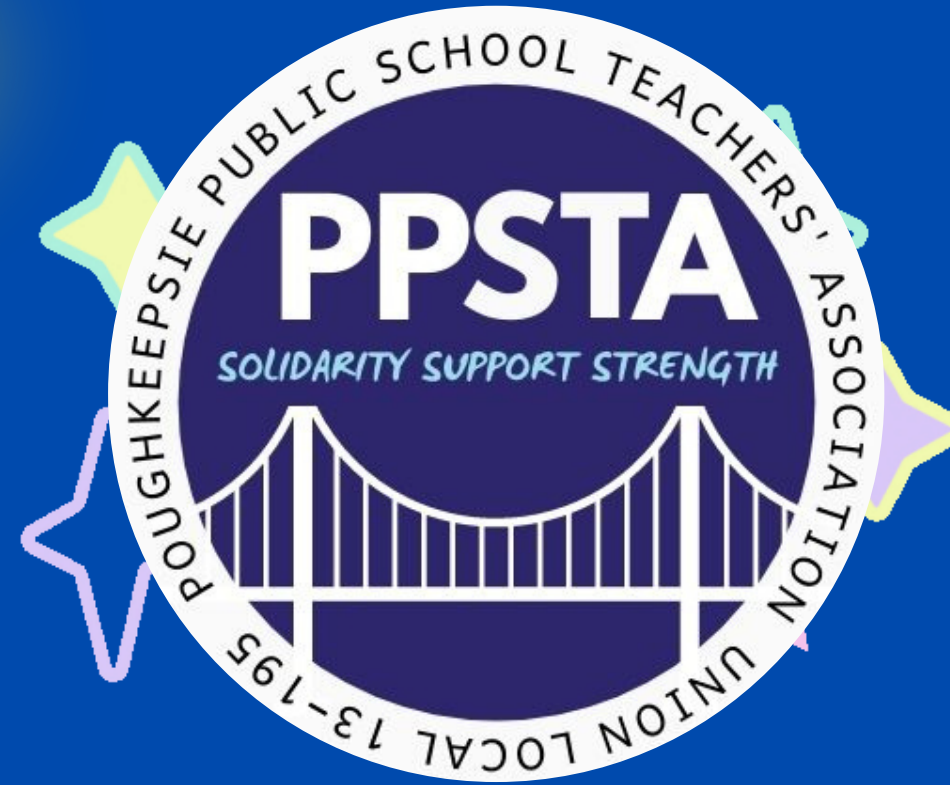


Welcome

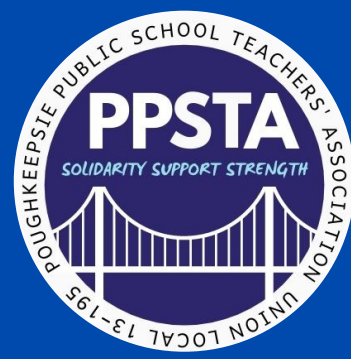


General Membership Meeting

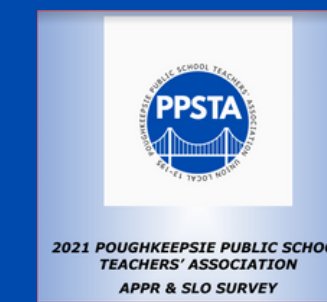
- *Please 'Mute' your microphones *(we've all heard the bloopers:)***
- *In an effort to streamline the information and respect member's time, please hold your questions until the conclusion of the APPR presentation.**

PPSTA STRONG.

General Membership Meeting
APPR 2021-22 Presentation
November 4, 2021



PPSTA MEMBER FEEDBACK APPR SURVEY AUGUST 2021



- iReady
- iReady assessments
- iReady data as it can show growth.
- iReady Diagnostic
- iReady fall/spring
- iReady for Reading and Math
- iReady is something the students are familiar with so I would go with that.
- iReady- kids need time to become more familiar with the program and expectations.
- iReady program for grade 1

Keep NYSUT Lesson Plan

I would like to use iReady if I had to choose because I have more impact on the students who will determine my score.

I'm really not sure if any of these apply to my subject area. I guess since the district is pretty invested in iReady that would make the most sense. However as someone who does not teach ELA or Math, I have very little control over the SLOs if either method is used.

iReady

iReady BOY and EOY diagnostics. BOY should be administered in September in order for a "true", accurate baseline score. In the past, the BOY diagnostic was often administered as late as Mid-late November or early December.

We are all just recovering from a terrible 18 months of stress and worry. Many of us are learning new curriculum. The students have experienced trauma, and our focus should be on their social-emotional welfare not entirely new APPR systems. Please don't require teachers to learn whole new APPR/SLO requirements/procedures. We have Ready growth measurements to utilize for local percentages and a rubric that can be scaled down for both teacher and administrator accessibility/usefulness. Thank you for the opportunity to provide input.

The NYSESLAT was used previously, and I would want to continue using the NYSESLAT as my SLO. While not perfect, it is the only measure that corresponds to the ENL program and contains the four modalities used to measure language growth for ELLs. Other measures that were considered and/or used in the past, like MAPs and iReady, measure only reading and language usage. However, early growth for a language learner is often best demonstrated by aural comprehension and speaking. Reading and writing is harder and there isn't always a lot of growth at first. All four modalities are needed to show growth in the various stages of learning a new language.

Again, for ENL I would prefer to stick with the NYSESLAT. It assesses Speaking and Listening skills which are not assessed by other measures.

Based upon those choices - I would look to iReady

I believe the iReady/Ready assessments would be an appropriate assessment for grade 2.

I believe using Ready maybe one of the districts strongest options as it is able to show 3 different points of data along with showing growth through a school year.

As a SPED teacher I do not think State exams or Regents should be used. I would lean more towards iReady or a district developed course assessment like most other districts have. I believe that self-contained students should have a different assessment altogether.

Teachers should be the only people predicting how their students will perform on exams.
Thanks for seeking unit member input!

The role of the co-teachers in ICT settings should be examined in regard to the APPR.
We should focus on student growth and not passing a Regents or hitting a grade level.

Though my true preference for the future would be portfolio/performance-based assessments designed for each course in our district, I would prefer using the Regents exams for Regents courses, since they are aligned with the content we teach, and we have models from which we can prepare students. For subject areas that do not have a Regents—like economics—I would like us to use a content-specific assessment developed by another district or BOCES, but ONLY if we can have access to the assessment ahead of time and score them in-house. We need to make sure students know what to expect before they are assessed. If these conditions can't be met, using iReady would be an alternative.

Using the English Regents exam seemed to work much better than having our students take a SLO pre/post exam - it reduced the number of assessments student have to take and students tend to take their Regents exams more seriously than they do individual SLO exams.

APPR Law Highlights:

Process for assignment of points within the Observation Category:

All observed components within the seven (7) standards of the rubric shall be weighted equally during each observation to arrive at a 1-4 rating for each observation. All observable aspects of pedagogy within the components to be observed shall be appraised annually across the multiple observations conducted throughout the school year.

STUDENT PERFORMANCE CATEGORY

ALL DECISIONS REGARDING THE STUDENT PERFORMANCE CATEGORY WILL BE MADE LOCALLY THROUGH THE COLLECTIVE BARGAINING PROCESS. THE LANGUAGE ELIMINATES THE TWO TIER SYSTEM WHERE TEACHERS IN "TESTED" SUBJECTS MUST HAVE INDIVIDUAL SLOS OR GROWTH SCORES AND TEACHERS IN "NON-TESTED" SUBJECTS INDIVIDUAL OR GROUP SLO'S. IT ELIMINATES THE CALCULATION AND USE OF THE STATE PROVIDED GROWTH MODEL FROM APPR. THE LAW ALSO ELIMINATES THE REQUIREMENT TO USE STATE TESTS IN THE APPR. THIS CHANGE ALLOWS LOCALS TO DETERMINE WHETHER OR NOT TO USE THE STATE 3-8 ELA AND MATH, 4 & 8 SCIENCE, NYSESLAT, ALTERNATIVE ASSESSMENT AND REGENTS EXAMS AS EITHER INDIVIDUAL OR GROUP MEASURES IN THE APPR AT THE BARGAINING TABLE. EACH LOCAL CAN CHOOSE TO CONTINUE THEIR CURRENT 3012-D TRANSITION APPR PLAN UNTIL A NEW COLLECTIVE BARGAINING AGREEMENT IS AGREED TO THAT ADHERES TO THE NEW LAW, WITH NO LOSS OF STATE AID. ALL MEASURES ALREADY APPROVED FOR USE IN APPR ARE REQUIRED TO REMAIN OPTIONS UNDER THE NEW LAW. FOR EXAMPLE, IF LOCALLY NEGOTIATED, ALL TEACHERS, INCLUDING HIGH SCHOOL REGENTS TEACHERS, COULD BE COVERED BY GROUP MEASURES, REMOVING THE HIGH STAKES NATURE OF INDIVIDUAL SLOS. THE AMENDMENTS DO NOT GIVE ANY NEW AUTHORITY TO THE COMMISSIONER, THE COMMISSIONER CANNOT REMOVE ANY OF THE STUDENT PERFORMANCE MEASURES ALREADY APPROVED NOR CAN THE COMMISSIONER MANDATE A NEW TEST.

BY AND BETWEEN THE SUPERINTENDENT OF SCHOOLS AND BOARD OF EDUCATION POUGHKEEPSIE CITY SCHOOL DISTRICT, hereinafter referred to as "The District" and THE POUGHKEEPSIE PUBLIC SCHOOLS TEACHERS' ASSOCIATION hereinafter referred to as "The Association" or "the PPSTA",

WHEREAS, the District and the Association have entered into negotiations in consideration of the implementation of New York State Education Law 3012-d regarding annual professional performance reviews of classroom teachers; and

WHEREAS, the parties shall be subject to the following Overall APPR HEDI Rating matrix under Education Law Section 3012-d, unless such matrix is modified by statute at a future time (in which case this provision shall be superseded by any statutory modification):

NOW, THEREFORE, the parties mutually agree as follows:

Teacher Observation					
Student Learning Objective	HEDI RATING	Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (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

Ensuring Accurate Teacher and Student Data:

The District shall provide accurate data to the State Education Department (SED) in a format and timeline prescribed by the Commissioner. The District shall provide a timely opportunity for every covered teacher to verify the subjects and/or student rosters assigned to him/her. Covered teachers shall be afforded the opportunity to verify the final APPR data attributed to them as soon as possible within ten work days before it is sent to SED as allowable by law.

NYSUT Rubric

NYS Education Law 3012-d
Regent's Rules Part 30-3:3

HEDI Ratings

Observation Scoring Bands

Matrix

Teacher Observation					
Student Performance		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (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

Student Performance Category:

_____The parties have agreed that no optional second negotiated Student Performance Category measure shall be used for the evaluation of classroom teachers under Education Law Section 3012-d.

Observation Category Rubric:

The parties mutually agree to use the NYSUT RUBRIC as the rubric for all classroom teachers as defined in Part 30-3:3 of the Regents' Rules for the 2021-2022 school year. The parties agree to meet at the end of the 2021-2022 school year to reassess the changes made to the 2016-2017 agreement.

Observation Category HEDI Cut Scores:

For the Teacher Observation Category, the parties agree to the following minimum/maximum cut scores for teachers evaluated hereunder:

Teacher Observation Scoring Bands		
	Overall Observation Category Score & Rating	
	Minimum	Maximum
H Highly Effective	3.51	4.0
E Effective	2.51	3.5
D Developing	1.5	2.5
I Ineffective	0.00	1.49

NYSUT Rubric

Indicators for Announced & Unannounced Observation



**Breakdown of Announced & Unannounced
Observations w/HEDI
Tenured or Untenured Teachers**



Observation/Evaluation Procedures
Indicators for Announced & Unannounced Observation



Process for assignment of points within the Observation Category:

Selected components from the standards of the rubric (1.2A, 1.3A, 1.4A, 2.2B, 2.4A, 2.5B, 3.1B, 3.2A, 3.2B, 3.2C, 3.4A, 3.5A, 3.6A, 3.6B, 4.1A, 4.1C, 4.2A, 4.2B, 4.3A, 4.3B, 4.4A, 5.1A, 5.1B, 5.2A, 5.2B, 5.3A) shall be weighted equally during each announced observation to arrive at a 1-4 rating for each observation. Selected components from the standards of the rubric (3.1B, 3.2B, 3.4A, 3.6B, 4.1A, 4.3A) shall be weighted equally during each unannounced observation to arrive at a 1-4 rating for each observation. All observable aspects of pedagogy within the components to be observed shall be appraised annually across the multiple observations conducted throughout the school year.

Each and every observed component shall be provided with a 1-4 rating during each observation (where 1=ineffective, 2=developing, 3=effective, and 4=highly effective), and all observed components shall be averaged to arrive at a 1-4 rating for each observation.

To arrive at an Overall Observation Category Score and Rating, 90% of the Observation Category shall be based upon the score(s) received during the observation(s) conducted by the teacher's lead evaluator and 10% of the Observation Category score shall be based upon the observation(s) conducted by the independent trained evaluator.

Tenured teachers will receive one announced observation conducted by their lead evaluator and one unannounced observation conducted by the independent evaluator. Non-tenured teachers will receive two announced observations conducted by the lead evaluator and one unannounced observation conducted by the independent evaluator.

For non-tenured teachers the two observations performed by the lead evaluator/other trained administrator, such multiple observation scores shall be averaged together to arrive at the HEDI point value that comprises 90% of the Observation Category score and corresponding HEDI rating. If either tenured or non-tenured teachers receive a developing or ineffective in the unannounced observation conducted by the independent trained evaluator, a second observation will be conducted and the multiple observation scores shall be averaged together to arrive at the HEDI point value that comprises 10% of the Observation Category.

Observation/Evaluation Procedures:

All ratings will be based upon and substantiated by evidence collected during the course of the current school year as long as it is documented as part of an observation(s) process(es).

Every effort shall be made for formal and/or informal documentation as described above to be provided to the teacher's lead evaluator by no later than June 1st of that school year.

The parties agree that no video recordings shall be utilized in the Observation Category of the APPR.



Regarding All Observations

General Information



The following procedures shall apply to the observation of those teachers who are subject to the requirements of 3012-d of the New York State Education Law and Part 30-3 of the Regents' Rules commencing with the 2021-2022 school year.

All Observations

1. For formal announced and informal unannounced observations, the evaluator shall provide the teacher with a 1-4 rating and a script or summary of observed evidence in each observed component within fifteen (15) school days of the observation, based upon the evidence collected during such observations.
2. During the post-observation conference between the administrator, who conducted the observation, and the teacher there will be a discussion of areas requiring improvement, indicated by evidence of developing or ineffective performance. In the event that one or more areas of improvement as defined above are identified in any component based on the findings of the first observation, the evaluator shall meet with the Teacher to discuss expectations for the next observations.
3. A teacher shall be provided an opportunity to respond in writing to any post observation report or the summative evaluation.
4. Any procedural violations of this plan document for a teacher who has received an overall composite rating of "developing" or "ineffective" shall be documented in writing to the lead evaluator by the teacher within ten (10) school days of the teacher's receipt of the observation rating/summary.
5. All observations must be concluded by June 5th of each school year.
6. For Mathematics and English Language Arts teachers Kindergarten through Eighth grade, they will not be observed during District directed state test preparatory days nor during state testing for their discipline (either Mathematics or English Language Arts).

Formal Announced Observations

7. Administrators will give ten school days notice of the announced observation. The teacher will provide a lesson plan five school days in advance of the observation.
8. The formal announced observation(s) shall be preceded by a pre-observation conference held within three (3) school days of the observation. Teachers shall be required to submit the observation conference form three (3) days prior to the pre-observation conference for a formal announced observation. Teachers will receive a score for each component of Standard 2 by the end of the pre-conference of a formal observation.
9. The length of a formal announced observation shall begin at the start of a class and be a minimum of one instructional period.
10. In the event that there has been an incomplete observation (shortened due to a fire drill or emergency) which the teacher has not agreed to waive in writing, the administrator shall conduct a follow-up formal announced observation within fifteen (15) school days of the observation, based upon the evidence collected during such observation.

Formal Announced Observations

Timeline



Informal Unannounced Observation

10 minutes to 20 minutes

No form



Informal Unannounced Observation

Tenured Teachers=One w/options



Informal Unannounced Observation

Non-tenured Teachers=One w/options

Formal Announced-Informal Unannounced-Formal Announced



11. A post observation conference held within ten (10) school days following the observation. The post conference form shall be submitted three (3) school days prior to the post-observation conference for a formal announced observation. Post observation conferences are required for all formal announced observations. Tentative scores will be released to the teacher 36 hours prior to the post conference.
12. The written report in Staff Trac will be completed fifteen (15) school days after the post conference.

Informal Unannounced Observations

13. An informal unannounced observation shall be no less than ten (10) minutes and no longer than twenty (20) minutes in length.
14. No completion of forms is required for an informal unannounced observation. A post conference shall be held if requested either by the independent evaluator or the teacher.
15. Feedback shall be provided in writing for any informal unannounced observation where the teacher receives a rating of "developing" or "ineffective".

Tenured Teachers

16. For tenured teachers there shall be one (1) formal announced classroom observation annually and one (1) informal unannounced observation annually. If a tenured teacher receives a developing or ineffective on their informal unannounced observation then a second informal unannounced observation will be conducted (see above - Process for assignment of points within the Observation Category). The sequence of the observations shall be formal announced observation and then one (1) informal unannounced observation. If a tenured teacher receives a developing or ineffective on their informal unannounced observation then a second informal unannounced observation will be conducted (see above - Process for assignment of points within the Observation Category).

Non-tenured Teachers

17. For non-tenured teachers, there shall be two (2) formal announced classroom observations annually and one (1) informal unannounced observation annually. If a non-tenured teacher receives a developing or ineffective on their informal unannounced observation then a second informal unannounced observation will be conducted (see above - Process for assignment of points within the Observation Category). The sequence of observations shall be a formal announced, an informal unannounced observation (second informal unannounced observation if the first informal unannounced observation was developing or ineffective), and then a formal announced observation.
18. Nothing herein shall be construed to limit the unfettered right of the District to terminate probationary classroom teachers, subject to applicable laws and regulations including during the pendency of an appeal for the performance that is the subject of the appeal.
19. The Superintendent and all designated pedagogical administrators must be trained in accordance with the requirements of statute and regulations, must possess appropriate NYS school professional or permanent administrators' certifications, must be trained in

PROPOSED APPR TIMELINE FOR 2021-22





Old APPR- Performance Based

Based on this chart to be effective 75% of the students taking a 3-8 test or the 11th grade ELA Regents would have to pass or be proficient.

Student Learning Objectives

Growth Based/.75



Overall Students Performance Category Score and Rating

Rating	Minimum	Maximum
Highly Effective	18	20
Effective	15	17
Developing	13	14
Ineffective	0	12



New APPR- Growth Based

Based on this chart 75% of students would have to make growth on iReady or Combination of the Regents exams. For example if 152 students took the iReady diagnostic 38 could not make the target and the teacher would still be in the effective category for student performance.

the use of the NYSUT Teacher Practice Rubric for the evaluation of teachers and must be NYSUT certified evaluator.

20. Negotiations regarding any of these procedures shall be reopened prospectively after the first year of implementation, in the event that either party feels there is a need therefore.
21. The Observation/Evaluation Forms that have been agreed upon by the parties shall be annexed hereto as Appendix A.

Student Learning Objectives

APPR & SLO Bands

SLO Bands																				
Ineffective													Develo -ping		Effective			Highly Effective		
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-4 %	5-8 %	9-12 %	13-16 %	17-20 %	21-24 %	25-28 %	29-33 %	34-38 %	39-43 %	44-48 %	49-54 %	55-59 %	60-66 %	67-74 %	75-79 %	80-84 %	85-89 %	90-92 %	93-96 %	97-100 %

In grades Kindergarten through fifth (5th) grade, The iReady diagnostic .75 growth target will be used.

- Kindergarten - Kindergarten teachers will be assessed on the growth score based on the Kindergarten English Language Arts iReady.
- Grade 1 - First grade teachers will be assessed on the growth score based on the Grade 1 English Language Arts iReady.
- Grade 2 - Second grade teachers will be assessed on the growth score based on the Grade 2 English Language Arts iReady.
- Grade 3 - Third grade teachers will be assessed on the growth score based on the Grade 3 English Language Arts iReady.
- Grade 4 - Fourth grade teachers will be assessed on the growth score based on the Grade 4 English Language Arts iReady.
- Grade 5 - Fifth grade teachers will be assessed on the growth score based on the Grade 5 English Language Arts iReady.
- Special area and all other teachers who have multiple grades will have the average score of those grades for which they have students (i.e. physical education teacher who has grades 2, 3, 4 will have a growth score of the average of Grade 2, 3, and 4).
- Special Education teachers who teach a Life Skills class will have an average score of those grades for which they have students (K to 2 Life Skills class the teacher would have an average of growth scores from Grade K, 1, and 2).

★ **New APPR- Growth Based**
Based on this chart 75% of students would have to make growth on iReady or Combination of the Regents exams. For example if 152 students took the iReady diagnostic 38 could not make the target and the teacher would still be in the effective category for student performance.

Student Learning Objectives

Growth Based/.75



SLO Score Setting			
Percent of Students meeting target	Score	Percent of Students meeting target	Score
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		

Matrix

		Teacher Observation			
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
Student Performance	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E			
	Ineffective (I)	D			

Overall Students Performance Category Score and Rating

Rating	Minimum	Maximum
Highly Effective	18	20
Effective	15	17
Developing	13	14
Ineffective	0	12

- If a teacher believes that a student won't meet a target a rationale must be provided and approved by the administrator at the time of Student Learning Objective development. Once the targets are set and approved the targets may not change.

Middle School teachers in grades sixth (6th) through eighth (8th) grade, The iReady diagnostic .75 growth target will be used.

- Grade 6 - Sixth (6th) grade English Language Arts teachers will be assessed on the growth score based on Grade 6 English Language Arts iReady.
- Grade 6 - Sixth (6th) grade Mathematics teachers will be assessed on the growth score based on Grade 6 Mathematics iReady.
- Grade 6 - All other teachers who only teach sixth grade (6) students will be assessed on the growth score based on Grade 6 English Language Arts iReady.
- Grade 7 - Seventh (7th) grade English Language Arts teachers will be assessed on the growth score based on Grade 7 English Language Arts iReady.
- Grade 7 - Seventh (7th) grade Mathematics teachers will be assessed on the growth score based on Grade 7 Mathematics iReady.
- Grade 7 - All other teachers who only teach seventh grade (7) students will be assessed on the growth score based on Grade 7 English Language Arts iReady.
- Grade 8 - Eighth (8th) grade English Language Arts teachers will be assessed on the growth score based on Grade 8 English Language Arts iReady.
- Grade 8 - Eighth (8th) grade Mathematics teachers will be assessed on the growth score based on Grade 8 Mathematics iReady.
- Grade 8 - All other teachers who only teach eighth grade (8) students will be assessed on the growth score based on Grade 8 English Language Arts iReady.
- Grade 7-8 split team - Seventh (7th) - eighth grade split English Language Arts teachers will be assessed on the growth score based on the average of the Grade 7 English Language Arts iReady and the Grade 8 English Languages Arts iReady.
- Grade 7-8 split team - Seventh (7th) - eighth grade split Mathematics teachers will be assessed on the growth score based on the average of the Grade 7 Mathematics iReady and the Grade 8 Mathematics iReady.
- Grade 7-8 split team - All other teachers of the seventh (7th) - eighth grade split will be assessed on the growth score based on the average of the Grade 7 English Language Arts iReady and the Grade 8 English Languages Arts iReady.
- All kindergarten through twelfth grade English as a New Language teachers will be assessed on the growth score based on the NYSESLAT/NYSITELL.
- Special area and all other teachers who have multiple grades will have the average score of those grades for which they have students (i.e. physical education teacher who has grades 6, 7, and 8 will have a growth score of the average of Grade 6, 7, and 8).

Student Learning Objectives

High School



- Special Education teachers who teach a Life Skills class will have an average score of those grades for which they have students (6 to 8 Life Skills class the teacher would have an average of growth scores from Grade 6, 7, and 8).
- If a teacher believes that a student won't meet a target a rationale must be provided and approved by the administrator at the time of Student Learning Objective development. Once the targets are set and approved the targets may not change.

High School Teachers will utilize a growth model using a pretest and the Regents as a post test in Algebra, Living Environment, Global, and English Language Arts.

- The building level growth score will use only those students who took the pre test and Regent's test (post test) and passed the course in that Regent's subject to address issues of attendance and high mobility. Banding will be used based upon development of the bands by teachers and administrators. If a teacher believes that a student won't meet a target a rationale must be provided and approved by the administrator at the time of Student Learning Objective development. Once the targets are set and approved the targets may not change.

Band	Goal
0-20	55
21-40	
41-50	65
51-60	
61-80	70
81-100	

Appeals Process

- A. Any teacher who receives an ineffective or developing rating on his/her APPR shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Central Office administrator designee of the Superintendent of Schools, who shall be trained in accordance with the requirements of statute and regulations and also possesses either an SDA or SDL certification.
- B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-d of the Education Law. Further, a teacher who is placed on a Teacher Improvement Plan ("TIP") shall have a corresponding right to appeal concerns regarding the TIP in accordance with the requirements set forth in Section 3012-d of the Education Law.
- C. An appeal of an evaluation or a TIP must be commenced within fourteen (14) days of the presentation of the document to the teacher or else the right to appeal shall be deemed waived in all regards.

Appeals Process



Appeals Process

(continued)



- D. The Superintendent's administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action or deny the appeal. In the event that the teacher is unsatisfied with the result of the appeal, a further appeal may be taken to the Superintendent of Schools within two weeks of receipt of the Superintendent's designee's decision upon the appeal.
- E. The Superintendent shall make his or her decision in writing regarding the further appeal within two weeks of receipt of that appeal. The decision of the Superintendent so long as the decision made within the timeframe set forth in this paragraph shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law.
- F. Notwithstanding the above, in the event that a tenured teacher has received two or three consecutive ineffective APPR evaluation ratings, the second tier appeal shall be to an arbitrator selected on a rotating basis from the following list, based on order and reasonable timeframe of availability; Howard Edelman, Bonnie Siber-Weinstock and Sheila Cole, who shall make a final and binding decision upon the appeal of the APPR evaluation and/or the teacher improvement plan. In the event of their unavailability, the parties shall make an alternative mutual selection on an expedited basis. The arbitrator's decision shall be issued within 35 calendar days of the filing of the appeal for arbitration. The cost of arbitration shall be borne equally by the parties.
- G. Nothing herein shall be construed to limit the unfettered right of the District to terminate a probationary teacher subject only to the provisions of Sections 3012, 3019-a and 3031 of the New York State Education Law.
- H. Notwithstanding the above, in the event that there is a substantive violation of the observation procedures set forth in this SMOA, an immediate grievance may be filed with the Superintendent of Schools, under the Grievance Article of the current PPSTA Grievance Procedure. If the grievance is not resolved within ten (10) calendar days at that level, an appeal may be brought to the Board of Education or a subcommittee thereof with twenty (20) calendar days of the alleged substantive violation. For probationary teachers the Superintendent's decision shall be final and binding. For tenured teachers, if the matter is not satisfactorily resolved at the Board level within thirty-five (35) calendar days of the alleged substantive violation, the Association may file for expedited arbitration before Arbitrator Howard Edelman or in the event of his unavailability, Jeffrey Selchick. There shall be three (3) expedited arbitration days when these evaluation appeals may be heard and abbreviated bench rulings issued regarding the validity of the observation, (1st week in December, 1st week in February and 1st week in May). The decision of the Arbitrator shall be final and binding upon all parties. The cost of arbitration shall be borne equally by the Association and the District.

The Appeals Process set forth above shall be incorporated into the District's APPR Plan Document.

Teacher Improvement Plan

Teacher Improvement Plan



Teacher Improvement Plan



The parties shall incorporate the provisions and form of the Teacher Improvement Plan from their Section 3012-c Education Law APPR Plan Document into their Section 3012-d Education Law Plan. The TIP should be prepared by no later than October 1st or as soon thereafter as practicable.

Sunset Clause

This agreement sunsets at the end of the 2021-22 school year



Sunset Clause

The terms contained in this Supplemental Memorandum of Agreement ("SMOA") shall sunset at the end of the 2021-2022 school year. The Agreement shall revert to the 2016-2017 Agreement for the 2022-2023 school year should a successor agreement not be mutually agreed upon and the end of the 2021-2022 school year.

A sunset provision, or sunset law, is a clause in a statute, regulation, or similar piece of legislation that expires *automatically*.

SO AGREED, this _____ day of _____, subject to ratification by the respective constituencies.

The DISTRICT

THE ASSOCIATION

BY: _____
Dr. Eric Rosser
Superintendent of Schools

DATE: _____

BY: _____
Dr. Felicia Watson
Board of Education President

DATE: _____

BY: _____
Dr. David Scott
Administrative Union President (PPSAA)

DATE: _____

BY _____
Ms. Kimberly Popken
Teachers Union President (PPSTA)

DATE: _____

Pre-Observation Conference Questions/Form

*Questions/Prompts Aligned with NYSUT Teachers' Practice Rubric Highly Effective Indicators

*Itemized Standards with Elements and Indicators

APPR Pre-Conference Questions

1.2a Identify and explain how you will use a variety of strategies to support learning and language acquisition needs of each student. Incorporate the responses to these questions into your lesson plan.

Element 1.2: Teachers demonstrate research-based knowledge of learning and language acquisition theories and processes.					
	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	Uses strategies to support learning and language acquisition.	Teacher designs lessons with few strategies that support student learning and language acquisition needs.	Teacher designs lessons to include some instructional strategies that support the learning and language acquisition needs of some students.	Teacher designs lessons to include several instructional strategies that support the learning and language acquisition needs of most students.	Teacher designs lessons to include several instructional strategies that support the learning and language acquisition needs of each student.

1.3a How do you develop plans that build upon a variety of student learning styles, abilities, interests, and experience to meet their diverse needs? How do you incorporate student voice and choice into your planning?

Element 1.3: Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students.					
NYSED Indicators: Vary and modify instruction to meet the diverse learning needs of each student. Create, deliver, and adapt instruction to address each student's strengths, interests, and experiences.					
	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	Plans for student strengths, interests, experiences to meet diverse learning needs of each student.	Teacher planning does not vary or modify instruction to meet diverse learning needs of students using student strengths, interests or experiences.	Teacher planning varies or modifies instruction to meet diverse learning needs of some students using student strengths, interests, experiences.	Teacher planning varies or modifies instruction to meet diverse learning needs of most students using student strengths, interests, experiences.	Teacher planning varies or modifies instruction to meet diverse learning needs of each student using student strengths, interests or experiences. Teacher plans for students to suggest ways in which instruction or lessons might be modified to advance their own learning and teacher acknowledges the suggestions.

1.4a How do you communicate directly with students' parents, guardians, and/or caregivers to enhance student learning? Provide the multiple modes of communication you use and how you accommodate for the needs of each family. What methods of communication do students and parents/guardians have as a means of contacting you/team?

Element 1.4: Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.					
NYSED Indicators: Communicate directly with each student's parents, guardians, and/or caregivers. Use a variety of techniques to accommodate the communication needs of each student's parents, guardians, and/or caregivers.					
	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	Communicates with parents, guardians, and/or caregivers.	Teacher does not communicate directly with student's parents, guardians, and/or caregivers to enhance student learning and/or does not accommodate the communication needs of the family.	Teacher occasionally communicates directly with student's parents, guardians, and/or caregivers to enhance student learning. Communication is occasionally modified to meet the needs of the family.	Teacher regularly communicates directly with student's parents, guardians, and/or caregivers to enhance student learning. Communication is frequent and uses multiple modes of contact to accommodate the needs of the family.	Teacher communicates directly with student's parents, guardians, and/or caregivers to enhance student learning. Multiple modes of contact are used to accommodate the needs of the family. Students and parents/guardians initiate communication.

continued...

Pre-Observation Conference Questions/Form

*Questions/Prompts Aligned with NYSUT Teachers' Practice Rubric Highly Effective Indicators

*Itemized Standards with Elements and Indicators

2.2b Teacher plans on-going opportunities for students to engage in individual and collaborative critical thinking and problem solving that align with 21st century skills. How have you planned opportunities for students to engage in critical thinking and problem solving? Explain how students have and will use these skills moving forward. How will you build on your students' capacity for collaboration in the future?

Element II.2: Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts.

B.	<i>Incorporates individual and collaborative critical thinking and problem solving.</i>	Teacher does not plan opportunities for students to engage in individual and collaborative critical thinking and problem solving.	Teacher plans occasional opportunities for students to engage in individual and collaborative critical thinking and problem solving.	Teacher plans frequent opportunities for students to engage in individual and collaborative critical thinking and problem solving that align with 21st Century Skills*. The teacher models effective interpersonal skills.	Teacher plans on-going opportunities for students to engage in individual and collaborative critical thinking and problem solving that align with 21st Century Skills*. The teacher models and encourages effective use of interpersonal skills to build student capacity for collaboration.
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2.4a Articulate and explain the standards addressed in this lesson. How do these standards connect to other standards and content within or outside of the discipline? How did you design multiple learning experiences for students to achieve the learning standards?

Element II.4: Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Articulates learning objectives/goals with learning standards.</i>	Teacher does not design learning experiences or articulate how objectives are aligned with standards and/or how students will achieve the learning goals.	Teacher designs learning experiences and articulate how some objectives are aligned with standards and has designed some opportunities for students to achieve the learning goals.	Teacher designs learning experiences and articulates how most objectives align with standards. Teacher includes several different opportunities for most students to achieve the learning goals.	Teacher designs all learning experiences and articulates how objectives are aligned with standards. Teacher includes several different opportunities for all students to achieve the learning goals. Students have opportunities to suggest additional ways in which to demonstrate their learning.

2.5b Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge. How do you design learning experiences that connect prior content knowledge to new learning. How do you plan opportunities for students to make connections to prior learning within and across content areas?

Element II.5: Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.

B.	<i>Designs learning experiences using prior knowledge.</i>	Teacher does not design learning experiences that connect students' prior content knowledge and student life experiences to new learning.	Teacher designs some learning experiences that connect prior content and student life experiences knowledge to new learning.	Teacher designs learning experiences that connect prior content knowledge and student life experiences to new learning within and across disciplines.	Teacher designs learning experiences that connect prior content knowledge and student life experiences to new learning. Teacher plans opportunities for students themselves to make connections to prior learning within and across disciplines.
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Post-Observation Conference Questions/Form

*Questions/Prompts Aligned with NYSUT Teachers' Practice Rubric Highly Effective Indicators

*Itemized Standards with Elements and Indicators

Post Conference Questions

5.1 a Designs an Assessment System
Explain your grading procedures and how they align to learning goals. How do you use formative assessments to monitor student progress towards their goals? How have you used assessment data to inform or adjust your instruction?

Standard V: Assessment for Student Learning					
Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction. <i>Assessment is an integral part of the instructional process. The design of instruction must account for a range of assessment strategies: formative and summative, formal and informal. High quality assessment practice makes students fully aware of criteria and performance standards, informs teacher's instructional decisions, and leverages both teacher and student feedback. Further, these practices also incorporate student self-assessment and teacher analysis and reflection to inform instruction.</i>					
Element V.1: Teachers design, select, and use a range of assessment tools and processes to measure and document student learning and growth.					

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	Designs an assessment system and selects assessments and a grading system to establish learning goals and inform instruction.	Teacher does not design or select appropriate, accessible diagnostic or ongoing formative assessment and grading procedures to establish learning goals or to inform instruction.	Teacher designs or selects appropriate, accessible diagnostic and ongoing formative assessment and grading procedures to establish learning goals and inform instruction.	Teacher designs, or selects appropriate, accessible diagnostic and ongoing formative assessments and grading procedures to align learning goals and inform instruction.	Teacher always designs and selects appropriate, accessible diagnostic and ongoing formative assessment and grading procedures to align learning goals and inform instruction.

5.1 b Measures and records student achievement
How do you use multiple measures to determine student achievement in summative assessments? How do your summative assessments incorporate student voice and choice?

B.	Measures and records student achievement.	Teacher does not use multiple measures to determine a summative assessment of student achievement. Teacher rarely and/or ineffectively uses multiple formats, to document student performance.	Teacher uses limited measures to determine a summative assessment of student achievement. Teacher inconsistently uses multiple formats, to document student performance.	Teacher uses multiple measures to determine a summative assessment of student achievement. Teacher consistently uses multiple formats, to document student performance.	Teacher uses multiple measures to determine a summative assessment of student achievement. Teacher consistently uses multiple formats, to document student performance. Students participate in documenting their own performance.
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5.2 a Uses assessment data as feedback to set goals with student
How do your students use teacher and peer feedback to set goals and monitor their own progress?

Element V.2: Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.					
	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	Uses assessment data as feedback to set goals with students.	Teacher does not use assessment data as formative feedback to set goals with students or to design differentiated instruction.	Teacher occasionally uses assessment data as formative feedback to set goals with students and to design differentiated instruction.	Teacher frequently uses assessment data as formative feedback to set goals with students and to design differentiated instruction.	Teacher regularly uses assessment data as formative feedback to set goals with students and to design differentiated instruction; students monitor their progress towards their goals.

continued...

Post-Observation Conference Questions/Form

*Questions/Prompts Aligned with NYSUT Teachers' Practice Rubric Highly Effective Indicators

*Itemized Standards with Elements and Indicators

5.2 b Engages students in self-assessment
In what ways do you embed opportunities for students to self-assess? How do you use this information to provide feedback towards students' continued success?

B.	Engages students in self-assessment.	Teacher does not engage students in self-assessment of their learning goals, strategies, or outcomes.	Teacher occasionally engages students in self-assessment of their learning goals, strategies, and outcomes.	Teacher frequently engages students in self-assessment of their learning goals, strategies, and outcomes.	Teacher regularly engages students in self-assessment of their learning goals, strategies, and outcomes and suggests next steps for achieving the learning goals.
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5.3a Accesses, analyzes, and interprets assessments:

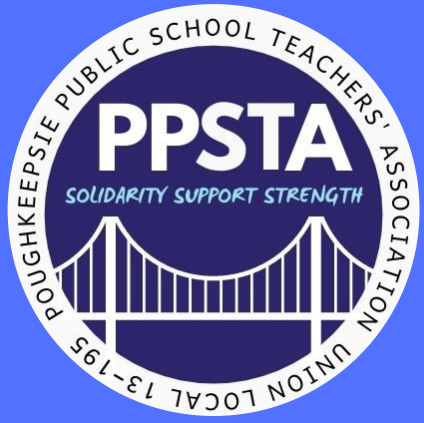
5.3a (1) To what extent did your students meet the learning objectives for this lesson? Provide evidence of student achievement. Based on this evidence, what changes would you make to this lesson?

5.3a (2) - In what ways have you analyzed various assessment data to monitor student progress and design differentiated instruction? How do you support students contributing information and participating in the interpretation of data?

Element V.3: Teachers communicate information about various components of the assessment system

NYSED Indicators: *Provide access to information on assessments. Provide appropriate information and interpretation of various assessment data.*

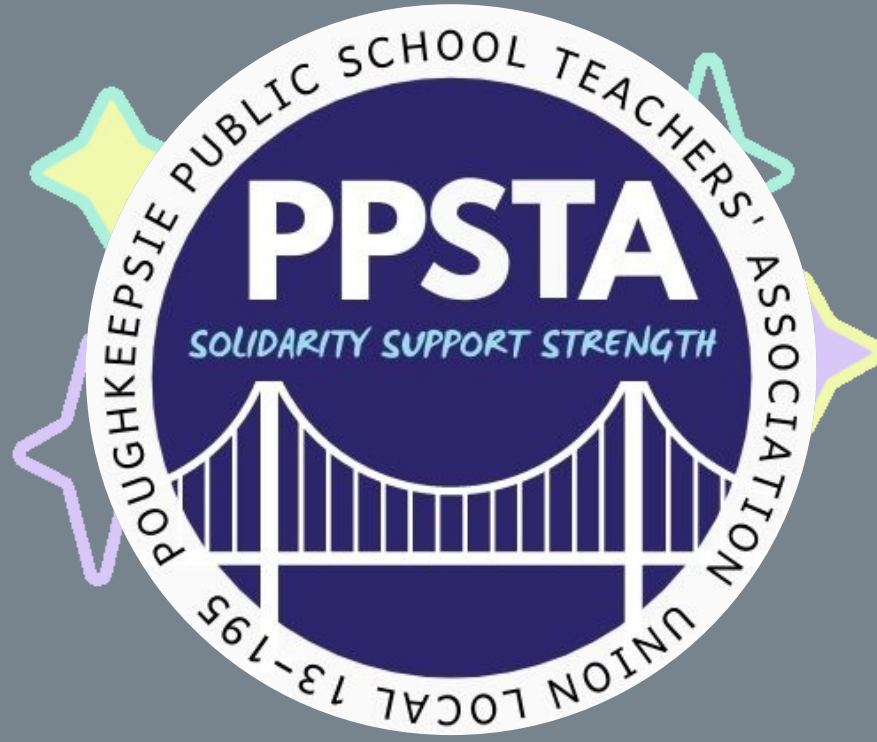
	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	Accesses, analyzes and interprets assessments.	Teacher does not analyze or provide accurate information about or interpretation of various assessment data.	Teacher analyzes data accurately, provides appropriate information; interpretation of various assessment data may be rudimentary.	Teacher analyzes data accurately, provides appropriate information about and accurate interpretation of various assessment data to monitor student progress and inform instruction.	Teacher analyzes data accurately, provides appropriate information about and accurate interpretation of various assessment data to monitor student progress and design differentiated instruction. Teacher supports students to contribute information and participate in the interpretation of data.



Your APPR Committee's Next Steps:

- ★ If ratified, your APPR committee would like to help identify ways to provide the membership with APPR support during the rollout of the updated process.
- ★ *The APPR Committee will review the proposed changes to the NYSUT rubric, specific indicators with aligned questions, SLO's and begin to create a sample/example list for 'highly effective' alignment.
- ★ *Members will be invited to 'APPR Support & Strategies' gatherings both in-person and/or virtually.
- ★ *The APPR Committee will solicit feedback throughout the year regarding member feedback on this APPR process.

Thank
You!



General Membership Meeting

Thank you so much for coming today!

Your presence and participation is appreciated and makes our union stronger.

If there are any questions, please stay for additional support.