

Ravena-Coeymans-Selkirk

Annual Professional Performance Review

2016

June 30, 2016

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MEMORANDUM OF AGREEMENT

BY AND BETWEEN THE SUPERINTENDENT OF SCHOOLS AND BOARD OF EDUCATION OF THE RAVENA COEYMANS SELKIRK CENTRAL SCHOOL DISTRICT, hereinafter referred to as "the District" and THE RAVENA COEYMANS SELKIRK TEACHERS' ASSOCIATION, hereinafter referred to as "the Association";

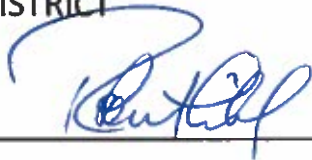
WHEREAS, the District and the Association have entered into negotiations and have mutually agreed on the process of the implementation of New York State Education Law §3012-d regarding annual professional performance reviews of classroom teachers and building principals;

WHEREAS, the parties agree that it is in their mutual interest to amend their 2015-2017 Collectively Negotiated Agreement with the following conditions and parameters:

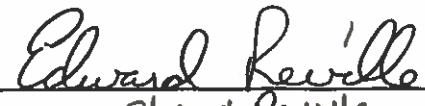
NOW, THEREFORE, the parties mutually agree to replace Sections A, B, and C of Article XVI of the Collective Bargaining Agreement with the Ravena-Coeymans-Selkirk Annual Professional Performance Review Document dated May 29, 2013, for all classroom teachers as defined in Part 30-2.2(d) of the Regents Rules for the 2016-17 school year and thereafter.

SO AGREED, THIS 6TH DAY OF SEPTEMBER, 2016, SUBJECT TO APPROVAL OF THE BOARD OF EDUCATION.

THE DISTRICT

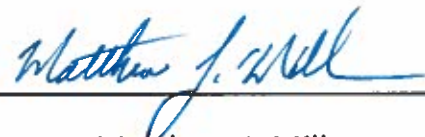
BY 

Robert Libby
SUPERINTENDENT OF SCHOOLS


BY 

Edward Reville
~~James Latter~~
Vice PRESIDENT, BOARD OF EDUCATION


THE ASSOCIATION

BY: 

Matthew J. Miller
PRESIDENT, RCSTA

BY: 

David A. Dykeman
NEGOTIATIONS Co-CHAIR, RCSTA

BY: 

Kathy Baumgras
NEGOTIATIONS Co-CHAIR, RCSTA

Observation Process

- General Information
 - All observations will be conducted by a certified evaluator that has received the 40 hour training from NYSUT. A teacher's evaluation must be broken down as follows:
 - 50 points total
 - 50 points derived from classroom observations
- Scoring the Elements

The certified evaluator will assign a numeric score (1-4) to the elements for which they were able to gather evidence during the observation. If evidence was not collected for one or more elements during an observation, a notation of N/A will be used. If the teacher's total score for each observation falls between 3.0 and 3.4, the actual score is recorded (no rounding down). If the teacher's total score for each observation falls between 3.5 and 3.9, the actual score is rounded up to a 4.0.

- Confidentiality

All documents related to the evaluation of probationary and tenured teachers are confidential. As such, full access to any document submitted or produced as part of the evaluation process will be limited to the evaluator and teacher. A confidential secretary will receive only such access as needed to execute professional duties. In the event a teacher's total score of ineffective or developing is obtained after an observation, only the evaluator will execute the duties needed to complete, record, and copy the evaluation.

- Chronology of Events

The observation process will be conducted in the order described within parts A-C of this document and summarized in Appendix 1: Timelines and E-mail Notifications. Neither the sequence of the evaluations nor the timeline described for each individual evaluation may be altered.

- Definition of School Day

A "school day" is defined as the teachers contractual work day in which students are in attendance. Days such as Superintendent Conference Days and Snow Days do not count as school days. Days before and after vacations, although not used for evaluations, will be

included in the count of school days in preparing for the pre-, post-, and observation appointments. When counting “five (5) school days,” the first of these days is always the school day following receipt of any e-mail or the observation event (see Appendix 1).

- **Definitions and Usage of EVI/Stafftrac Software**
 - **Pre-observation and post-observation questions will be completed by the teacher in E.V.I.**
 - All components of the observation process will be completed in EVI/Stafftrac. All recording, communication and storage of evaluation data will be done electronically in EVI; the only exception will be e-mail notifications that will be done in Outlook. A teacher will be able to print components of the observation process for his/her personal records or use if so desired.
 - “Release” – an observation that is “released” by the evaluator is ready to be reviewed by the teacher. This “released” version may not reflect a final score. Teachers will be able to add comments to a “released” observation if desired.
 - Clicking “Notify Evaluator that I have reviewed this observation” will send notification to the evaluator that the teacher has reviewed and may have made comments to the observation. Clicking “Notify Evaluator that I have reviewed this observation” merely indicates that the teacher has seen the report and not that he/she approves of its contents.

Sample screen shot of Teacher Comment Area and "Notify Evaluator that I have reviewed this observation" button.

differentiate instruction.			
Evidence	Recommend		
Category Score: 34 / 40, Avg: 3.4			

HEDI Rating (Choose 1)			
HEDI	Highly Effective - 4	Effective - 3	Developing - 2
Evidence	Recommend		Ineffective - 1
Category Score: 0 / 0			
Total Score: 34 / 40, Average: 3.4			

School:

Class Observed:

Estimated time spent: hours, minutes

Forms/Videos for this Observation
None

Upload Form/Video:
Max file size is 100MB

Forms available for download

Comments:
By clicking on the "Notify evaluator that you have reviewed this observation" button below, and sending the resultant automated confirmation e-mail to the evaluator you acknowledge receipt of this observation write-up, but do not necessarily agree with its contents.

Enter new comments:

[Additional Components](#)



Teacher may Respond/add comments here and click "Add Comments" when done



Teacher will click here after reviewing the observation in order to acknowledge receipt. A confirmation e-mail will be sent to the evaluator.

- List of Appendices:
 - Appendix 1: Timelines and E-mail Notifications
 - Appendix 2: Evaluation Forms A, B, C
 - Appendix 3: Lesson Plan Template, Pre and Post-Observation Questions
 - Appendix 4: Teacher Improvement Plan (TIP)

Observation #1: Unannounced Observation (Tenured and Probationary); Form A: All components of the unannounced observation will occur and must be completed between:

- Probationary: September 10 – November 15 (e-mail notification may begin on September 10)
- Tenured: September 10 – December 15 (e-mail notification may begin on September 10)

The observation will consist of a 15 minute (minimum) evaluation of teacher practice. In preparation for the observation, the evaluator will provide the teacher with the prescribed e-mail notice, found in Appendix 1. An unannounced observation will take place one to five school days after the email has been sent. The subject line of the e-mail will read “unannounced observation.” The observation may not be conducted on the last day prior to, or the first day back from, any school vacation or extended weekend. The teacher will be rated based upon the Elements found in Standard 3- Instructional Practices and Standard 4- Learning Environment. These Elements will be rated on a scale of 1-4 (Appendix 2). If the evaluator is unable to complete the unannounced observation after three attempts (three emails), within the allotted time frame, the teacher will receive a score of 3.5 for the unannounced observation.

Within five (5) school days following the day after the observation, the evaluator will complete and “release” the observation to the teacher through EVI. The teacher will receive an e-mail indicating that the observation has been released. If an overall rating of Effective (3) or Highly Effective (4) is given, the teacher may comment and will click “Notify Evaluator that I have reviewed this observation” within two (2) school days after receiving the “release” e-mail. Use of the comment section may be used at the individual teacher’s discretion. Any comments and/or replies by the teacher shall be made and preserved in

EVI. Clicking “Notify Evaluator that I have reviewed this observation” merely indicates that the teacher has seen the report and not that he/she approves of its contents.

If an overall rating of Ineffective (1) or Developing (2) is given, a meeting between the teacher and the evaluator will be scheduled by the evaluator to take place within five (5) school days of the teacher’s receipt of the “release” e-mail. During this meeting, the observed lesson and resultant evaluation will be discussed. Adjustments or comments concerning this observation will be recorded by the evaluator in EVI within two (2) school days following the meeting. The teacher must submit any desired comments and click “Notify Evaluator that I have reviewed this observation” within two (2) school days after receiving the “re-release” e-mail.

The results of this unannounced observation will be calculated based on the Teacher Practice Rubric (Form A – Appendix 2).

Observation #2: (Tenured) / 2 and 3(Probationary): Classroom Observation; Form B

Pre-Observation Conference

All components of the announced observation will occur and must be completed between:

- Probationary Observation #2: November 16 – January 31 (e-mail notification may begin on November 16)
- Probationary Observation #3: February 1 – May 31 (e-mail notification may begin on February 1)
- Tenured: January 3 - May 31 (e-mail notification may begin on January 3)

In preparation for the observation, the evaluator will provide the teacher with the prescribed e-mail notice, found in Appendix 1 in order to schedule a pre-observation conference five (5) school days from receipt of the notification e-mail. In the e-mail, the evaluator will also schedule a tentative time/date for both the observation and post-observation conference. This e-mail will also include the subject/activity to be observed. The Pre-Observation Conference must occur within five (5) school days of the actual classroom observation. It is a 20-30 minute meeting between the teacher to be observed and the evaluator. If the pre-conference does not occur at that time, the evaluator must contact the teacher to reschedule the pre-conference at a mutually agreed upon time. The observation must be rescheduled within five (5) school days of the original date. If the

original lesson plan cannot be used, the teacher will not be required to re-write the entire lesson plan, but may need to re-submit updated "Learning Outcomes" before the observation occurs. The teacher and evaluator will discuss the standards on Form B.

The teacher will provide the evaluator with a lesson plan and responses to the Pre-Observation Questions at least one (1) school day prior to the pre-observation conference (Appendix 3). The teacher may also provide the evaluator with any evidence or data relevant to the rubric Form B. The pre-conference will center on creating clarity and common understanding as to what the evaluator will be looking for and how the evidence and data will be collected and organized. At the end of the pre-conference, the evaluator and the teacher will confirm the date, time and duration (class period) for the classroom observation and post-observation conference.

Classroom Observation

The observation will consist of a 30 minute (minimum) evaluation of teacher practice. The classroom observation may not be conducted on the last day prior to, or the first day back from, any school vacation or extended weekend. Every attempt will be made in order for the observation to occur the next school day after the pre-conference at the date and time (class period) that was agreed to by the evaluator and the teacher. If the classroom observation does not occur at that time, the evaluator must contact the teacher to reschedule the observation at a mutually agreed upon time. The observation must be rescheduled within five (5) school days of the original date. If the original lesson plan cannot be used, the teacher will not be required to re-write the entire lesson plan, but may need to re-submit updated "Learning Outcomes" before the observation occurs. Any additional lesson planning information will be discussed at the post-observation meeting. If the evaluator is unable to complete the observation within the rescheduled five (5) school day time frame, the teacher will receive a score of 3.5 for the classroom observation. *The evaluator will include the appropriate comment from Appendix 2 to explain score.

The evaluator will collect evidence from the classroom observation that reflects the common understandings established by the teacher and the evaluator during the pre-observation conference. The evaluator will complete and "release" the observation to the teacher in EVI within six (6) school days following the observation, and at least two (2) school days prior to the post-observation conference. The evaluation will include Evidence/Notes and scoring of all standards. (Form B). The observer, in exceptional circumstances, may leave the score for an element blank if additional information/data is

required in order to score the blank element. No score will be averaged or calculated for any element(s) that is left unscored. The teacher will receive an e-mail indicating that the draft observation has been released for their review.

Post-Observation Conference

The post-observation conference will occur no sooner than two (2) school days following the receipt of the draft observation (Appendix 1) and will be centered on discussion of the evidence collected during the observation Form B. The goals of this discussion are to stimulate self-reflection on the part of the teacher and to foster professional conversation between the teacher and the evaluator. The teacher will provide the evaluator with the responses to the Post-Observation Questions at least one (1) school day prior to the post-observation conference. Any additional information/data needed to complete the score for an element will be discussed at this meeting. The evaluator will complete and “release” a final copy of the evaluator’s Evidence/Notes and scoring of standards Form B to the teacher within five (5) school days of the post-conference meeting. The teacher will receive an e-mail indicating that the observation has been released in EVI. If an overall rating of Effective (3) or Highly Effective (4) is given, the teacher may comment and will click “Notify Evaluator that I have reviewed this observation” within five (5) school days after receiving the “release” e-mail. Use of the comment section may be used at the individual teacher’s discretion. Any comments and/or replies by the teacher shall be made and preserved in EVI. Clicking “Notify Evaluator that I have reviewed this observation” merely indicates that the teacher has seen the report and not that he/she approves of its contents.

If an overall rating of Ineffective (1) or Developing (2) is given, a meeting between the teacher and the evaluator will be scheduled by the evaluator to take place within five (5) school days of the teacher’s receipt of the “release” e-mail. During this meeting, the observed lesson and resultant evaluation will be discussed. Adjustments or comments concerning this observation will be recorded by the evaluator in EVI within two (2) school days following the meeting. The teacher must submit any comments and click “Notify Evaluator and **electronically sign** that I have reviewed this observation” within two (2) school days after receiving the “re-release” e-mail. **The evaluator will “certify” through EVI which will conclude the observation process.**

The results of this announced observation will be calculated based on the Teacher Practice Rubric (Form B – Appendix 2).

D. Recording and Distribution of Evaluations

All APPR documentation, including evidence, scores, and teacher comments shall be kept confidential and will be preserved in EVI.

E. Tenured Travelling Teachers, Tenured Special Ed. Teachers, and Teachers on Leave

1. Tenured Travelling Teachers will be evaluated by the principal in the building where the teacher teaches the majority of the day. Those travelling teachers with equal time between two buildings will be notified via e-mail, by September 10th, of the evaluator who will complete all components of their APPR. Non-tenured Travelling Teachers will be evaluated by the evaluator in the building where they teach for the majority of the day, and by a central office evaluator in their tenure year.

2. If a teacher is on a leave from the District for 30 or more days, they will not participate in the above described APPR process. A teacher on leave will be observed using the same process/procedure/calendar as under the new announced observation for the APPR as described above. If a tenured teacher returns after March 15th there will be no observation. If a probationary teacher returns after April 15th there will be no observation.

Teacher Improvement Plan

A TIP must be initiated whenever a teacher receives a composite rating of “developing” or “ineffective” as delineated by the HEDI scoring bands on their annual evaluation using NYSUT Teacher Practice Rubric.

- Identified Teacher would be notified by the District in writing that, based on evaluation outcomes, a TIP would be developed within 10 work days of receipt of letter.
- The District must contact the RCSTA President to inform him/her of a member being placed on a TIP.
- Identified Teacher would be contacted by the Peer Assistance and Review (PAR) consulting Teacher.
- PAR consulting teacher would work with Administration and member in the development of the TIP. See Appendix 5 for TIP form.
- The Administrator and the Teacher will organize follow-up meetings to review the progress and document same on a progress log.

Contents: Each TIP shall contain the following information:

- Identify Areas of Improvement
- Identify Timeline for improvement
- Identify How Improvement will assessed
- Identify differentiated activities to support improvement

The timing of each TIP shall be in place no later than ten (10) work days after teacher is notified of a developing or ineffective rating.

Provisions

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. peer coaching, portfolios, observations of other teachers, academic study, in-service courses, etc.) and the district will bear any costs.

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.

Teacher Appeals Process for the APPR

Overview

Teachers may only appeal an overall evaluation for one of the following reasons:

1. The substance and rating of the APPR
2. Adherence to standards and methodologies required for such review
3. Adherence to Commissioner's regulations
4. The issuance and/or implementation of the terms of an improvement plan in connection with an "ineffective" or "developing" determinations.

Teachers may submit written rebuttals of determination of "effective" and "highly effective" if desired, but may not appeal the rating. However, if the law and regulations change to allow appeals for "effective" and "highly effective", this will be followed by the District.

Appeals Panel

The Appeals Panel shall consist of two members appointed by the District and two members appointed by the local Teachers' Association.

Procedure

1. A teacher desiring to appeal their APPR composite summary score must submit a written statement with a rationale for the appeal, based on the above allowable parameters. The appeal must be made within 15 school days of the teacher formally being assigned the rating. The written appeal must be submitted to the superintendent.

2. The district superintendent will notify the association president and the Appeals Panel in writing within 5 school days of the appeal and schedule an appeal hearing within 30 calendar days of the receipt of the appeal. The hearing will be conducted by the Appeals Panel at the District Office on a school day at a mutually agreed upon time by the District and the Teachers' Association on a school day. The teacher is entitled to have representation at this hearing and to present evidence and witnesses.

3. The Appeals Panel may modify the APPR, set aside the rating, uphold the rating and/or call for a new review conducted by an administrator chosen by the District and the Association (not the original evaluator) and a consulting teacher trained in Peer Review Assistance (PAR). The Panel will render a decision within 15 school days.

4. In the event the committee is not unanimous in its decision on an appeal, each member of the committee shall write a brief statement setting forth and explaining his or her recommendation for disposition of the appeal. The committee members' written statements, together with the full record of the appeal, shall then be forwarded to the District Superintendent and the RCSTA President. This two person body, or their designees, must render a decision in writing within 10 school days. This decision may modify the APPR, set aside the rating, or call for a new rating conducted by an administrator chosen by the District and the Association.

5. In cases where the teacher prevails at the appeal (in part or whole), upon request of the teacher, a different evaluator (not the original evaluator) will be assigned to conduct the APPR the succeeding year.

The determination of the appeal pursuant to the above process is final and binding, and not subject to any further appeal. Failure of either the District or the Association to abide by the above agreed upon process is subject to the grievance procedure.

Appendix 1

Timeline and E-mail Notifications

Phase of APPR Process Probationary Teachers

	September	October	November	December	January	February	March	April	May	June
Unannounced observation #1 Standards #3, #4 are evaluated	Probationary (Non Tenured) Sept. 10- Nov. 15									
Observation #2 Preconference/ Observation/ Post conference Standards 2/3/4/5 are evaluated			Probationary Nov. 16 – Jan. 31							
Observation #3 Preconference/ Observation/ Post conference Standards 2/3/4/5 are evaluated						Probationary Feb. 1- May 31				

Phases of APPR Process Tenured Teachers

	September	October	November	December	January	February	March	April	May	June
Evaluator conducts first unannounced observation #1. Standards #3, #4 are evaluated	Tenured Sept. 10 – Dec. 15									
Observation #2 Preconference/ Observation/ Post conference Standards 2/3/4/5 are evaluated					Tenured Jan. 3 – May 31					

E-mail communications concerning any element of the evaluation process must be sent during the teacher's contractual work day; if sent after the contractual work day, the e-mail will be considered as having been sent on the next school day.

Unannounced Observation E-mail

Dear _____,

An Unannounced Observation will take place in one of your classes sometime on or between ____ and _____. These dates represent a five day window that will begin one day from the school day after this e-mail has been sent to you. During this Unannounced Observation, I will be utilizing the Form A teacher evaluation rubric."

Thank you,

Announced Observation E-mail

Dear _____,

I would like to tentatively schedule your Announced Observation process as follows. (Optional: I am particularly interested in observing instruction during your ____ class). Please confirm that these dates/times will be acceptable within your schedule. Adjustments to these suggested times may be made as needed before we begin this process.

Pre-Observation = (month)/(day) @ time; e.g. 3/11 @ 2:40 – 3:15

Observation = (month)/(day) @ time; e.g. 3/17 @ 1:55 - 2:40

Post-Observation = (month)/(day) @ time; e.g. 3/26 @ 2:30 – 2:15

At the pre-observation conference, we will discuss the lesson plan that you have created using the lesson plan template. We will also discuss the Pre-Observation questions.

The completed lesson plan and answers to the Pre-Observation question should be entered into EVI at least one school day prior to your Pre-Observation meeting. Thinking through and answering these questions beforehand will significantly add to the value of our discussion during the Pre-Conference.

During the Announced observation, I will be utilizing the Form B teacher evaluation rubric. Within five days after the observation and at least two school days prior to our Post-Observation meeting, I will be "releasing" a copy of your draft evaluation in EVI/Stafftrac. You will receive an e-mail notification of this "release" so that you may read through and review the document.

The answers to the Post-Observation questions should be submitted to me via e-mail at least one school day prior to our Post-Observation meeting. The answers to these questions will assist in completing elements of the evaluation process.

Thank you,

Appendix 2

Evaluation Forms

A, B, and C

Form A: Unannounced Observation Scoring Worksheet

Teacher: _____ Date: _____

Subject: _____ Time: _____

Evaluator: _____

Element	Evaluator Evidence/Notes	HEDI Scoring				Teacher Comments/Responses
		Highly Effective	Effective	Developing	Ineffective	
		4	3	2	1	
3.2 Teachers communicate clearly and accurately with students to maximize their understanding and learning.				2	1	
3.4 Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement.						
3.6 Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.						
4.1 Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.						
4.3 Teachers manage the learning environment for the effective operation of the classroom.						

Overall Score (circle one): 4 3 2 1
 HEDI Rating (circle one): Highly Effective Effective Developing Ineffective
 Evaluator Initials: _____ Date: _____
 Teacher Initials*: _____ Date: _____

* The initials of the teacher indicates that he/she has read this review and has knowledge of its contents not that he/she agrees with its contents.

Form B: Observation #2/3 Scoring Worksheet

Teacher: _____ Date: _____
 Subject: _____ Time: _____
 Evaluator: _____

Element	Evaluator Evidence/Notes	HEDI Scoring				Teacher Comments/Responses
		Highly Effective 4	Effective 3	Developing 2	Ineffective 1	
1.3 Teachers demonstrate knowledge of and are responsive to diverse learning needs, interests, and experiences of all students.						
2.1 Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).						
2.3 Teachers use a broad range of instructional strategies to make subject matter accessible.						
2.5 Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.						
3.1 Teachers use research based practices and evidence of student learning to provide developmentally appropriate and standards driven instruction that motivates and engages students in learning.						
3.2 Teachers communicate clearly and accurately with students to maximize their understanding and learning.						

Element	Evaluator Evidence/Notes	HEDI Scoring				Teacher Comments/Responses
		Highly Effective 4	Effective 3	Developing 2	Ineffective 1	
3.6 Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.					1	
4.2 Teachers create an intellectually challenging and stimulating learning environment.						
4.3 Teachers manage the learning environment for the effective operation of the classroom.						
5.1 Teachers design, adapt, select and use a range of assessment tools and processes to measure and document student learning and growth.						
5.2 Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.						
1.4, 6.2 & 6.3 Teachers acquire knowledge of individual students, families, guardians, and/or caregivers to enhance student learning. Culture that supports high expectations for student learning. (Discussed at pre conference)						
7.1 & 7.2 Teachers reflect on their practice to improve instructional effectiveness and guide professional growth. Teachers set goals. (Discussed at post-conference)						

Overall Score (circle one): 4 3 2 1

HEDI Rating (circle one): Highly Effective Effective Developing Ineffective

Evaluator Initials: _____ Date: _____

Teacher Initials*: _____ Date: _____

*The initials of the teacher indicates that he/she has read this review and has knowledge of its contents not that he/she agrees with its contents.

Teacher Practice Rubric (Form C)

Probationary Teachers

	Form	Standard	Score	Multiplier	Weighted Score
# 1: Unannounced Observation	A	3, 4		X 1.0	
# 2: Announced Observation	B	1-7		X 2.0	
# 3: Announced Observation	B	1-7		X 2.0	
				Total Weighted Score	
				Wgt. Score /5= (Final Score)	

	State SED 50% growth or comparable measure (SLO, state tests, regents, measures on the state approved assessment list)
Highly effective	18-20
Effective	15-17
Developing	13-14
Ineffective	0-12

Tenured Teachers

	Form	Standard	Score	Multiplier	Weighted Score
# 1: Unannounced Observation	A	3, 4		X 1.0	
# 2: Announced Observation	B	1-7		X 4.0	
				Wgt Score /5= (Final Score)	

Appendix 3

Lesson Plan

Template, Pre and Post

Questions

Lesson Plan Template

(Submitted by the teacher at the pre-conference)

Unit: _____

Lesson: _____

Date: _____

<p>Curriculum Standard(s) Identify the curriculum standards to be taught; connect to other standards within or outside of the discipline.</p>	
<p>Student/Class Profile Identify any accommodations in instruction to meet student learning needs.</p>	
<p>Learning Outcomes Identify the important concepts and skills that students will be expected to learn.</p>	
<p>Assessments Identify the formative and/or summative assessments used to determine student progress towards achieving the learning outcomes of the lesson.</p>	
<p>Cognitive Engagement Include: Warm-up or opening to lesson, activities to engage students in the intended learning outcomes, closure activity.</p>	
<p>Adjustments/Modifications Identify ways in which you may adjust the lesson if formative assessments warrant modification.</p>	
<p>Groups How will students be grouped for each activity of the lesson?</p>	
<p>Resources Identify resources and materials needed for lesson.</p>	

QUESTIONS FOR PRE-CONFERENCE MEETING

QUESTIONS	ANSWERS
How were the objectives established? What data and sources informed their selection?	
How will the teacher know and how will students demonstrate achievement of the instructional objectives?	
How does the lesson plan connect other learning opportunities?	
How do those strategies promote high levels of cognition?	
How is this lesson organized to address short- and long-term learning objectives?	
How has student achievement data informed the instruction, and how does this lesson specifically address the identified student?	
How will instruction be differentiated to meet the needs of all students?	
What is the pre- and post-requisite knowledge related to this lesson?	
What misconceptions may students have related to this topic?	
How might these learning obstacles be addressed?	
How will student learning be assessed, including both formative and summative assessments?	
How might instruction be modified if students have not demonstrated the expected level of understanding during the lesson?	
<p>Document/evidence</p> <p>1.4, 6.2 & 6.3 Teachers acquire knowledge of individual students, families, guardians, and/or caregivers to enhance student learning. Culture that supports high expectations for student learning.</p>	<p>Examples may include:</p> <ul style="list-style-type: none"> • Teacher’s class webpage • Class Newsletters • Parent communication about classroom specific concerns or topics (e-mail, letters, referrals, parent portal, phone log)

QUESTIONS FOR POST-CONFERENCE MEETING

QUESTIONS	ANSWERS
As you reflect on the lesson, were the students cognitively engaged in the work? How do you know? 7.1	
How did the instructional strategies you chose support student learning? How do you know?	
Did you alter your lesson plan or adjust your outcomes as you taught the lesson? If so, how, and for what reason?	
What have you done to promote a culture for learning in your classroom?	
Discuss any professional development that has improved your teaching competency. 7.2	

Appendix 4

Converting

Points to a

HEDI Score

	Overall Student Performance Category Score and Rating			Overall Observation Category Score and Rating	
	Minimum	Maximum		Minimum	Maximum
H	18	20	H	3.5 to 3.75	4.0
E	15	17	E	2.5 to 2.75	3.49 to 3.74
D	13	14	D	1.5 to 1.75	2.49 to 2.74
I	0	12	I	0	1.49 to 1.74

5.2) Scoring Matrix for the Overall Rating

		Teacher Observation Category			
		Highly Effective (H)	Effective (E) ★	Developing (D)	Ineffective (I)
Student Performance Category	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 Observation is Vertical

*Student Performance Category is Horizontal

*Student Performance equals X and Teacher Observation equals Y

Appendix 5

Teacher Improvement Plan Form D

RAVENA-COEYMANS-SELKIRK CENTRAL SCHOOL DISTRICT

Teacher Improvement Plan (Form D)

The sole purpose of the TIP is the improvement of teaching practice. The goal is to provide resources and support for teachers who have been rated as “developing” or “ineffective.” The evaluator and teacher will jointly determine the strategies to be undertaken to correct the deficiencies.

Teacher _____

Grade/Subject _____

Evaluator _____

[Teacher Association Representative _____]

Date _____

List the area(s) needing improvement. If there are several, indicate the priority order for addressing them

Priority	Area needing improvement	Performance goal

Describe the plan for improvement with specific, measurable objectives, timeline and process the teacher must meet in order to achieve an effective rating.

Describe the professional development opportunities, materials, resources and supports the District will make available.

Assignment of a mentor teacher yes no

Name of Mentor _____

The teacher, evaluator, mentor (if applicable) and an Association representative (if requested by the teacher) shall meet _____ to assess the effectiveness and appropriateness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

Evaluator's Signature _____

Date _____

Teacher's Signature _____

Date _____

Meeting Dates				
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Meeting Date _____

Evaluator Comments

Teacher Comments

Meeting Date _____

Evaluator Comments

Teacher Comments

Meeting Date _____

Evaluator Comments

Teacher Comments

Meeting Date _____

Evaluator Comments

Teacher Comments

Recommendation for Results of TIP

- The teacher has met the performance goals identified through the TIP.
- The teacher has not met the performance goals.

Next Steps

Evaluator's Signature _____

Date _____

Teacher's Signature _____

Date _____

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