Annual Professional Performance Review
(APPR)

Handbook
2015-2016

APPR
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APPR and You

Who is evaluated through the APPR plan?

- All classroom teachers of record who have a teaching schedule of .4 or greater must be evaluated in accordance with Education Law 3012-c and accompanying regulations.

- The Troy City School District APPR plan is an acknowledgement of a collaborative effort to:
    - Improve instructional practice
    - Focus on student achievement and growth
    - Promote teacher development and collaboration among teachers

Dissemination of Teacher Scores
For
School year 2014-2015

Composite Scores are available on September 2nd. The Composite score for each teacher will be placed in their mailbox near the end of the first day of school. There should be time allotted for meeting with the building reps if need be. Seth will provide advance notice about the composite score delivery and fall out.

The **Composite Score of Teacher Effectiveness** sheet needs to be signed and the original returned to the administrator ***no later than September 11, 2015.***

Enlarged City School District of Troy

Composite Score of Teacher Effectiveness

Teacher_____Grade/Subject_____Date_____

Subcomponent	Score
Student Growth Score - a number between 0-20 provided by the state *maximum score **20 points***	
Locally selected measures of student achievement *maximum score **20 points***	
Classroom Observation *maximum score **40 points***	
Structured Review of Student Work *maximum score **20 points***	
Total *maximum score **100 points***	

Level	Total Composite
Ineffective	**0-64**
Developing	**65-74**
Effective	**75-90**
Highly Effective	**91-100**

Final Effectiveness Rating _____

Teacher Signature_____Date_____

Evaluator Signature_____Date_____

Teacher's signature does not constitute agreement, but merely signifies he/she has examined, and discussed the materials with the evaluator. Teachers shall have the right to insert a written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the appeals process.

2015-2016 Academic Year

MONTHS	TASKS	IMPORTANT DUE DATES
September - October	• Administration of Pre-Assessment • BEDS Day Form Completed • Course Form due • SLO due and information entered on APPR Data website	TIP Plan for teachers rated as Developing or Ineffective (based on 2014-2015 Composite Score) **DUE 10 days** after teacher receives Composite Scores Administer Pre-Assessments Print or save your class roster as of BEDS day, **October 7,2015** SLO, grade 3 goal setting, and data information inputted to the APPR website **November 4, 2015.**
November	• Administration of Achievement Tests for Semester Courses	Results of Achievement Measure (if applicable) submitted to APPR website
January	• Administration of Achievement Tests (if applicable) • Please note: Teachers will have four weeks to make up tests for students who were absent/refused	Results of Achievement Measure (if applicable) submitted to APPR website **February 1, 2016.** Student Refusal form or Notice of Student Absence form submitted to administrator (if applicable)
October - March	• Pre-Observation Conference • Observation • Post Observation (Tenured Teachers)	All observation(s) of tenured teachers completed b**y March 1, 2016.** Probationary teachers: First observation before **December 1**, Second observation before **March 2**, and third observation before end of school year.
April - May	• Structured Review of Student Work submitted to administrator • Administrator and teacher meeting for those not receiving the full 20 points • All forms returned to teacher	Structured Review of Student Work due to administrator by **April 1, 2016.** All SRSW Forms returned to teacher by **May 9, 2016.**
May	• Domain Four evidence uploaded to Teachscape • Additional evidence requested by administrator (if applicable)	Domain Four due **May 2, 2016.** Administrators must request additional evidence by **May 16, 2016 (i**f necessary) Requested evidence must be submitted by teacher within **5 school days of administrator's request**
June	• Student post-assessment administered • Elementary post- assessment results submitted • Secondary post- assessment results submitted	All relevant data must be inputted to the APPR website by **June 22, 2016**. Student Refusal form or Notice of Student Absence form submitted to administrator (if applicable) by **June 22, 2016** Administrator enters absences/ refusals/ ineligibles to website by **June 30,2016**

What is Teachscape?

Teachscape is an online observation and evaluation management system used by the Troy School District. The Troy School District uses Danielson's Framework for Teaching Evaluation Instrument, 2013.

How do I access Teachscape?

A link to Teachscape can be found on the district's internet home page

Log on:

Username_____ your Troy School email address

Password_____ a password you create

Teachscape Support: 1-888-479-7600

Please use the following links to view the Danielson 2013 Rubric

*http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/home.html#ATPR

*http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/Docs/danielson-teacher-rubric.pdf

What is an SLO?

An SLO (Student Learning Objective) identifies a teachers' goal for their students during a course. Most courses are 2 semesters but some courses last 1 semester. An SLO must be specific and measurable, based upon available prior student data, and aligned to Common Core, State, or national standards, as well as any other school and District priorities.

What is your APPR student population?

(These are the students for which you are required to write an SLO)

Determining your APPR student population

- Any course with a state assessment must be included in your APPR student population
- 51% of your students must be included in your APPR student population
- When teaching multiple courses:
  1) Begin with any course that ends in a state assessment
  2) Add the course(not section) with the largest student population
  3) Continue to add courses until 51% of your student population is included

Classroom Teachers K-5 must use their entire student population

Special Education Teachers K-5 must use their students who are taking a state assessment and continue to add courses until 51% of students are covered

ELA/Math Teachers 6-8 must use all students who take the state assessment

Teacher 9-12 and Specials Teachers(Art, Music, PE) follow the guidelines above to determine your APPR population

Reading/Math AIS must determine their population with their administrator and Troy APPR Data Coordinator

APPR Assessment Guidelines for Troy Teachers

Grade	**State 20 points**	**Local 20 points**
K-2 (ela/math)	Questar assessment	Achievement based on Questar Assessment
3 (ela/math)	Goal setting using State Assessment	Growth based on Questar Assessment
4-8 (ela/math)	State provided score	Growth based on Questar Assessment
6-7 science	Growth Troy Assessment	Achievement Troy Assessment
8 science	Goal setting using state assessment	Growth Troy Assessment
Reading/Math AIS	Goal setting using state assessment	Growth based on Questar Assessment

What are the Essential Elements of an SLO?

Student Population: These are the students included in the SLO.
Task: Specify the assigned students who are included in this SLO.Include the number of students you have in your course and the various types of learners within your classroom. (Including SWD and ELL learners)

Learning Content: This is the content to be taught in the SLO.
Task: Identify the course name and Common Core Standards.

Interval of Instructional time: This is the timeframe within which the learning content will be taught.
Task: Provide the start date and end date of the course.

Evidence: These are the assessments used for determining the students' level of learning.
Task: List the specific pre-assessment(s) and summative assessments that will be used for providing baseline and summative data for the SLO.

Baseline: This is the level of students' knowledge and skill in the targeted learning content at the beginning of the interval of instructional time.
Task: Describe how students performed on the identified pre-assessment(s) for the learning content. Include any additional data that informed SLO development. Baseline scores are required for each student.

Targets: This is the numeric achievement goal which articulates the amount that students will have to grow during the instructional interval.
Task: Define numeric growth goals for each student's performance on identified summative assessments.

HEDI Criteria: This is how different levels of student growth will translate into one of four rating categories: Highly Effective, Effective, Developing and Ineffective.
Task: This grid is already completed for you.

Rationale: This describes the reasoning behind the choices regarding learning content, evidence, and target.
Task: Explain reason(s) for the selection of learning content, evidence and targets.

ALL Students must have a target set regardless of having a pre assessment or not.

SLO Template

https://docs.google.com/document/d/1ESfmFUs8sfJ0bgPbZlyUilNlyRXuIlGQmMJFZfbfuLc/pub

APPR Data Website Directions

Click on the **APPR** link on the Troy Intranet page, then click on Troy APPR
http://home/APPR%20index%202012.htm

or to access from home

Go to **https://apps.troycsd.org/appr/admin.aspx**

user ID : NYS Teach ID
password: last name (case sensitive) e.g Smith

1) Verify that the courses that represent your SLO's are listed.
Email Macneiln@troycsd.org and CC abdallaht@troycsd.org ***only if a course is missing***

2) Verify that the students listed in each course are the same students who were on your roster on BEDS day. (October 7)

3) Delete any students who are not continuously enrolled in your course(not section) from BEDS day to the final assessment. This deletion should be done before submitting your SLO/website info for approval.

4) Follow the link, website instructions for teachers to find detailed instructions on how to input data to the website.

5) Before June 22, 2016 ensure your APPR website is up to date with achievement and post assessment data. Delete any students who were not continuously enrolled in your course from BEDS day to the final assessment.

All information entered into the APPR Data website is **NOT** automatically saved

Email Macneiln@troycsd.org and CC abdallaht@troycsd.org and CC martenisb@troycsd.org with any website concerns

Data entered into the APPR web site is the data approved for SLO's. The uploaded SLO template is not the measure used for final approval.

ALL Students must have a target set regardless of having a pre assessment or not.

Assessment guidelines

What if a student is absent?

- If your assessment has a specific window of time for completion, and a student is absent for every day of that window, that student will not be included in the calculation of your SLO score. For example, NYS ELA assessment or Regents exam.
- If your assessment does not have a mandatory window of time for completion, the student has **four** weeks from the original test date to complete the assessment. For example, Achievement exams.
- Complete the APPR form titled "Notice of Student Absence from Assessment"on the website.
- Your principal will submit the information to the Assistant Superintendent for Curriculum and Instruction, the teacher, and Barb Martenis, Curriculum Leader for APPR.

**Principals will input "absent"on the APPR Data Site. These students will be removed from the APPR calculation.

**Teachers are not able to input "absent" on the APPR Data Site.

What if a student refuses to complete an assessment?

- If a student refuses to complete an assessment, and all measures to ensure the student's participation have been exhausted, the teacher must inform the principal that a student is refusing to complete an assessment. The principal must be actively involved in the process of encouraging the student to complete the assessment. If the student continues to refuse, the principal may complete the APPR form titled "Refusal to Complete Exam".
- The principal will complete this form and send copies to the teacher, the Assistant Superintendent for Curriculum and Instruction, and Barb Martenis, Curriculum Leader for APPR.

**Principals will input "refused" on the APPR Data Site. These students will be removed from the APPR calculation.

**Teachers are not able to input "refused" on the APPR Data site.

ALL Students must have a target set regardless of having a pre assessment or not.

Interview Protocol for a Pre-conference (Planning Conference) Observation - (*Completed on Teachscape*)

Teacher_____School_____

Grade Level(s) _____Subject(s)_____

Administrator _____Date_____

Questions for discussion:

1. To which part of your curriculum does this lesson relate? (Identify Core Curriculum standards). What are the prerequisites or skills students need for this specific lesson?

2. Briefly describe the students in this class, including those with special needs (demographics). Please include anecdotal information for the students and their learning environment.

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

4.What supplemental materials and resources did you use to structure this lesson? What outside knowledge/resources did you use to help develop this lesson?

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

6. How and when will you know whether the students have learned what you intend? What assessments will be used to reflect rigorous learning and core curriculum standards?

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

Interview Protocol for a Post-conference (Reflection Conference) Domain 4a

(*Completed on Teachscape*)

Teacher _____ School _____

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

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

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

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

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

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

Danielson 2013 Rubric Summary

Indicators of Highly Effective Teachers

Domain 1

Highly Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their students' prior understanding of the subject. Instructional outcomes are clear, represent important learning in the subject, and are aligned to the curriculum. The instructional design includes learning activities that are well sequenced and require all students to think, problem solve, inquire, and defend conjectures and opinions. Teachers design formative assessments to monitor learning, and they provide the information needed to differentiate instruction. Measures of student learning align with the curriculum, enabling students to demonstrate their understanding in more than one way.

Domain 2

Highly Effective teachers organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks. Students themselves make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of physical space, and supporting the learning of classmates. Students and teachers work in ways that demonstrate their belief that hard work will result in higher levels of learning. Student behavior is consistently appropriate, and the teacher's handling of infractions is subtle, preventive, and respectful of students' dignity.

Domain 3

In the classrooms of Highly Effective teachers, all students are highly engaged in learning. They make significant contributions to the success of the class through participation in high-level discussions and active involvement in their learning and the learning of others. Teacher explanations are clear and invite student intellectual engagement. The teacher's feedback is specific to learning goals and rubrics and offers concrete suggestions for improvement. As a result, students understand their progress in learning the content and can explain the learning goals and what they need to do in order to improve. Teachers recognize their responsibility for student learning and make adjustments, as needed, to ensure student success.

Domain 4

Highly Effective teachers have high ethical standards and a deep sense of professionalism, focused on improving their own teaching and supporting the ongoing learning of colleagues. Their record-keeping systems are efficient and effective, and they communicate with families clearly, frequently, and with cultural sensitivity. Highly Effective teachers assume leadership roles in school and engage in a wide range of professional development activities to strengthen their practice. Reflection on their own teaching results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of all.

Formal Classroom Observation—*Continued*

Second Observation Form

2015-2016

Teacher:_____ Administrator: _____

Building:_____ Date of Observation:_____

Domain(s) to be Assessed: _____

Original Rating:_____

Second Rating:_____

Evidence:

_____

_____

_____

_____

_____

* A Higher Second Rating replaces the original score on the observation.
** A Lower Second Rating requires an average of the two scores on the observation.

Adjusted Rating: _____ Overall Observation Score _____

Teacher Signature _____ Date _____

Any necessary adjustments have been made to the original observation score.

Administrator Signature _____ Date _____

Structured Review of Student Work

Due April 1, 2016

The intent of this structured review is to provide teachers an opportunity to reflect on their teaching practice. Reflecting on teaching helps teachers determine where to focus their efforts in making revisions and choose which aspects of the instruction they will continue in future lessons.Teachers are **not** being evaluated by how students perform on the assignments. This structured review will account for **20** points towards your APPR composite score. All questions reference information from Danielson 2013, Domains 1 and 4.

Evidence

Provide an analysis of your students' work to illustrate how it informs your instruction. Use **one** assignment to gather work from **three** different students.

Examples may include, but are ***not*** limited to:

- Unit tests/ work samples
- Video or audio recording
- Experiments, essays, projects

Analysis of student work must include, but is not limited to, the following:

Description of the Assignment/Students (5 points)

- What specific learning objectives were covered in the lesson?
- Describe the kind of challenge the student represents (anecdotal and demographic).
- Supply a copy of the instructional material(s) used for the lesson (instructions, handouts, samples)

Analysis of the Lesson (5 points)

- Discuss the students' results in relation to the learning objectives
- Supply the students work
- Include the grading system used or rubric

Teacher Reflection (10 points)

- Discuss the specific procedures and teaching strategies were used in the lesson to support student learning? Were the strategies and procedures effective? How was the lesson differentiated for individual student needs?
- If given the opportunity to teach the lesson again to the same group of students, what alternative strategies might be used? Why?
- What additional resources might improve this lesson for future use?

Rubric to Evaluate Structured Review of Student Work

Description of the Assignment/Students (5)

(0) The teacher does not address specific learning objectives in the lesson.	**(1)** The teacher partially addresses the specific learning objectives in the lesson.	**(2)** The teacher clearly indicated the specific learning objectives that are addressed in the lesson.
(0) No demographic discussion of the (3) students is present.	**(1)** A partial anecdotal and demographic discussion of the (3) students is present.	**(2)** A clear anecdotal and demographic discussion of the (3) students is present.

(0) No copies of instructional materials used for the lesson were submitted.	**(1)** A copy of the instructional material used for the lesson was submitted.

Analysis of the Lesson (5)

(0) No discussion of the achievement (or lack thereof) of the learning goals was present.	**(1)** A minimal discussion of the achievement (or lack thereof) of the learning goals was presented.	**(2)** A clear discussion of the achievement (or lack thereof) of the learning goals was presented.
(0) A copy of the student work was not provided.	**(1)** A partial copy of the student work was provided.	**(2)** A complete copy of the student work was provided.

(0) A grading or evaluation system was not present.	**(1)** A grading system was presented.

Continued

Teacher Reflection (10)

(0)	**(1)**	**(2)**	**(3)**
Procedures and strategies were not present.	Procedures and strategies were presented.	A minimal discussion of the procedures and strategies and their effectiveness was presented.	A clear discussion of the procedures and strategies and their effectiveness was presented.

(0)	**(1)**	**(2)**
Differentiation was not addressed.	Differentiation may have been addressed.	A discussion of the need and application of differentiation was presented.

(0)	**(1)**	**(2)**	**(3)**
Alternative strategies were not present.	Alternative strategies were presented, but there is no rationale for the use of these strategies.	Alternative strategies were presented. Minimal rationale for the use of these strategies was provided.	Alternative strategies were presented. A clear rationale for the addition of the strategies was provided.

(0)	**(1)**	**(2)**
Additional resources were not presented.	A list of additional resources was presented.	A list of additional resources was presented and there is a discussion as to why they would improve the lesson.

Administrator Comment *(Attach if applicable)*

SCORE _____ ***If a score of 20 is not earned the administrator must meet with the teacher and specify in writing why the points were not earned.***

_____

Teacher signature (Upon receipt of score) Date

_____ Administrator

Signature Date

Copy and return to teacher within 20 days

How do I submit my evidence for Domain 4?

Domain 4 Individual Log of Professional Development Activities
This form must be used for Domain 4

Teacher
_____
School _____

Grade Level(s)
_____Subject(s)_____
_
Date _____

Upload this form to Teachscape (Domain 4) when completed.
***Please note: A maximum of 10 total documents should be uploaded.

Component	Evidence
4a: Reflecting on Teaching	Teacher Reflection from post observation conference and Structured Review of Student Work
4b: Maintaining Accurate records	
4c:Communicating with families	
4d:Participating in a Professional Community	
4e: Growing and Developing Professionally	
4f: Showing Professionalism	

Examples of Domain 4 activities

4b: Maintaining Accurate Records

ESchool attendance
ESchool Contact log
Personal Contact Log for
School-Home Communication
IEP Direct Contact Log
Grade book
Student log of their own attendance, grades, etc

4c: Communicating with families

Newsletter
Sample notes/letters to parents
CSE meeting notes
Moodle
Webpage
Email
School/home journal
Phone calls
Parent Conference meetings

4d: Participating in a Professional Community

Participation in a school or district committee
Collaboration with stakeholders (PTO, school board, businesses,, school boosters, community organizations)
Team meetings
Participating in a Professional Learning community
Community engagement/involvement (service learning, ie: food pantry, Red Cross, Adopt a Highway, SPCA, etc.)
Curriculum leader/field leader
Committee chair
Curriculum development/curriculum mapping

4e: Growing and Developing Professionally

My learning Plan summary
Certificates of Attendance/Completion of Courses
Membership in a local/national professional association
Reading journal articles
Writing articles for publication
Organizing professional development opportunities for colleagues
Collaboration with colleagues
Conference request forms

4f: Showing Professionalism

Advocacy for Students
Current on relevant law/policy that relates to students' rights and teachers' responsibilities
Model, and manage safe, legal, and ethical use of information and technology, including respect for intellectual property and the appropriate documentation of sources.

Adhere to a high standard of honesty, integrity, ethical conduct, and confidentiality when interacting with students, families, colleagues, and the public.

Introduction to the TIP Process

The TIP is an instrument to promote professional growth and is not disciplinary in nature. No TIP will be accompanied by disciplinary sanctions such as the withholding of raises, step increments, etc.
Any involvement by the teacher in TIP activities outside of the normal school day/year is voluntary and no cost to the teacher.

The district will make available professional development for the teacher (e.g. Courses (college or in-service), Videos, Books, Workshops, Visitations, Observations of other teachers) at no cost to the teacher.

In the event TIP deadlines and guidelines are not followed by the District, a teacher has the right to grieve the process. If the teacher has met or exceeded the TIP's performance expectations, there will be no further action by the district.

Explanations/Guidelines for TIPs

Tier 1: The teacher receives Effective or Highly Effective on formal observation component and is identified as Developing or Ineffective on HEDI composite score based on test scores on state or local assessment.

Intervention: The teacher, administrator, and TTA representative will collaborate on timelines, and necessary supports (as per TIP) to improve student performance on state and local assessments.

Tier 2: The teacher is identified as Developing on the formal observation component with a composite rating of developing. This intervention plan would provide supports around the Charlotte Danielson rubric Domains and Components.

Intervention: The teacher, administrator, and TTA representative will collaborate on timelines and necessary supports (as per TIP) around the Danielson Domains and Components.

Tier 3: The teacher is identified as Developing or Ineffective on the formal observation with a total composite score of Ineffective.

Intervention: The teacher,administrator, and TTA representative will collaborate on timelines and necessary supports (as per TIP). This intervention could include but is not limited to PD support around the Danielson Domains and Components.

Tier 1 TIP-Teacher Action Plan 2015-2016-to be filled out by Teacher, TIP administrator and TTA representative
The teacher receives Effective or Highly Effective on formal observation component and is identified as Developing or Ineffective on HEDI composite score based on test scores on state or local assessment.

TeacherName_____Subject/Grade_____
Building(s)_____ TIP development date_____

<u>The TIP must be developed no later than 10 days after the teacher receives his/her composite score.</u>

Student Improvement Goal(s): How will your work improve student scores on the state or local assessments?What is your measurable goal?	**Action Plan to Address Goal(s):** What strategies/steps are you going to take to work toward your student improvement goal?	**Professional Development/ Collaborative Work to Address Goal(s):** What activities or resources will you seek out to achieve your student improvement goal(s)?	**Timeline:** When will the work of each Action Plan strategy/step or PD take place? Who is responsible for providing activities and/or resources?

Teacher's Signature_____

Supervising Administrator's Signature_____

TTARepresentative's Signature_____Date_____

Tier 1 TIP Action Plan Review 2014-2015 APPR Summative Conference

****To be completed at the end of the school year****

Teacher Name_____ **Subject/Grade**_____

Building(s)_____

Teacher Reflection:

Did you meet your goal(s)? How do you know this?

_____
_____
_____
_____

What steps or strategies were most effective in your practice? In what way did they benefit your students?

_____
_____
_____
_____

Administrator reflection:

_____
_____
_____
_____

Teacher's Signature_____

Supervising Administrator's Signature_____

TTA Representative's Signature _____

Date_____

Tier 2 TIP-Teacher Action Plan 2015-2016-to be filled out by Teacher, TIP administrator and TTA representative.

The teacher is identified as Developing on the formal observation component with a composite rating of developing. This intervention plan would provide supports around the Charlotte Danielson rubric Domains and Components.

TeacherName_____Subject/Grade_____

Building(s)_____TIP development date_____

Area(s) of Concern from 2014-2015 APPR /Evaluation:

The TIP must be developed no later than 10 days after the teacher receives his/her composite score.

Domain(s) and Component(s) to be addressed through this TIP:	Goals(s):	Strategies and Resources Needed to Meet Goal (s) including all additional personnel and his/her role:	Evidence and Date of Completion:

Teacher's Signature_____

Supervising Administrator's Signature_____

TTA Representative's Signature_____

Date_____

Tier 2 TIP Action Plan Review 2015-2016 APPR Summative Conference

****To be completed at the end of the school year***

Teacher Name_____ **Subject/Grade**_____

Building(s)_____

Teacher Reflection:

Did you meet your goal(s)? How do you know this?

_____
_____
_____

What steps or strategies were most effective in your practice? In what way did they benefit your students?

_____
_____
_____

Administrator reflection:

_____
_____
_____

Teacher's Signature_____

Supervising Administrator's Signature_____

TTA Representative's Signature_____

Date_____

Tier 3 TIP-Teacher Action Plan 2015-2016-to be filled out by Teacher, TIP administrator and TTA representative
The teacher is identified as Developing or Ineffective on the formal observation with a total composite score of Ineffective.

Teacher Name_____ **Subject/grade**_____

Building(s)_____**TIP Development date**_____

<u>The TIP must be developed no later than 10 days after the teacher receives his/her composite score.</u>

Domain(s) and Component(s) to be addressed through this TIP:	**Action Plan to Address Goal(s):** What strategies/steps are you going to take to work toward your goal?	**Professional Development/ Collaborative Work to Address Goal(s):** What activities or resources will you seek out to achieve your goal?	**Timeline:** When will the work of each Action Plan strategy/step or PD take place? Who is responsible for providing activities and/or resources?

Teacher's Signature_____

Supervising Administrator's Signature_____

TTA Representative's Signature_____

Date_____

Tier 3 TIP Action Plan Review 2015-2016 APPR Summative Conference

****To be completed at the end of the school year***

Teacher Name_____ **Subject/Grade**_____

Building(s)_____

Teacher Reflection:

Did you meet your goal(s)? How do you know this?

_____
_____
_____

What steps or strategies were most effective in your practice? In what way did they benefit your students?

_____
_____
_____

Administrator reflection:

_____
_____
_____

Teacher's Signature_____

Supervising Administrator's Signature_____

TTA Representative's Signature_____

Date_____

What is the purpose of an Appeal?

The purpose of the APPR appeal process is to foster and nurture growth of the tenured teacher in order to maintain a highly - qualified and effective workforce. The appeal procedure shall provide for the timely and expeditious resolution to the appeal. All tenured teachers who meet the appeal process criteria identified below may use this appeal process.

Who can Appeal a composite score?

A tenured teacher who receives a composite score of **ineffective** may use the appeal process. A teacher who receives a composite score of developing may not use the appeals process. A tenured teacher may not file multiple appeals regarding the same performance review or TIP. All grounds for appeal must be raised within one appeal, provided the tenured teacher knew or could have reasonably known the grounds existed at the time the appeal was initiated, in which instance a further appeal may be filed but only based on previously unknown ground(s).

How do I File an Appeal?

A tenured teacher may file a written appeal of the APPR rating within **10 business** days of the receipt of the APPR composite score. Appeal forms can be obtained from your TTA Building Representative. All requests and documentation shall be submitted to the Assistant Superintendent for Curriculum and Instruction (ASCI) office in writing . The ASCI shall then forward the request to the appeals panel.

An appeal of an APPR composite score of “ineffective” must be based on one or more of the following grounds:

- The substance of the APPR
- The District’s failure to adhere to the standards and methodologies required for the APPR that are set forth in Education law 3012-c and applicable rules and regulations
- The District’s failure to comply with locally negotiated procedures
- The District’s failure to issue and/or implement the terms of the TIP where applicable, as required under Education Law 3012-c

What are my obligations if I want to file an Appeal?

The written request for a review of a teacher’s score must include a detailed written description of the specific areas of disagreement over the performance review or TIP. The teacher must explain why s/he believes the APPR score should be modified. Requesting an appeal is exclusively the responsibility of the affected teacher.

Review by Appeals Panel

The Appeals panel review shall be completed within 10 business days of receipt of written request for such review by the affected teacher. The entire appeals process consists of a review of evidence. It is not a hearing. No testimony will be taken or provided. However, this does not preclude the APPR panel from asking clarifying questions, as necessary.

It shall be the duty of the APPR panel members to answer the question, "Has the affected teacher demonstrated that the APPR rating or TIP should be modified?" The APPR panel members shall determine whether the claimed violations warrant modification of the APPR rating or modification of the TIP.

The Appeals Panel will consist of two District-appointed members, and two TTA-appointed members. Due care will be made to ensure that conflicts of interest are avoided by the four panel members and the affected teacher. Subsequently, the composition of those members reviewing an appeal will change based upon the particulars of each appeal. All members of the panel shall be required to complete the necessary training provided to administrators who serve as evaluators under the APPR regulations.

The four panel members must reach a unanimous decision. They may recommend a modification of the rating or a modification of the TIP, along with the rationale for the same. The decision of the four APPR panel members shall be final. The written review recommendation will be transmitted to the Superintendent and the affected teacher upon completion. If the four APPR panel members fail to reach a unanimous decision, the appeal will be forward to the Superintendent where the Superintendent will consider the written review recommendation of the panel and will issue a written decision within **10** days thereof. The determination of the Superintendent of Schools shall be final.

Exclusivity of Appeals Process

The APPR Appeals process is the sole method of appealing an APPR composite score of ineffective or claimed violations of the substantive requirements of the APPR process. The Troy Teachers Association may pursue any procedural violations of the Collective Bargaining Agreement that are not covered by the APPR appeals process.

Written Rebuttal (Tenured teachers/Non-tenured teachers)

Tenured teachers who receive a rating of "highly effective" or "effective" or "developing" may not appeal their rating but may submit a written response to their overall rating. The written rebuttal will be attached to the final APPR evaluation. The written rebuttal shall be filed within **10** business days of the teacher's receipt of the APPR evaluation.

Non-tenured teachers may not appeal any aspect of their APPR evaluation. Probationary teachers who are rated highly effective, effective, developing, or ineffective may submit a written response to their overall rating, which will be attached to their final APPR evaluation. The written rebuttal shall be filed within **10** business days of the teacher's receipt of the APPR evaluation.

Request for Appeals Panel Review

Name _____

Date_____

*****This form must be delivered to the Assistant Superintendent for Curriculum and Instruction's office within 10 days of receipt of a teacher's composite score.*****

Reason for the appeal. Check one or all of the following that apply:

_____a. The substance of the APPR;

_____b. The District's failure to adhere to the standards and methodologies required for the APPR that are set forth in Education Law 3012-c and applicable rules and regulations;

_____c. The District's failure to comply with locally negotiated procedures;

_____d. The District's failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under Education Law 3012-c

Describe in detail the reason for the appeal: (Use additional pages if necessary)

_____
_____
_____
_____
_____
_____
_____
_____

Signature _____
Date_____

Date and Time Received by the Office of the Assistant Superintendent
Time:_____ Date_____
Received by:_____

Request For Supporting Documents

Teacher's Name:_____

Date:_____

I am requesting that _____provide a copy of any and all documents and written materials upon which my APPR Composite Rating is based.

Teacher's Signature:_____

Date:_____

Administrator's Signature:_____

Date:_____

Time and Date Request received by Administrator

Time:_____

Date:_____

Received by:_____

Guidelines for Parents Requesting Teacher Ratings
Final composite scores not in Appeal

We are looking to have a K-12 consistent policy in place that is communicated via District Office/website rather than case by case --building to building policy.

1. Parents must submit a request for individual teacher's or building principal's previous year's final Quality rating and Composite Effectiveness Score in writing to the office of the Assistant Superintendent of Curriculum and Instruction.

2. Scores/ratings are considered highly confidential - no listing available at main office, etc. Only Executive/building principal will have access to a composite list of teacher ratings.

3. Interested parents must request a face to face meeting with the Assistant Superintendent of Curriculum and Instruction.

4. No scores/ratings will be shared via secretary, dean of student, assistant administrator, etc. Sharing of scores and ratings can be shared only at the discretion of the Assistant Superintendent of Curriculum and Instruction.

6. Meeting will be scheduled at a mutually convenient time to allow parent, principal and teacher to all be present.

7. Teacher will not be required but may choose to attend the parent meeting when their score/rating will be shared.

8. The district may not disclose teacher sub-component scores.

9. Parents request may be for only the student's current teacher, neither previous nor future teachers scores may be disclosed.

Parent Request Log
2015-2016

Parents Name	Date of Request	Date of Meeting	Teacher name	Signature/title of attendees

For Use By Assistant Superintendent for Curriculum and Instruction Only

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

* If more requests please add a new page.

PANEL GUIDELINES

Tenured teachers may only appeal the substance and rating, the adherence to the standards and methodologies required for such review, adherence to commissioner's regulations, issuances and/or implementation of the terms of an improvement plan in connection with an“Ineffective” determination. The appeal must be submitted in writing to the office of the Assistant Superintendent of Curriculum and Instruction within ten school days of the issuance of the APPR or implementation of a Teacher Improvement Plan and shall set forth the basis of the appeal.

Once a request for an appeal has been received by the Assistant Superintendent for Curriculum and Instruction, the TTA union president or the Curriculum Leader for APPR will be notified. The Curriculum Leader for APPR will contact the panel members of the date, time and place for the panel to meet.

1. Review material will not be disbursed prior to the convening of the panel.

2. At the panel meeting, time will be allotted for review of materials.

3. No appeal information shall leave the room.

4. At the time of the review the panel will receive the appellants packet with redacted names (to alleviate bias).

5. The panel’s time of review must end in a conclusion of the appeal.

6. The panel is bound by the rules of confidentiality.

7. All material will be collected and returned to the Assistant Superintendent for Curriculum and Instruction and the appeals conclusion will be forwarded to the appellant.

APPEALS -Read Behind Document

NAME_____ Case # _____

Evidence	Comments

APPR Panels - Case Resolution Form

Date_____ Case # _____

Outcome of the Appeal:

_____Rating Upheld

_____Rating Set Aside

_____Sent to Superintendent for final decision

_____Modification of TIP

Rationale:

_____

_____

_____

_____

_____

_____

_____

Panel Member Sign-Off:

_____	_____
Print Name	Signature
_____	_____
Print Name	Signature
_____	_____
Print Name	Signature
_____	_____
Print Name	Signature

Notification of Student Refusal to complete an Exam
Troy City School District
APPR Committee

Student_____

Date_____

Exam_____

Proctor_____

Principal_____

__Proctor speaks to student privately/intervenes

__Student's teacher is notified/intervenes

__Student moved to alternate location/Principal notified

__Principal intervenes

__Action taken by principal

Principal must specify action taken_____

_____

_____

_____Student completes exam

_____Student does not complete exam

Principal's Signature_____

Date:_____

Copy to teacher_____ Date:_____

Copy to Barb Martenis, Curriculum Leader for APPR_____

Notice of Student Absence on Exams

Notice of Student Absence during a Regents Exam

Date of Exam	Course Name & Section #	Name of Student	Action taken by Teacher
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Notice of Student Absence during an Achievement Exam, Post test, or State Exam

When using this form for a School Exam, the student must be absent the **day of the exam and the following 4 weeks**.
When using this form for a State/Questar Exam, the student must be absent **every day during the exam window**.

Date of Exam	Dates of Absences	Course Name & Section #	Name of Student	Action taken by Teacher
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Teacher Name _____ Building _____

Administrator Signature _____ Date _____

The Building Administrator agrees to put an “A” on the APPR website for the students checked as “Yes”
Signed Copy to the Teacher Listed Above and Barb Martenis

Helpful links

Information regarding NYS APPR Process

www.p12.nysed.gov

www.nysut.org

www.engageny.org

www.nysed.gov/rttt

Danielson Rubric

*http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/home.html#ATPR

*http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/Docs/danielson-teacher-rubric.pdf

APPR Data site

http://tcsd-iis/appr/default.aspx

Frequently asked questions

Q: What if I am absent for 30 or more consecutive school days?

A: If you are absent for 30 school consecutive days, you are not required to complete an SLO for APPR purposes. You are responsible for completing your observations, Domain 4 information, and Structured Review of Student Work.

Q: What if I need additional APPR forms?

A: All APPR documents will be on the APPR web site in a PDF and a writeable version.

Q: Do I write my own SLO if I co-teach?

A: If you co-teach with a classroom teacher who has an SLO, you will share the SLO with the classroom teacher. The classroom teacher and co-teacher develop the SLO together.

Q: Is a class the same as a course?

A: No. All classes with the same course number would fall under the same SLO.

Q: How do I determine which courses and students should be covered by an SLO using the 50% rule?

A: Step 1-determine the total number of students you teach

Step 2- determine the course that has the same grade and subject that contains the most students

Step 3- write an SLO for that course including all the students in the course covered by the SLO. If the number of students in that course is 50% or more of your total students, you can stop. If not…

Step 4- determine your next largest course in the same grade and subject. Write an SLO for that course including all the students on your attendance roster. If the number of students in these two courses is 50% or more of your students, you can stop. If not, repeat until 50% are covered.

See NYSED guidance on the 50% rule here:
http://www.engageny.org/resource/student-learning-objectives-the-50-rule-for-teachers

Q: Where do I find the HEDI grid for my composite score?

A: The HEDI grid for composite scores can be found on page 6 of the APPR Handbook.

Q: Where do I find the HEDI grid for my SLO score?

A: The HEDI grid is on the bottom of the SLO template in the APPR Handbook. Page 11

Q: What if I teach a course that ends in a Regents exam?

A: Any course that ends in a state assessment (Regents) must be included in your SLO as evidence. Excluding 4-8 ELA Math teachers.