

# Annual Professional Performance Review (APPR)

**TCSD Handbook  
2020-2021**



**TROY**  
CITY SCHOOL DISTRICT

## APPR Committee Members

APPR Curriculum Leader - Bob Wallen

APPR Data Coordinator - Nicole MacNeil

Beth Willson

Shawn Haarer

Josh Monk

Gen Stinson

Tenika Wilcox

Donna Watson

For any APPR questions please email [APPR@troycsd.org](mailto:APPR@troycsd.org)

For any APPR calculation or SLO questions please email [Macneiln@troycsd.org](mailto:Macneiln@troycsd.org)

## 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-d and accompanying regulations **including any teachers who are on LOA for less than 73 school days.**

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

Who writes an SLO?

- Teachers whose course ends in the NYS grade 3 ELA/Math assessment
- Teachers whose 51% of their students take a course that ends in a regents exam.
- Science 8 teachers

[Link to APPR Resources and Data website](#)

## Dissemination of Teacher Ratings From School Year 2020-2021

Composite ratings are suspended for the 2019-2020 school year. Teacher observation information is still available via frontline for teacher reflection. Typically, the Composite rating 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.

**Suspended:** (The Composite rating of Teacher Effectiveness sheet needs to be signed and the original returned to the administrator no later than September 16, 2020.)

Enlarged City School District of Troy  
Rating of Teacher Effectiveness 2020-2021

Teacher\_\_\_\_\_

Building\_\_\_\_\_

Subcomponent	Score	Total	Rating
Student Performance		Out of 20	
Classroom Observation		Out of 4	
Final Effectiveness Rating			

**NYS APPR Matrix:**

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

Teacher Signature\_\_\_\_\_Date\_\_\_\_\_

Administrator 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.*

## 2020-2021 Academic Year

MONTHS	TASKS	IMPORTANT DUE DATES
September - October	<ul style="list-style-type: none"> <li>BEDS Day Form Completed</li> </ul>	<p><u>October 6, 2020</u> TIP Plan for teachers rated as Developing or Ineffective (based on 2016-2017 Composite rating)</p> <p><u>October 7, 2020</u> BEDS day - take note of class rosters.</p>
November	<ul style="list-style-type: none"> <li>Write SLO (if applicable)</li> </ul>	<p><u>November 5, 2020</u> SLOs due</p> <p><u>December 9, 2020</u> SLOs will be approved or revision requested.</p>
January	<ul style="list-style-type: none"> <li>Ensure SLOs have been completed and approved.</li> </ul>	<p><u>January 29, 2021</u> SLO process needs to be complete.</p>
October - March	<p><b>Probationary Teachers</b></p> <ul style="list-style-type: none"> <li>Pre-Observation Conference</li> <li>Observation</li> <li>Post Observation</li> </ul>	<p><b>Tenured Teachers:</b></p> <p><u>May 1, 2021</u> Unannounced observation completed</p> <p><b>Probationary teachers:</b></p> <p><u>March 1, 2021</u> Announced observation completed</p> <p><u>June 1, 2021</u> Unannounced observation completed</p>
April - May		
May	<ul style="list-style-type: none"> <li>Domain Four template completed in Oasys</li> <li>Additional evidence requested by administrator ( if applicable)</li> </ul>	<p><u>April 30, 2021</u> Domain Four due to your principal- completed in Oasys</p> <p><u>May 14, 2021</u> Administrators must request additional evidence (if necessary)</p> <p>Requested evidence must be submitted by teacher within 5 school days of administrator's request</p>

June		<p><u>June 14, 2021</u>. Delete students who were not continuously enrolled from the APPR website (if applicable)</p> <p><u>June 18, 2021</u> Domain 4 scores will be returned to teachers</p>
------	--	--

## Frontline - My Learning Plan

Frontline 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 Frontline?

You may access Frontline through your My Learning Plan account. A link to Frontline can be found on the district's internet home page.

Log on:

Username\_\_\_\_\_ your Troy School email address

Password\_\_\_\_\_ a password you create

### APPR Overview of the Observation Process - Danielson Rubric 2013 edition Tenured teachers

- One observation
- One unannounced by Building Principal/Administrator (Weighted 100%)
- Five days written notice is required for all observation
- Completed by May 1, 2021

### Probationary Teachers

- Two observations

- One announced by Building Principal/Administrator (Combined Weight of 90%)
- One announced by a Certified Lead Evaluator (Weighted 10%)
- Five days written notice required for all observations
- First observation must be completed by March 1
- Second observation must be completed by June 1
- Post observation Conference must occur within 20 days of observation
- In the event that a probationary teacher is granted tenure prior to December 1 of the current school year, the teacher will be considered as tenured for the full year. Observations will follow the guidelines included in the current APPR Handbook for tenured teachers
- In the event that a probationary teacher is granted tenure post December 1 of the current school year, the teacher will be considered as non-tenured for the school year, Observations will follow the guidelines included in the current APPR Handbook for non-tenured teachers

***Full observations may be conducted by administrators who have a District-wide (Universal) BEDs code. They will occur in place of a building principal's observation where appropriate. Administrators include: RTI Coordinator, Pupil Personnel Services Director, and the Physical Education Director.***

\*\*\*Please note: Components of the Danielson rubric that are a part of the rubric but are not observable during the classroom observation may be observed during any pre-observation or post-observation review or other natural conversations between the teacher and evaluator and incorporated into the observation score.

***Frontline must be used for all communication regarding pre observation meetings, observations, and post observation conferences.***

## [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.

### **Interview Protocol for a Pre-conference (Planning Conference) Observation**

*(Complete on Oasys)*

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**  
(Complete on Oasys)

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?

You and your administrator will agree upon a focus for your second (unannounced) observation at the post observation conference. A document with specific area(s) to focus on is completed with your administrator via Oasys at the time of your post observation conference.

## How do I submit my evidence for Domain 4?

Fill in the information on OASYS providing a brief list of evidence for each component.

Administrators may submit a request for additional evidence no later than **May 14, 2021**

Teacher will submit requested evidence within 5 school days of administrative request

Final Domain 4 score due to teacher **June 18, 2021.**

Component	Evidence
4a: Reflecting on Teaching	
4b: Maintaining Accurate records	
4c: Communicating with families	
4d: Participating in a Professional Community	
4e: Growing and Developing Professionally	
4f: Showing Professionalism	

#### Possible Examples of Domain 4 Activities

4a: Reflecting on Teaching	<i>Post conference conversations and questions</i>
4b: Maintaining Accurate records	<i>ESchool attendance</i> <i>ESchool Contact log</i> <i>Personal Contact Log for</i> <i>School-Home Communication</i> <i>IEP Direct Contact Log</i> <i>Grade book</i> <i>Student log of their own attendance, grades, etc</i>

4c:Communicating with families	<i>Newsletter</i> <i>Sample notes/letters to parents</i> <i>CSE meeting notes</i> <i>Moodle</i> <i>Webpage</i> <i>Email</i> <i>School/home journal</i> <i>Phone calls</i> <i>Parent Conference meetings</i>
4d:Participating in a Professional Community	<i>Participation in a school or district committee</i> <i>Collaboration with stakeholders (PTO, school board, businesses,, school boosters, community organizations)</i> <i>Team meetings</i> <i>Participating in a Professional Learning community</i> <i>Community engagement/involvement (service learning, ie: food pantry, Red Cross, Adopt a Highway, SPCA, etc.)</i> <i>Curriculum leader/field leader</i> <i>Committee chair</i> <i>Curriculum development/curriculum mapping</i>
4e: Growing and Developing Professionally	<i>My learning Plan summary</i> <i>Certificates of Attendance/Completion of Courses</i> <i>Membership in a local/national professional association</i> <i>Reading journal articles</i> <i>Writing articles for publication</i> <i>Organizing professional development opportunities for colleagues</i> <i>Collaboration with colleagues</i> <i>Conference request forms</i>
4f: Showing Professionalism	<i>Advocacy for Students</i>  <i>Current on relevant law/policy that relates to students' rights and teachers' responsibilities</i>  <i>Model, and manage safe, legal, and ethical use of information and technology, including respect for intellectual property and the appropriate documentation of sources.</i>  <i>Adhere to a high standard of honesty, integrity, ethical conduct, and confidentiality when interacting with students, families, colleagues, and the public.</i>

## What is an SLO?

An SLO (Student Learning Objective) identifies a teacher's 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

- ❖ 51% of your students must be included in the calculation of your student performance category.
  - Begin with the course that has the largest number of students and continue to add courses until you have 51% of your students or more.

*During the 2015-16 through 2018-19 school years, student performance scores based on the grades 3-8 ELA and math State assessments shall only be used to calculate original scores and ratings. These State-provided growth scores will be provided to teachers for advisory purposes only. The Troy City School District must also calculate transition scores and ratings during this period which exclude the results of the grades 3-8 ELA and math State assessments. An alternate SLO based on a district-wide model is being used to generate the student performance score.*

The district-wide model for Troy teachers is based on the student scores for five Regents exams: Living Environment, Common Core English, Common Core Algebra, Global 2 and U.S. History.

## 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 student's' 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 ratings 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.

### Overall Student Performance Category Score and Rating

Student Performance Rating	Student Performance Points	Percent meeting target
Highly Effective	18 - 20	90 - 100%
Effective	15 - 17	75 - 89%
Developing	13-14	65 - 74%

Ineffective	0-12	0 - 64%
-------------	------	---------

The Student Performance Score is determined by the chart below

SLO Score Setting			
<i>Percent of Students meeting target</i>	<i>Score</i>	<i>Percent of Students meeting target</i>	<i>Score</i>
0-4%	0	49-54%	11
5-8%	1	55-59%	12
9-12%	2	60-66%	13
13-16%	3	67-74%	14
17-20%	4	75-79%	15
21-24%	5	80-84%	16
25-28%	6	85-89%	17
29-33%	7	90-92%	18
34-38%	8	93-96%	19
39-43%	9	97-100%	20
44-48%	10		

#### Observation Scores and Ratings

Observation Score	HEDI Rating
3.5-4	Highly Effective
2.5 - 3.49	Effective
1.5-2.49	Developing
0-1.49	Ineffective

#### APPR Data Website Directions

[Link to APPR Resources including data website](#)

Click on the **APPR** link on the Troy Intranet page, then scroll to APPR Data and click on the appropriate year.

user ID : NYS Teach ID (9 digits long. Including leading zeros if necessary)

password: last name (case sensitive) e.g Smith

1) Verify that the courses that represent your SLO's are listed.

Email [abdallaht@troycsd.org](mailto:abdallaht@troycsd.org) and cc [macneiln@troycsd.org](mailto:macneiln@troycsd.org) *only if a course is missing* additional courses will



not have an impact on your student performance score.

2) Click on the appropriate course to confirm the students listed are correct.

3) Verify that the students listed in each course are the same students who were on your roster on BEDS day.  
**(October 7, 2020)**

4) Complete growth, goal setting, or achievement and upload your written SLO. Upload a backup SLO if applicable.  
Grade

5) Submit your SLO by clicking request approval to allow your administrator to review your SLO. **SLOs must be submitted by Nov 5, 2020.**

6) Check your website by **December 9, 2020** to ensure your SLO has been approved. Consult with your administrator if a revision is requested. Contact Bob Wallen or Nicole MacNeil with any questions.

7) Before the end of year, delete any students who are not continuously enrolled in your course(not section) from BEDS day to the final assessment.

\*\*\*All information entered into the APPR Data website **must be saved**\*\*\*

Email [abdallaht@troycsd.org](mailto:abdallaht@troycsd.org) and cc [macneiln@troycsd.org](mailto:macneiln@troycsd.org) with any website concerns

## Assessment guidelines

### 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.

## 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.

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 2013 Danielson Domains and Components.

TIP-Teacher Action Plan 2019-2020 -to be filled out by Teacher, TIP administrator and TTA representative

TeacherName\_\_\_\_\_Subject/Grade\_\_\_\_\_

Building(s)\_\_\_\_\_TIP development date\_\_\_\_\_

The TIP must be developed by **October 6, 2020.**

<b>Student Improvement Goal(s):</b>  How will your work improve student ratings on the state or local assessments?What is your measurable goal?	<b>Action Plan to Address Goal(s):</b>  What strategies/steps are you going to take to work toward your student improvement goal?	<b>Professional Development/ Collaborative Work to Address Goal(s):</b>  What activities or resources will you seek out to achieve your student improvement goal(s)?	<b>Timeline:</b>  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\_\_\_\_\_

TIP Action Plan Review 2020-2021 APPR Summative Conference

To be completed by June 15, 2021

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 rating?

A tenured teacher who receives a composite rating of **ineffective** may use the appeal process. A teacher who receives a composite rating 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 rating. 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 rating 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-d 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-d

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

The written request for a review of a teacher’s rating 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 rating 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 rating 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/Probationary 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.

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 office within 10 days of receipt of a teacher’s composite rating.\*\*\***

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](#)  
Appeals Process

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: \_\_\_\_\_

## 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

**Guidelines for Parents Requesting Teacher Ratings**  
**(Final composite ratings not in Appeal)**

1. Parents must submit a request for individual teacher's previous year's rating in writing to the office of the Assistant Superintendent of Curriculum and Instruction.
2. Ratings are considered highly confidential. Only Executive principals/building principals 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 ratings will be shared via Secretary, Dean of Students, or Principal's Assistant.
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 rating will be shared.
  
8. The district may not disclose sections of a teacher's ratings, only the overall rating.
  
9. Parents request may be for only the student's current teacher, neither previous nor future teachers ratings may be disclosed.

Parent Request Log of Teacher Rating  
2020-2021

<u>Parents Name</u>	<u>Date of Request</u>	<u>Date of Meeting</u>	<u>Teacher name</u>	<u>Signature/title of attendees</u>
---------------------	------------------------	------------------------	---------------------	-------------------------------------

For Use By Assistant Superintendent for Curriculum and Instruction Only

1.

2.

3.

4.

5.

6.

\* If more requests please add a new page.