

CINCINNATUS CENTRAL SCHOOL
ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN (APPR)
SEPTEMBER 2020

THIS MEMORANDUM OF AGREEMENT is made and entered into this 6th day of October, 2020, by and between the **CINCINNATUS CENTRAL SCHOOL DISTRICT** and the **CINCINNATUS EDUCATION ASSOCIATION**. Both parties agree to meet annually, beginning in August of 2021 for the purpose of ongoing review and possible adjustment of this MOA.

RECITALS:

WHEREAS, the Superintendent of Schools and the Cincinnati Education Association have met to conduct collective negotiations for a new Annual Professional Performance Review (APPR) Plan as required in §3012-d of the Education Law and the Rules of the Board of Regents as contained within 8 NYCRR ¶30-2 and ¶30-3 ; and

WHEREAS, the parties subsequently conducted negotiations concerning the APPR Plan requirements contained in §3012-d of the Education Law and the Rules of the Board of Regents as contained within 8 NYCRR ¶30-2 and ¶30-3, and have reached a negotiated agreement to implement the APPR requirements, were fully represented in such deliberations, and had all the terms and conditions herein contained thoroughly explained and fully understand the meaning thereof; and

WHEREAS, the parties have determined that a number of the existing provisions of the APPR agreement are not in compliance with §3012-d of the Education Law and the rules of the Board of Regents as contained within 8 NYCRR ¶30 and ¶30-3, the parties agree the provisions negotiated herein will apply; and

NOW, THEREFORE, in consideration of the mutual undertakings and covenants herein contained, the parties stipulate and agree that the following terms and conditions shall set forth the agreements between them and shall be the APPR Plan for the Cincinnati Central School District for

bargaining unit members covered by §3012-d of the Education Law and the rules of the Board of Regents as contained within 8 NYCRR ¶30 and ¶30-3:

INTRODUCTION

On April 13, 2015, the Governor signed Chapter 56 of the Laws of 2015, to add a new Education Law §3012-d, for the purpose of establishing a new evaluation system for classroom teachers and building principals.

As such the governing body of each school district and BOCES was required to adopt a plan, which may be an annual or multi-year plan, for the annual professional performance review of its teachers providing instructional services or pupil personnel services.

This plan, jointly developed by the CEA and the District, was designed to meet all required elements of Chapter 56 for the 2016-2017 school year. Once approved by the governing body of the school district, the plan will be filed in the district office and posted to the district website. Should the parties modify the plan in the future, the new version will be posted on the district website.

In the 2016-2017 school year, the new law will apply to all classroom teachers. Other members of the Cincinnatus Education Association shall be covered by the preexisting evaluation system found in the collective bargaining agreement.

GENERAL CONDITIONS

2.1 Modifications to Negotiated Agreement. Effective on the date this Agreement is approved and executed by both parties, this Agreement shall supersede any provision of the collective bargaining agreement between the District and the Cincinnatus Education Association pertaining to the observation and the evaluations of teachers.

2.2 Nothing in this APPR Plan shall abrogate the rights of the Cincinnatus Central School District, its Board of Education and Superintendent of Schools to:

Identify and implement additional or different criteria for the evaluation of teachers, or principals or other individuals subject to the requirements of Education Law §3012-d, its amendments and implementing rules and regulations;

Discontinue the employment of a probationary teacher or in accordance with Education Law §3012 and §3031 or restrict or limit the discretion of the Superintendent of Schools or Board of Education in making a determination on the status of a probationary teacher, principal or administrator and/or to deny tenure;

Apply the requirements of Education Law §3012-d, its amendments and implementing rules and regulations; or

Discontinue this APPR Plan and the provisions of this Agreement should Education Law §3012-d, its amendments and implementing rules and regulations be repealed or modified so that the APPR Plan is no longer required or is voluntary.

2.3 The inclusion of the APPR Plan elements in this memorandum that are not required subjects of negotiations shall not constitute a waiver of the right of the Superintendent of Schools and Board of Education to: (1) decline to negotiate such elements and/or (2) to make unilateral decisions and changes with respect to such elements. The inclusion of such elements in this memorandum is for informational purposes only and any decisions or actions with respect to such elements shall not be subject to the appeal procedures contained within this memorandum.

2.4 **Test Integrity.** The District will ensure that no teacher shall score or administer any examination where the teacher has a vested outcome in the results of that examination (used to determine the teacher's composite score, or any part thereof). The District will house assessments in a secure location until the time when the assessment will be administered to students. To the extent possible, local assessments will be regionally developed.

The District's Superintendent shall be responsible for ensuring that all security requirements set forth in the SED Administrative Manuals are strictly followed for NYS Assessments administered in the district. The established protocols for storage, distribution, and administration of the assessments prohibit the possible dissemination to students before administration of the assessments.

The Superintendent is also responsible for organizing scoring procedures in order to ensure that district scorers are trained to score the assessments and that they have no vested interest in the outcome of the assessments they score and to ensure that students have no knowledge of assessment tasks.

TEACHER EVALUATION

3.1 New York Teaching Standards

The professional performance review plan for teachers is based on the New York State Teaching Standards. These, therefore, are the criteria that will be used to evaluate teachers:

- **Knowledge of Students and Student Learning:** Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.
- **Knowledge of Content and Instructional Planning:** Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.
- **Instructional Practice:** Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.
- **Learning Environment:** Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

- **Assessment for Student Learning:** Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

This includes assessment techniques based on appropriate learning standards designed to measure students' progress in learning and that he or she successfully utilizes analysis of available student performance data (for example: State test results, student work, school-developed assessments, teacher-developed assessments, etc.) and other relevant information (for example: documented health or nutrition needs, or other student characteristics affecting learning) when providing instruction.

- **Professional Responsibilities and Collaboration:** Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning. This includes the development of effective collaborative relationships with students, parents or caregivers, as needed, and appropriate support personnel to meet the learning needs of students; and
- **Professional Growth:** Teachers set informed goals and strive for continuous professional growth.

TEACHER EFFECTIVENESS

4.1 Faculty will be evaluated as per NYS requirements under regulation §3012-d. Annual professional performance reviews shall differentiate teacher effectiveness using a composite effectiveness rating. Based on the teacher's composite effectiveness score a classroom teacher shall be rated as either:

| | |
|------------------|-----|
| Highly Effective | (H) |
| Effective | (E) |
| Developing | (D) |
| Ineffective | (I) |

The composite effectiveness rating shall be comprised of two (2) components:

- A. Student Performance
- B. Principal Observation

Each Teacher's final rating is based on a matrix that takes into consideration the HEDI rating for each teacher on both categories above. The matrix is as follows:

| Overall Rating | | 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 | E | D | I |
| | Ineffective (I) | D | D | I | I |

A. STUDENT PERFORMANCE COMPONENT:

- i. Teachers, under §3012-d, will receive their Student Performance rating based on the following:

| Highly Effective | | | Effective | | | Developing | | Ineffective | | | | | | | | | | | | |
|------------------|--------|--------|-----------|--------|--------|------------|--------|-------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-------|------|------|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 97-100% | 93-96% | 90-92% | 85-88% | 80-84% | 75-79% | 67-74% | 60-66% | 55-59% | 49-45% | 44-48% | 39-43% | 34-38% | 29-33% | 25-28% | 21-24% | 17-20% | 13-16% | 9-12% | 5-8% | 0-4% |

Overall Student Performance Category Score and Rating

| HEDI Rating | MINIMUM | MAXIMUM |
|----------------------|---------|---------|
| Highly Effective (H) | 18 | 20 |
| Effective (E) | 15 | 17 |
| Developing (D) | 13 | 14 |
| Ineffective (I) | 0 | 12 |

Performance Measure

| NY State Regents Examinations | 65% -100% |
|--|-----------|
| Algebra (Common Core) | 100% |
| ELA (Common Core) | 100% |
| US History and Geography Framework | 100% |
| Living Environment | 100% |
| Global History and Geography Framework | 100% |

Total # of NYS Regents Examinations Scoring a 65% or Higher
(55% or Higher for Students with IEP's or 504's) =

**Target of 100% at
65% or Higher
(55% or Higher for
Students with IEP's
or 504's)**

Total # of NYS Regents Examinations Taken

EXAMPLE:

| <i>School Year</i> | | | | |
|--|----------------|---|-------------------------------|---|
| <i>NYS Regents Examination</i> | <i>65-100%</i> | <i># of Exams at 65% or Higher (55% or Higher for Students with IEP's or 504's)</i> | <i>Total # of Exams Taken</i> | <i># of Exams at 65% or Higher (55% or Higher for Students with IEP's or 504's)</i> |
| Algebra (Common Core) | 100% | 50 | 50 | 100% |
| ELA (Common Core) | 100% | 52 | 52 | 100% |
| US History and Geography Framework | 100% | 54 | 55 | 100% |
| Living Environment | 100% | 48 | 48 | 100% |
| Global History and Geography Framework | 100% | 50 | 50 | 100% |
| <i>TOTALS</i> | 100% | 255 | 255 | 100% |

Total # of NYS Regents Examinations
Scoring a 65% or Higher (55% or Higher for
Students with IEP's or 504's)

=

Total # of NYS Regents Examinations Taken

**Target of
100% at
65% or
Higher
(55% or
Higher for
Students
with IEP's
or 504's)**

255
255

=

100%

In this example, an average of 100%, when referenced with the HEDI scales equates to an 18, which translates to a rating of Highly Effective (H).

B. PRINCIPAL OBSERVATION COMPONENT

Based on its inclusion of the SED-approved list of rubrics, the 2014 NYSUT rubric shall be used. It is acknowledged by the parties that only the following elements can be observed in a classroom setting;

Element 1.1, Element 2.4, Element 2.6, Element 3.1,
Element 3.2, Element 3.3, Element 3.4, Element 3.5,
Element 3.6, Element 4.1, Element 4.3, Element 4.4

The lead evaluator shall be the building principal or designee. The independent evaluator shall be any other certified administrator within the Cincinnatus CSD.

i. Observations

- a. There will be a minimum of two (2) observations for all tenured teachers. One (1) observation will be an announced formal observation and will be conducted by the lead evaluator. This observation will be a full teaching period observation. One (1) observation will be unannounced. The unannounced observation will be a walk through observation and be a minimum of fifteen (15) minutes in duration. This observation will be conducted by any other certified administrator within the Cincinnatus CSD. If requested and agreed upon by the teacher and the lead evaluator, there may be additional observations.
- b. There will be a minimum of three (3) observations for all untenured teachers. One (1) observation will be an announced formal observation and will be conducted by the lead evaluator. This observation will be a full teaching period observation. One (1) observation will be an unannounced walk through observation conducted by any other certified administrator within the Cincinnatus CSD. This observation will be a minimum of fifteen (15) minutes in duration. One (1) observation will be unannounced walk through observation conducted by the lead evaluator. This observation will be a minimum of fifteen (15) minutes in duration. If requested and agreed upon by the teacher and the lead evaluator, there may be additional observations.

iii. Weighting of observations will be:

a. Tenured Teachers

| | | |
|-------------------------|---|-----------------------------|
| Announced Observation | = | 90% - Lead Evaluator |
| Unannounced Observation | = | 10% - Independent Evaluator |

b. Untenured Teachers

| | | |
|--------------------------------------|---|---------------------------|
| Announced Observation (class period) | = | 70% Lead Evaluator |
| Unannounced Observation (walk-thru) | = | 15% Independent Evaluator |
| Unannounced Observation (walk-thru) | = | 15% Lead Evaluator |

For probationary teachers, if there is a second announced observation with a pre-observation and post-observation meeting, the highest rating for each indicator will be used.

SCORING OF OBSERVATIONS (Example: Tenured Teacher - 10 pts./90pts.)

| NYS Standards | Unannounced (walk through) 10 pts. Independent Evaluator * see page #21 | Announced (full period) 90 pts. Principal * see page #21 |
|---|--|---|
| 1 | | 3 |
| 2 | | 4 |
| 3 | | 3 |
| 4 | 2 | |
| | | |
| | | |
| | | |
| Subtotal | 5 | 15 |
| Subtotal divided by number of domains evaluated (round to nearest tenth) | $5/2 = 2.5$ | $15/5 = 3.0$ |
| Weighting Value | $10/100 = .10$ | $90/100 = .90$ |
| Value of Weighted Scores | $2.5 \times .10 = .25$ | $3.0 \times .90 = 2.70$ |
| Sum of Weighted Scores | | $.25 + 2.70 = 2.95$ |
| HEDI Rating (Other Measures of Effectiveness) | | Effective |

Overall Rubric Score Conversion Teacher Observation

| HEDI Rating | MINIMUM | MAXIMUM |
|----------------------|----------------|----------------|
| Highly Effective (H) | 3.5 | 4.00 |
| Effective (E) | 2.5 | 3.49 |
| Developing (D) | 1.5 | 2.49 |
| Ineffective (I) | 0 | 1.49 |

SCORING OF OBSERVATIONS (Untenured Teacher Example)

| NYS Standards | Unannounced (walk through) 15 pts. Independent Evaluator | Announced (full period) 70 pts. Principal | Unannounced (full period) 15 pts. Principal | |
|---|--|--|--|--------------------------|
| 1 | | 3 | 3 | |
| 2 | | 4 | 3 | |
| 3 | | 3 | 3 | |
| 4 | 2 | | | |
| 5 | | 2 | 3 | |
| 6 | 3 | | 3 | |
| 7 | | 3 | | |
| Subtotal | 5 | 15 | 15 | |
| Subtotal divided by number of domains evaluated (round to nearest tenth) | $5/2 = 2.5$ | $15/5 = 3.0$ | $15/5 = 3.0$ | |
| Weighting Value | $15/100 = .15$ | $70/100 = .70$ | $15/100 = .15$ | |
| Value of Weighted Scores | $2.5 \times .15 = .375$ | $3.0 \times .70 = 2.1$ | $3.0 \times .15 = .45$ | |
| Sum of Weighted Scores | | | | $.38 + 2.1 + .45 = 2.93$ |
| HEDI Rating (Other Measures of Effectiveness) | | | | Effective |

Overall Rubric Score Conversion Teacher Observation

| HEDI Rating | MINIMUM | MAXIMUM |
|----------------------|---------|---------|
| Highly Effective (H) | 3.5 | 4.00 |
| Effective (E) | 2.5 | 3.49 |
| Developing (D) | 1.5 | 2.49 |
| Ineffective (I) | 0 | 1.49 |

PROFESSIONAL DEVELOPMENT

Professional development objectives for the teacher will be based on the evaluation, in addition to school and/or district priorities.

TIMELY PROVISION OF FEEDBACK

TENURED TEACHERS

Each tenured teacher's announced formal observation shall include both a pre-conference and post-conference.

For announced formal observations for tenured teachers, a pre-observation conference will occur at which time the teacher will have the option of presenting lesson/unit plans and other artifacts of evidence.

Each tenured teacher's unannounced walk-through observation shall include a post observation conference.

The post observation conferences referenced above for tenured teachers can be waived by a mutual consent of both the administrator and the tenured teacher. Tenured teachers wishing to move forward with the post-observation conference will present evidence of student work, reflections on lessons observed, or other artifacts. The evaluator will present evidence from the lesson that was observed. The teacher and evaluator will discuss ratings and next steps for professional growth. The evaluator shall provide the teacher with a copy of the completed observation form. The evaluator will provide the teacher with the rubric score within four (4) days of the post-conference.

UNTENURED TEACHERS

Each untenured teachers' formal announced observation, shall include both a pre-observation and post-observation conference.

For announced formal observations, a pre-observation conference will occur at which time the untenured teacher will present lesson/unit plans and other artifacts of evidence.

Each untenured teacher's walk-through observations shall be followed by a post-observation conference. There shall be no pre-observation conference for untenured teacher's walk-through observations.

Following a formal observation, a post observation conference will be held with the untenured teacher and the administrator. The teacher will present evidence of student work, reflections on lessons observed, or other artifacts. The evaluator will present evidence from the lesson that was observed. The teacher and evaluator will discuss ratings and next steps for professional growth. The evaluator shall provide the teacher with a copy of the completed observation form. The evaluator will provide the teacher with the rubric score within four (4) days of the post conference.

Post observations conferences for both tenured and untenured teachers should ideally be completed within two (2) weeks of the observation, except for special circumstances.

Pre-observation and post-observation conferences must be conducted by the administrator who conducted the observation.

Each teacher's score and rating on any Locally determined Student Performance Component (if available) and on the Lead Evaluator Observation Component must be computed and provided to the teacher or principal in writing no later than the last day of the school year.

The final composite rating must be completed and provided to 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.

EVALUATOR TRAINING

The superintendent will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes.

The superintendent will ensure that lead evaluators participate in annual training and are re-certified on an annual basis. The BOCES Network Team will be utilized to provide the training and recertification. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct evaluations. Any Lead evaluator who does not complete certification may not train local evaluators. Training shall include the following:

- 1) The New York State Teaching Standards, and their related elements and performance indicators;
- 2) Evidence-based observation techniques that are grounded in research;
- 3) Application and use of any methodology as part of an SLO;
- 4) Application and use of the State-approved teacher rubric selected by the district for use in evaluations, including training on the effective application of the rubric to observe a teacher practice;
- 5) Application and use of any assessment tools that the school district utilizes to evaluate its classroom teachers;
- 6) Application and use of any locally selected measures of student achievement used by the district to evaluate its teachers;
- 7) Use of the Statewide Instructional Reporting System;
- 8) The scoring methodology utilized by the department and/or the district to evaluate a teacher or principal under this Subpart, including the weightings of each subcomponent and category and application and use of the evaluation matrix(es) prescribed by the commissioner for the four designated rating categories used for the teacher's overall rating and their category ratings; and

- 9) Specific considerations in evaluating teachers of English language learners and students with disabilities.

DATA LINKAGE

Working with the Central New York Regional Information Center, the Cincinnatus Central School District will provide all of the data elements described by SED. Data will be submitted to the SED through the portal each year. This information includes a comprehensive course catalog, assessment scores, student enrollment information, and evaluation component score.

The District shall provide accurate data to the State Education Department in a format and timeline prescribed by the Commissioner. The District shall also provide access to teachers so they may verify the student rosters assigned at the beginning of each school year and prior to the administration of State assessments.

The designated Data Coordinator shall be in charge of collecting the required data, overseeing changes in and maintenance of the local data management systems, and ensuring the accuracy of the data. The Data Coordinator shall have the authority to assign tasks and deadlines, as required.

The Data Coordinator shall be responsible for reporting to the SED the individual subcomponent scores and the total composite effectiveness score for each covered classroom teacher in the District, and shall do so in a format and timeline prescribed by the Commissioner.

PROCEDURES FOR APPEALING AN ANNUAL PROFESSIONAL PERFORMANCE REVIEW

9.1 The following procedures are the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a tenured teacher's annual professional performance review. The procedures contained herein are not available to probationary teachers, with the exception of claims of procedural violations.

9.2 The grievance and/or arbitration procedures in any negotiated agreement shall not be used to appeal or review a tenured teacher's annual professional performance review. To the extent that a conflict exists between a negotiated agreement and this procedure, the terms and conditions of this procedure shall prevail and be applied.

9.3 This procedure shall be in effect unless changed by the parties or until the requirement to have such a procedure under Education Law §3012-d is repealed by law, regulation or a valid ruling by a court or administrative agency with jurisdiction.

- (a.) A teacher who receives an overall rating of "ineffective" or "developing" may appeal his or her annual performance review. Ratings of "highly effective" or "effective" cannot be appealed.
- (b.) A teacher may appeal only the substance of his or her performance review, the school district's adherence to standards and methodologies required for such reviews, adherence

to applicable regulations of the commissioner of education, and the compliance with the procedures for the conduct of performance reviews set forth in the annual professional performance review plan.

- (c.) A teacher may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.
- (d.) Appeals concerning a teacher performance review must be received in the office of the Superintendent of Schools no later than ten (10) work days after the date when the teacher receives his/her performance review. The failure to submit an appeal to the Superintendent of Schools within this time frame shall result in a waiver of the teacher's right to appeal that performance review.
- (e.) A teacher wishing to initiate an appeal must submit, in writing (e-mail or other electronic submissions are not permitted), to the Superintendent or his/her designee, with a detailed description of the precise point(s) of disagreement over his or her annual performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.
- (f.) Generally, the Superintendent or designee, other than the Supervisor who authored the original document, will meet with the teacher within fifteen (15) work days of the Superintendent's receipt of an appeal to hear the appeal. The teacher may have a union representative present at the appeal hearing.
- (g.) The Superintendent shall issue a written decision on the merits of the appeal no later than ten (10) work days from the date the appeal hearing ends. If the Superintendent sustains the appeal he/she shall issue an appropriate remedy. If the Superintendent dismisses or denies the appeal, the teacher's score and evaluation shall remain unchanged and the appeal process shall end. The Superintendent's decision shall be final and binding and may not be reviewed or appealed further.
- (h.) The teacher's failure to comply with the requirements of this procedure shall result in a waiver and/or denial of appeal.

TEACHER IMPROVEMENT PLANS

10.1 If a teacher's performance is evaluated as "ineffective" or "developing", the administrator shall be required to develop a Teacher Improvement Plan (TIP) in consultation with the staff member. Such Plan will be shared with and implemented within ten (10) work days of the start of the school year within which the Plan will be applied. The Plan shall include an identification of the areas in need of improvement, a timeline for achieving improvement, suggestions for improvement, support to be provided, and measurable outcomes to be evaluated.

10.2 The procedures outlined in Article IX will also be used for any and all appeals of Teacher Improvement Plans that are issued in accordance with the annual professional performance review plan. Appeals related to the issuance of an improvement plan are limited to issues regarding compliance with the requirements prescribed in applicable law and regulations for the issuance of improvement plans, and must be initiated within ten (10) work days of the alleged failure of the District to comply with such requirements.

10.3 The forms to be used for a TIP are attached to this APPR.

10.4 **Teacher Improvement Plan Procedures**

The District's **Annual Professional Performance Review** process (APPR) is designed to recognize, support, and improve the teaching-learning process. The majority of teachers (as defined in the CEA contract) will be well served by the APPR process and will find it to be a valuable experience for professional growth. There may be a small number of individuals, however, who need additional support. That support will come through a mutually developed plan related to the Annual Professional Performance Review process.

The TIP ~ (**Teacher Improvement Plan**) ~ is designed to recognize, support, and improve the teaching/learning process. The TIP also is designed to help the teachers address areas in need of improvement based on one or more of the eight (8) New York State Criteria for Evaluation. The eight Criteria are: (1) content knowledge; (2) preparation; (3) instructional delivery; (4) classroom management; (5) student development; (6) student assessment; (7) collaboration; and (8) reflective and responsive practice.

The Purposes Of The TIP

- To demonstrate the commitment of the District to the Professional growth and development of all teachers;
- To improve the performance of teachers who are identified by the administration as needing improvement in any of the eight (8) criteria for evaluation;
- To implement a process that is a good faith effort to provide a supportive and structured plan for improvement within a certain timeframe.

The TIP Procedures

The TIP procedures are guidelines for the administrator and teacher involved in the TIP process. The teacher may involve a selected representative, such as the Instructional Leader, veteran teacher, mentor, or a CEA representative.

- Document incidents related to the area(s) of concern;
- Identify the area(s) of concern;
- List the members of the support team;
- Develop a TIP.

The TIP

The teacher and the administrator will draft and complete a TIP document using the District's model to guide the development of the TIP language. The TIP document will be signed by the teacher, the administrator, and a CEA representative. Every effort will be made to ensure confidentiality. The plan will include:

- Goal(s)
- Action Steps
- Members of the Support Team
- A Timeline
- Monitoring Steps
- Assessment Criteria and Evaluation

The Parties agree to the terms and conditions of this document.

FOR THE ASSOCIATION



Melissia Custer
Association President
Cincinnati Education Association

10/27/2020
Date

FOR THE DISTRICT



Todd M. Freeman
Superintendent of Schools
Cincinnati Central School District

10/27/2020
Date

Form Usage Documents

| | <u>Tenure</u> | <u>Probationary</u> |
|---------------------------------|---------------|---------------------|
| <u>Announced Observation</u> | A, B, C or D | A, B, E, F, G, H |
| <u>Unannounced Observation</u> | A, B, C or D | A, B, E, G |
| <u>Composite Rating</u> | C or D, I | E, I |
| <u>Teacher Improvement Plan</u> | J | J |
| <u>SLO Chart</u> | K | K |

* The following forms must be completed in conjunction with the performance of the above referenced observations and the composite rating.

Descriptions

| | |
|------------|---------------------------------|
| Appendix A | Post Conference Summary |
| Appendix B | Tenured Teacher Rubric |
| Appendix C | Probationary Teacher Rubric |
| Appendix D | Pre-observation Conference Form |
| Appendix E | Lesson Reflection Questions |
| Appendix F | Composite Score Document |
| Appendix G | Teacher Improvement Plan Form |
| Appendix H | Student Learning Objective Form |

APPENDIX B

SCORING OF OBSERVATIONS (Tenured Teacher 10 pts. / 90 pts.)

| NYS Standards | Unannounced (walk through) 10 pts. Independent Evaluator | Announced (full period) 90 pts. Principal |
|---|--|--|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| Subtotal | | |
| Subtotal divided by number of domains evaluated (round to nearest tenth) | | |
| Weighting Value | 10/100 = .10 | 90/100 = .90 |
| Value of Weighted Scores | x .10 = | x .90 = |
| Sum of Weighted Scores | | |
| HEDI Rating (Other Measures of Effectiveness) | | |

Overall Rubric Score Conversion Teacher Observation

| HEDI Rating | MINIMUM | MAXIMUM |
|----------------------|---------|---------|
| Highly Effective (H) | 3.5 | 4.00 |
| Effective (E) | 2.5 | 3.49 |
| Developing (D) | 1.5 | 2.49 |
| Ineffective (I) | 0 | 1.49 |

APPENDIX D

Cincinnati Central School District Pre-Conference

(To be completed by the untenured teacher)

Teacher should provide a written copy along with a lesson plan prior to the pre-conference meeting.

Educator: _____ Grade Level/Subject Taught: _____

Observation Date: _____ Time: _____

1. Describe your group of students and any important factors you will be taking into account as you teach this lesson (group).
2. Identify the curriculum standards to be taught. How do the curriculum standards in this lesson connect to other standards within or outside of the discipline?
3. How has student achievement data (formal or informal) informed your instruction, and how does this lesson specifically address the needs identified from a review of the data?
4. Why are you teaching this lesson?
5. How will you know if students are learning the expected outcomes?
6. What tools, activities or strategies will you use to engage all students? (What will you do? What will the students do?)
7. How will differentiation be used to meet the student needs?
8. On what areas would you like specific feedback?

APPENDIX F Composite Rating

1 Subcomponent A – Student Performance

(Insert rubric rating based on Student Growth Measures) _____

2 Subcomponent B – Principal Observation

(Insert rubric rating from appropriate Appendix C, D or E.) _____

| Overall Rating | | 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 | E | D | I |
| | Ineffective (I) | D | D | I | I |

- ☐ ☐ Highly Effective
☐ ☐ Effective
☐ ☐ Developing
☐ ☐ Ineffective

Final effectiveness rating: _____

Teacher _____

Date _____

Evaluator _____

Date _____

Student Learning Objective Template: Subject, Grade Level, Teacher

| All SLOs MUST include the following basic components: | | | | | | | | | | | | | | | | | | | | | |
|---|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-----------------|
| Population | These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.) | | | | | | | | | | | | | | | | | | | | |
| Learning Content | What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards? | | | | | | | | | | | | | | | | | | | | |
| Interval of Instructional Time | What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)? | | | | | | | | | | | | | | | | | | | | |
| Evidence | What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course. Baseline – Summative- | | | | | | | | | | | | | | | | | | | | |
| Baseline | What is the starting level of students' knowledge of the learning content at the beginning of the instructional period? | | | | | | | | | | | | | | | | | | | | |
| Target(s) | What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period? | | | | | | | | | | | | | | | | | | | | |
| HEDI Scoring | How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)? | | | | | | | | | | | | | | | | | | | | |
| | HIGHLY EFFECTIVE | | | EFFECTIVE | | | DEVELOPING | | | INEFFECTIVE | | | | | | | | | | | |
| | 20 96 - 100 | 19 91-95 | 18 85-90 | 17 82-84 | 16 80-81 | 15 78-79 | 14 76-77 | 13 74-75 | 12 72-73 | 11 70-71 | 10 68-69 | 9 65-67 | 8 64-63 | 7 60-62 | 6 57-59 | 5 54-56 | 4 52-53 | 3 50-51 | 2 36-49 | 1 21-35 | 0 20 or less |
| Rationale | | | | | | | | | | | | | | | | | | | | | |

APPENDIX H SAMPLE

Student Learning Objective Template: Subject, Grade Level, Teacher

| All SLOs MUST include the following basic components: | | | |
|---|--|-------------------------|--------------------|
| Population | These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.) <u>The students assigned to this student learning objective are all students who are taking the 2021 administrations of the ELA Regents, the Algebra Regents, the Global History and Geography Regents, the United States History and Geography Regents, and Living Environment Regents.</u> | | |
| Learning Content | What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards? <u>All New York State Standards as measured by the five listed assessments will be covered over the course of the instructional period.</u> | | |
| Interval of Instructional Time | What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)? <u>September 2020 – June 2021</u> | | |
| Evidence | What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course. <u>ELA Regents, the Algebra Regents, the Global History and Geography Regents, the United States History and Government Regents, and the Living Environment Regents.</u> | | |
| Baseline | What is the starting level of students' knowledge of the learning content at the beginning of the instructional period? <u>Students have had preparation for these courses through their previous years of study, however, more than 90% of these students will be experiencing these commencement-level courses for the first time.</u> | | |
| Target(s) | What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period? <u>Cumulatively, it is expected that 100% of the students in attendance for the 2021 Regents administrations will earn a passing score on the ELA Regents, the Algebra Regents, the Global History and Geography Regents, the United States History and Geography Regents, and the Living Environment Regents Examination.</u> | | |
| HEDI Scoring | How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)? | | |
| | | HIGHLY EFFECTIVE | EFFECTIVE |
| | | DEVELOPING | INEFFECTIVE |