

# 6. Additional Requirements - Teachers

Created Thursday, May 03, 2012

Updated Friday, November 30, 2012

---

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

6.1) Assurances -- Improvement Plans   Assure that teachers who receive a Developing or Ineffective rating will receive a Teacher Improvement Plan (TIP) within 10 school days from the opening of classes in the school year following the performance year	Checked
6.1) Assurances -- Improvement Plans   Assure that TIP plans shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas	Checked

### 6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

*assets/survey-uploads/5265/124296-Df0w3Xx5v6/Teacher Improvement Plan 9.6.12 with meeting documentation.docx*

### 6.3) Appeals Process

Pursuant to Education Law section 3012-c, a teacher may only challenge the following in an appeal:

(1) the substance of the annual professional performance review

(2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way:

*Appeals Process – the appeals process will be as follows:*

*1- Within ten (10) business days, occurring during the school year including summer recess, of the receipt of a teacher's annual evaluation, the teacher may request, in writing, review by the Superintendent of Schools or his/her designee.*

2- The appeal writing shall articulate in detail the basis of the appeal to the Superintendent of Schools or his/her designee. Failure to articulate a particular basis for the appeal in the aforesaid appeal writing shall be deemed a waiver of that claim. The evaluated teacher may only challenge the substance, rating and/or adherence to the parties' annual professional performance review plan adopted pursuant to 8 NYCRR 30-2 and Education Law 3012-c.

3- Within ten (10) business days, occurring during the school year including summer recess, of receipt of the appeal, the Superintendent of Schools or his/her designee shall render an initial determination, in writing, respecting the appeal. Thereafter, the affected teacher may elect review of the appeal papers by one outside expert who will be chosen from a panel of three persons selected by the District and PCT, which panel shall be established by the parties. The initial panel shall be identified in a separate writing between the parties. The panel composition shall be reviewed annually beginning on July 1, 2013. The panelists shall be selected in rotating order; if a panelist is unavailable, the next listed panelist will be chosen. The cost of expert review shall be borne equally by the parties. The expert may recommend a modification of the TIP, or a modification of the rating, along with his/her rationale for the same. Expert review shall be completed within ten (10) business days of delivery of the written request for review to the panel member. No hearing shall be held and the review shall be based solely upon the original appeal, the Superintendent's initial determination, supporting papers submitted by the teachers and/or a response to the appeal by the teacher's evaluator. The panelist's written review recommendation shall be transmitted to the Superintendent and appellant upon completion. This process will occur in a timely and expeditious manner in accordance with Education Law §3012-c. The Superintendent shall consider the written review recommendation of the panelist and shall issue a written decision within ten (10) days thereof. The determination of the Superintendent of Schools, or his/her designee, shall be final and shall not be grievable, arbitrable, nor reviewable in any other forum; however, the failure of either party to abide by the above agreed upon process shall be subject to the grievance procedure. (The parties acknowledge that nothing herein shall prevent a unit member from offering into evidence the written review recommendation of an outside expert appointed pursuant to his subdivision to the context of a 3020-a discharge proceeding based on a "pattern of ineffective teaching or performance" or "pedagogical incompetence.")

4- An overall performance rating of "ineffective" on the annual evaluation is the only rating subject to appeal. Teachers who receive a rating of "highly effective" or "effective" or "developing" shall not be permitted to appeal their rating.

5- Non-tenured teachers shall not be permitted to appeal any aspect of their annual evaluation, or the school district's issuance and/or implementation of the terms of a teacher improvement plan. Probationary teachers who are rated ineffective, effective, highly effective or developing may elect to submit a written response to their overall rating, which response shall be appended to the APPR evaluation and filed in the teacher's personnel file.

## 6.4) Training and Certification of Lead Evaluators and Evaluators

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

*The principals will serve as the lead evaluators for the teachers in the Plainview-Old Bethpage CSD. All evaluators and lead evaluators have participated and will continue to participate in NYS Race to the Top Network Team Training, Nassau BOCES turnkey training (modules), or locally provided experiences conducted by trained individuals to earn certification and re-certification. The Superintendent or his designee will maintain records of completion of each of the required modules/sessions. The Superintendent will certify to the Board of Education that each of the individuals named as evaluators and lead evaluators have completed the required training. Training will be on-going, and re-certification will be conducted annually. Required Training Elements as prescribed in Commissioner's Regulations will include: 1. The Teaching Standards and their related functions, as applicable; 2. Evidence-based observation techniques that are grounded in research; 3. Application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart; 4. Application and use of the Marshall Teacher Rubric selected by the district for use in evaluations, including training on the effective application of such rubrics to observe teacher's practice; 5. Application and use of any assessment tools the school district utilizes to evaluate its teachers; 6. Application and use of any State-approved locally selected measures of student achievement used by the district or BOCES to evaluate its principals; 7. Use of the Statewide Instructional Reporting System; 8. The scoring methodology utilized by the Department and/or the district to evaluate a teacher under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of scoring ranges prescribed by the commissioner; 9. Specific consideration in evaluating teachers of English language learners and students with disabilities. In order to enhance and ensure inter-rater reliability, the district is conducting professional development for all principals and district administrators through which the Marshall Rubric is analyzed and applied to teaching scenarios. Each principal and administrator watches a video showing a classroom lesson and gathers evidence. At the end of the video, the evidence is evaluated using the rubric. Then the principals and administrators compare the evidence each gathered and their evaluation using the rubric. The discussion focuses on similarities and differences to teach everyone to gather appropriate evidence and apply the rubric accurately and consistently.*

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

(1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable

(2) evidence-based observation techniques that are grounded in research

(3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice

(5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

(6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

(9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

- 
- Checked
- 

## 6.6) Assurances -- Teachers

Please check all of the boxes below:

6.6) Assurances -- Teachers   Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured.	Checked
6.6) Assurances -- Teachers   Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured.	Checked
6.6) Assurances -- Teachers   Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
6.6) Assurances -- Teachers   Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers   Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers   Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

## 6.7) Assurances -- Data

Please check all of the boxes below:

6.7) Assurances -- Data   Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.	Checked
6.7) Assurances -- Data   Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
6.7) Assurances -- Data   Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked