculated based on the observations of the primary supervisor. Ten percent of the observation score will be calculated based on the observation(s) of the outside observer. The proportional average score will be calculated, and then used to determine the HEDI category.

HEDI Category	Minimum Score	Maximum Score
H (Highly Effective)	3.50	4.00
E (Effective)	2.50	3.49
D (Developing)	1.75	2.49
I (Ineffective)	1.00	1.74

Teachers will receive their Observation Score Report along with their Observation Indicator Reports at least three school days prior to the last work day of the school year.

Details of Student Performance Category

Assessment Selection

A subcommittee comprised of two administrators appointed by the Superintendent and two teachers appointed by the WITA President will meet to review and approve assessments to be used for the student performance component of the evaluation, to determine the utilization of district-wide student learning objectives (SLOs), and to set SLO targets for district wide SLOs when utilized. The selection of assessments shall be from the list of assessments approved by the State Education Department (SED). The WITA President and Deputy Superintendent will serve as ex-officio members of this subcommittee. If the subcommittee cannot reach consensus, the matter will move to the Superintendent for final approval.

SLO Development

In cases where individual Student Learning Objectives (SLOs) are utilized or required, the teacher and his/her primary supervisor will confer before mid-October to establish a mutually agreed upon SLO Target(s). If the SLO target(s) cannot be mutually agreed upon, then the supervisor and teacher should schedule a follow up meeting to continue to dialogue about the SLO target(s) until mutual agreement can be reached. If, after continued dialogue, agreement still cannot be reached, the matter will move to the Superintendent for a final decision.

Calculation of Overall APPR Rating:

The overall APPR rating is determined based on the equal weighting of the Student Performance Rating and the Observation Rating according to the matrix below.

HEDI RATING MATRIX

		TEACHER OBSERVATION			
		H (Highly Effective)	E (Effective)	D (Developing)	I (Ineffective)
STUDENT PERFORMANCE	H (Highly Effective)	H	H	E	D
	E (Effective)	H	E	E	D
	D (Developing)	E	E	D	I
	I (Ineffective)	D	D	I	I

Duration and Nature of Training Provided to Evaluators and Lead Evaluators

1. The “lead evaluator” is the administrator who is primarily responsible for a teacher’s evaluation under Chapter 103 and the implementing regulations. The term “evaluator” shall include any administrator who conducts an observation or evaluation of a teacher.

2. All evaluators shall successfully complete a training course that meets the minimum requirements prescribed by the law and regulations. Such training shall include application and use of the State-approved teacher practice rubric(s) selected by the District for use in evaluations.

3. Once an evaluator has successfully completed a training course meeting the minimum requirements prescribed in the law and regulations, he/she shall be deemed to be certified by the District as a lead evaluator.

4. Other details of the District's training for evaluators and lead evaluators, including the duration and nature of such training and the process for certifying lead evaluators, shall be developed as evaluators move through state and BOCES training. This certification process shall be continued throughout the school year.

5. Nothing herein shall be construed to prohibit an evaluator who is properly certified by the State as a School administrator from conducting classroom observations or school visits as part of an APPR under Chapter 103 and the implementing regulations prior to completion of the training required by said Chapter or the regulations thereunder, as long as such training is successfully completed prior to completion of the annual professional performance review.

Ensuring Accurate Teacher and Student Data

The District shall provide accurate data to the State Education Department (“SED”) in a format and timeline prescribed by the Commissioner. The District shall also provide an opportunity for

every covered teacher to verify the subjects and/or student rosters assigned to him/her. The Director of Technology shall be designated as the Data Coordinator who shall 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 Data Coordinator shall have the authority to assign tasks and deadlines as required for compliance.

Reporting Scores to SED

The Deputy Superintendent shall be responsible for reporting to the SED the individual subcomponent scores and the total composite effectiveness score for each covered classroom teacher and building principal in the District, and shall do so in a format and timeline prescribed by the Commissioner. However, it is understood that the ability of the Assistant Superintendent for Finance & Personnel to provide this information will be dependent upon the availability and format of the data.

Release of Individual APPR Scores

While the scores of individual staff members are not open to the general public, pursuant to Education Law 3012-d the District will, upon request, release the final quality ratings and composite effectiveness scores to parents or guardians for each of their child's teachers and principal who are subject to 3012-d. WI Regulation 6130R details the process the District will use to release scores when necessary.

Development, Security and Scoring of Assessments

The Director of Technology in conjunction with the Directors of Instruction shall be responsible for overseeing the assessment development, security, and, scoring processes utilized by the District under this APPR Plan, and shall take steps to ensure that any assessments and/or measures used to evaluate teachers and principals 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.

Peer Coaching Option

- a. The West Irondequoit Central School District and the West Irondequoit Teachers' Association agree to support professional growth and excellence in teaching by offering Peer Coaching in conjunction with the agreed upon APPR Process.

The following goals guide Peer Coaching:

Recognize and reward professionalism in teaching as it relates to student learning

Increase collegiality, experimentation, and reflection about teaching and learning

Create a culture where frequent, concrete, and supportive talk about teaching and learning is a norm

Encourage professionals to take ownership for the continuous development of their teaching repertoires

Model lifelong learning for new teachers and new students

- b. Participant Criteria

Teachers involved in Peer Coaching must:

Be tenured and in year one or year two of their evaluation cycle
Have demonstrated an effective repertoire of instructional strategies
Be committed to seek continuous growth
Be self-directed and goal oriented
Be knowledgeable about effective teaching and current research in education
Have some knowledge of and/or experience in peer collaboration
Be skillful in working with others
Be committed to maintaining confidentiality
Follow the agreed upon process, complete all necessary forms, and participate in the designated mandatory sessions
Have approval of the Primary Supervisor

c. Participant Responsibilities

Teachers involved in Peer Coaching will delineate specific goals for their individual professional development in conjunction with their supervisor. Upon approval of the Primary Supervisor and Principal (when not the Primary Supervisor), teachers agree to:

- Meet with Primary Supervisor to discuss application and identify professional goals
- Complete the Peer Coaching application, the WICSD goal setting forms, and submit to Primary Supervisor by a date in mid-September determined by the district. (See Peer Coaching Application form and goal setting forms)
- Attend the mandatory October, January, and April information sessions that explain and support the process
- Observe each other multiple times (minimum of two observations each) during the year
- Complete a Peer Coaching Conference form after each observation and submit to the Primary Supervisor and Non-Primary Supervisor.
- Meet with Primary Supervisor in December to discuss progress towards goals.
- Submit by May 1 a one page self-reflection of progress toward the identified goals to the Primary Supervisor and Principal (when not the Primary Supervisor)
- Utilize release time being offered by the district
- Complete a year end conference with Primary Supervisor regarding self-reflection and progress towards goals

d. District Responsibilities

The district will support Peer Coaching by:

- Providing an October orientation session
- Providing a January and April information sharing session to assist participants through the process.
- Offering additional professional development experiences and resources for involved teachers to access if desired.
- Providing two days of substitute time for each teacher involved in the process (one-half day to be used for mandatory October session).

Peer Coaching will not diminish the role and responsibility of supervisors in monitoring of all aspects, duties and responsibilities of the teacher.

e. Peer Coaching Application Process

The Peer Coaching application process utilizes established criteria combined with an individual goal setting process based on the concept of continuous growth in repertoire. This application process supports open communication between the teacher interested in peer coaching and his/her supervisor.

Step 1

The teacher initiates a conversation with the primary supervisor about becoming involved in Peer Coaching. Using the established criteria, they discuss the goals her/she would pursue if involved in this process. Goals from the teacher's most recent evaluation and Peer Coaching self-reflection are reviewed during this discussion. The supervisor recommends that the teacher apply for Peer Coaching within APPR process.

Step 2

If the teacher continues to be interested in pursuing this option, he/she completes the Peer Coaching application and submits it to the Primary Supervisor by the mid-September district designated date. The Primary Supervisor (when not the Principal) includes the Principal in determining whether or not to approve the request.

Step 3

The Primary Supervisor or Principal submits the Peer Coaching application to the office of the Deputy Superintendent. The Deputy Superintendent and the WITA President will meet to make final approval by the date designated by the district at the end of September.

Step 4

The Deputy Superintendent and the WITA President will also send copies of the application, approved or not approved, to the Peer Coaching applicant, Primary Supervisor and Non-Primary Supervisor.

Step 5

If approved the teacher works with the supervisor to determine when the process will begin and to finalize those to be involved in the Peer Coaching team. If not approved, the teacher receives feedback regarding the application.

Teacher Improvement Plans

Periodically, the performance of a teacher may not meet competency. In these instances, West Irondequoit is committed to providing support to teachers. The teacher improvement plan (TIP) is designed to provide opportunities for ongoing dialogue and feedback between teachers and administrators.

Non-Tenured

The teacher improvement plan (TIP) must apply to any non-tenured teacher who has received a one hundred point APPR score of developing or ineffective as mandated by NYS, which must be in place within 10 work days from the notification of the teacher of the actual HEDI score. Additionally, the primary supervisor is responsible for counseling a probationary teacher whose

professional behavior or performance is in question. A TIP may be used to address these concerns.

Tenured

The teacher improvement plan (TIP) must apply to any tenured teacher who has received a one hundred point APPR score of developing or ineffective as mandated by NYS. The plan needs to be in place 10 work days from the notification to the teacher of the actual HEDI Score.

Teacher Improvement Plan Process

A TIP includes clear and specific goals, areas of need, timeline for improvement, the manner in which improvement will be assessed, and differentiated, evidence-based professional development activities to support improvement. An Association Representative of the teacher's choice and the teacher's supervisor(s) may be present in meetings tied to the TIP, including post conferences.

A TIP could last through the end of the school year of its implementation. The primary supervisor will hold quarterly reviews, which include a synopsis of progress, evidence of accomplishment and areas of continued need. If both the supervisor and the WITA Representative recognize significant improvement during the school year, the specifics of the TIP can be decreased or eliminated, as long as both parties agree to this elimination.

Appeals of Annual Professional Performance Reviews Under this APPR Plan

Only those teachers in the developing or ineffective category have a right to appeal their rating.

Probationary teachers may not appeal both an APPR Rating (as outlined below) and a Tenure Decision (as outlined in the WITA/District Contract) during the same academic year. For example, a second year teacher receiving a first year rating of "Developing" in September of his second year (or any time after the last day of teaching in an academic year if APPR ratings are released prior to September) may appeal the "Developing" rating. However, if the rating is appealed, the teacher may not appeal a decision to deny tenure during his second year of teaching.

Appeal Process

Within 10 school days of receiving the HEDI score, a teacher can appeal his/her rating in writing to his/her supervisor. The teacher cannot introduce evidence that was not previously presented. The written appeal should include a detailed synopsis of the basis of the challenge. A teacher may challenge: The substance of the Annual Professional Performance Review; The District's failure to adhere to the standards and methodologies required for the APPR, pursuant to Education Law 3012-c and applicable rules and regulations; The District's failure to comply with either the applicable regulations of the Commissioner of Education or the negotiated APPR procedures; or The District's failure to implement the terms of a Teacher Improvement Plan, where applicable. The teacher cannot raise other issues beyond what was in the original appeal after the original appeal is submitted. Within 5 school days of receiving the appeal, the supervisor must schedule a meeting with the teacher to discuss and attempt to resolve the appeal. The supervisor must render a written decision on the appeal within 5 school days of the meeting.

If the teacher decides to continue the appeal, the teacher must submit the original written appeal, the supervisor's written decision, and a written statement of continuation of appeal within 5 school days to the WITA President and the Superintendent. A panel that includes two WITA Members chosen by the WITA President and two District Leadership Members chosen by the Superintendent will conduct a review of the appeal within 7 school days. Panel members must not be directly involved in the appeal. A recommendation to the Superintendent by this panel must be rendered within 5 school days and submitted to the teacher, the Superintendent, and the WITA President. The Superintendent shall render a written decision regarding the appeal within 5 school days of the recommendation.

Filing and Publication of an APPR Plan

This APPR Plan shall be filed in the District Office and shall be made available to the public on the District's website within ten days after its adoption. The 2018-2019 Plan is currently on the website.

Adoption Date: 09-05-19

Legal References: Education Law Sect. 3012-d; 8 N.Y.C.R.R. Part 30-2 and Section 100.2(o).