

PROPOSED

MEMORANDUM OF AGREEMENT

BETWEEN

_____ **SCHOOL DISTRICT**

AND

_____ **TEACHERS' ASSOCIATION**

Effective September 1, 2011

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MEMORANDUM OF AGREEMENT

THIS MEMORANDUM OF AGREEMENT is made and entered into this ____ day of September, 2011, by and between **MORAVIA CENTRAL DISTRICT AND THE MORAVIA TEACHERS' ASSOCIATION.**

RECITALS:

WHEREAS, the Superintendent of Schools and the Teachers' Association have met to review the existing evaluation procedure and provisions of Article II Teacher Evaluation of the existing negotiated agreement; and

WHEREAS, the parties have determined that the existing provisions should be deleted from the negotiated agreement to permit new procedures to be developed and implemented; and

WHEREAS, the parties subsequently continued discussions concerning the Annual Professional Performance Review (APPR) requirements as required in section 3012-c of the Education Law and the Rules of the Board of Regents as contained within 8 NYCRR ¶30-2 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

NOW, THEREFORE, in consideration of the mutual undertakings and covenants herein contained, the parties stipulate and agree that Article V Teacher Evaluation and Teacher Files of the existing negotiated agreement shall be modified as follows:

ARTICLE I. INTRODUCTION

The information contained within this document, referred to as the Moravia Central School District's Annual Professional Performance Review (APPR) plan, was developed in accordance with Education Law §3012-c and Sections 30-2 and 100.2(o) of the Rules and Regulations of the Commissioner of Education to enhance professional effectiveness and positively impact our total school environment.

The intent of the APPR is to provide a process which facilitates improvement of instructional practices; encourages work toward personal, professional and district goals; recognizes and promotes professional growth; and focuses efforts on student-centered excellence in teaching and learning.

For the 2011-2012 school year, the law only applies to classroom teachers of the common branch subjects, English language arts or mathematics in grades 4-8 and the building principals of schools in which such teachers are employed. In the 2012-2013 school year, the new law applies to all classroom teachers and building principals.

ARTICLE II. GENERAL CONDITIONS

2.1 **Modifications to Negotiated Agreement.** Effective with the date this agreement is approved and executed by both parties, Article V Teacher Evaluation and Teacher Files shall be continued in negotiated agreement with the exception of any specific provisions that are inconsistent with Education Law §3012-c. This memorandum shall be substituted in place of the deleted provisions.

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

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

Discontinue the employment of a probationary teacher, teaching assistant, principal or administrator 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, teaching assistant, principal or administrator and/or to deny tenure.

Apply the requirements of Education Law §3012-c, its amendments and implementing rules and regulations.

Discontinue the APPR Plan and the provisions of this memorandum should the provisions of Education Law §3012-c, 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 The Parties recognize that certain aspects of the APPR are mandatorily negotiable while other plan aspects are determined at the management prerogative of the District or BOCES. In order to articulate the District's or BOCES' APPR plan as a comprehensible and coherent whole, this document articulates mandatorily negotiated aspects of the plan as well as aspects that may be determined at the management prerogative of the District. The Parties agree that in so doing neither this plan nor the process by which it was developed shall have the effect of converting a non-mandatory subject of negotiations into a mandatory subject of negotiations.

2.5 The parties further agree that the following evaluation procedures shall be utilized to implement the Annual Professional Performance Review (APPR) process.

Section 1.

When a written record of evaluation has been made, a teacher shall be informed within five (5) working days of that evaluation so that he or she may have the opportunity to examine and discuss the evaluation. The teacher may respond in writing on all copies of the written evaluation and the response will be placed in his or her folder.

Teacher Evaluation shall be conducted pursuant to the Annual Professional Performance Review (APPR) procedures as approved by the Board of Education during the 2011-2012 school year for those teaching employees and principals who are not subject to the requirements of Education Law §3012-c for the 2011-2012 school year.

ARTICLE III. TEACHER EVALUATION

3.1. New York Teaching Standards

The professional performance review plan for teachers is based on the *New York State Teaching Standards* (see appendix for complete set of *Teaching Standards* and the accompanying performance indicators). 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.

ARTICLE IV. TEACHER EFFECTIVENESS

4.1 Annual professional performance reviews shall differentiate teacher effectiveness using a composite effectiveness score. Based on the teacher’s composite effectiveness score a classroom teacher shall be rated as follows:

91-100	Highly Effective
75-90	Effective
65-74	Developing
0-64	Ineffective

4.2 The composite score is determined as follows.

A. *Student Growth Measures*

20% is based on student growth on State assessments or other comparable measures of student growth (increased to 25% upon implementation of a value-added growth model). Student growth means the change in student achievement for an individual student between two or more points in time.

B. *Locally Selected Measures of Student Achievement*

20% of the composite effectiveness score is based on State assessments or other locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner (decreased to 15% upon implementation of value-added growth model).

CURRENTLY THE SUBJECT OF DISCUSSIONS BETWEEN THE PARTIES

C. *Multiple Measures of Effectiveness*

The remaining 60% (or 60 out of the total 100 point composite score) of the composite effectiveness score is based on other measures of teacher effectiveness consistent with standards prescribed by the Commissioner in regulation.

CURRENTLY THE SUBJECT OF COLLECTIVE NEGOTIATIONS

D. *Rubric*

Based on its inclusion of the SED-approved list of rubrics, the _____ rubric will be used to evaluate classroom teachers.

CURRENTLY THE SUBJECT OF DISCUSSIONS BETWEEN THE PARTIES

E. *Professional Development*

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

F. *Timely Provision of Feedback*

Walkthroughs are unannounced and will occur on multiple occasions during the course of the school year. Following each short walkthrough, the evaluator and teacher will have a brief follow-up conversation about any of the rubric dimensions that were observed at that time.

For observations,

CURRENTLY THE SUBJECT OF COLLECTIVE NEGOTIATIONS

ARTICLE V. PRINCIPAL EVALUATION

5.1 ISLLC (2008) Leadership Standards

The professional performance review plan for principals is based on the NYS ISLLC Standards (see appendix for complete set of *ISLLC Standards* and the accompanying performance indicators):

- **Vision, Mission, and Goals:** An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders;

- **Teaching and Learning:** An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;
- **Managing Organizational Systems and Safety:** An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment;
- **Collaborating with Families and Stakeholders:** An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources;
- **Ethics and Integrity:** An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner; and
- **The Education System:** An education leader ensures the success of all students by influencing interrelated systems of political, economic, legal and cultural contexts affecting education to advocate for their teachers' and students' needs.

5.2 Principal Effectiveness

Annual professional performance reviews shall differentiate principal effectiveness using a composite effectiveness score. Based on such a composite effectiveness score a principal shall be rated as follows:

91-100	Highly Effective
75-90	Effective
65-74	Developing
0-64	Ineffective

5.3 The composite score is determined as follows.

A. *Student Growth Measures*

20% is based on student growth on State assessments or other comparable measures of student growth (increased to 25% upon implementation of a value-added growth model). Student growth means the change in student achievement for an individual student between two or more points in time.

B. Locally Selected Measures of Student Achievement

20% of the composite effectiveness score is based on State assessments or other locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner (decreased to 15% upon implementation of value-added growth model).

CURRENTLY THE SUBJECT OF DISCUSSIONS BETWEEN THE PARTIES

C. Multiple Measures of Effectiveness

The remaining 60% (or 60 out of the total 100 point composite score) of the composite effectiveness score is based on other measures of principal effectiveness consistent with standards prescribed by the Commissioner in regulation.

CURRENTLY THE SUBJECT OF COLLECTIVE NEGOTIATIONS

D. Rubric

Based on its inclusion of the SED-approved list of rubrics, the _____ rubric will be used to evaluate principals.

CURRENTLY THE SUBJECT OF DISCUSSIONS BETWEEN THE PARTIES

E. Professional Development

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

F. Timely Provision of Feedback

CURRENTLY THE SUBJECT OF COLLECTIVE NEGOTIATIONS

ARTICLE VI. EVALUATOR TRAINING

6.1 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. Lead evaluator training will include training on:

- 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;
- 4) Application and use of the teacher or principal rubric(s), 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 locally selected measures of student achievement used by the district evaluate its teachers or principals;
- 7) Use of the Statewide Instructional Reporting System;
- 8) The scoring methodology 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; and
- 9) Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

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 or complete evaluations.

ARTICLE VII. DATA LINKAGE

7.1 Working with the Central New York Regional Information Center, the Moravia 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 includes information a comprehensive course catalog, assessment scores, student enrollment information, and evaluation component score

ARTICLE VIII. PROCEDURES FOR APPEALING AN ANNUAL PROFESSIONAL PERFORMANCE REVIEW

8.1 The following procedures are the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a tenured teacher's or tenured principal's annual professional performance review. The procedures contained herein are not available to probationary teachers or administrators.

8.2 The grievance and/or arbitration procedures in any negotiated agreement shall not be used to appeal or review a tenured teacher's or tenured principal'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.

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

- (1) A teacher/principal who receives a rating of "ineffective" may appeal his or her performance review. Ratings of "developing", "highly effective" or "effective" cannot be appealed.
- (2) A teacher or principal 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 compliance with the procedures for the conduct of performance reviews set forth in the annual professional performance review plan.
- (3) A teacher/principal 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.
- (4) Appeals concerning a teacher/principal's performance review must be received in the office of the Superintendent of Schools no later than ten (10) calendar days after the date when the teacher/principal 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/principal's right to appeal that performance review.
- (5) A teacher/principal 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 copy to the staff member whose performance review is being appealed, a detailed description of the precise point(s) of disagreement over his or her 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.

- (6) Within ten (10) calendar days of the Superintendent's receipt of an appeal, the staff member responsible for the performance review being appealed shall submit to the Superintendent or his/her designee a detailed response to the appeal, including copies of any and all documents or information used to develop the performance review being appealed.
- (7) Under this appeals process the teacher or principal has the burden of proving a clear legal right to the relief requested and the burden of establishing the facts upon which he/she seeks relief. The burden of proof shall be by the preponderance of the credible evidence.
- (8) The Superintendent or his or her designee shall issue a written decision on the merits of the appeal no later than thirty (30) calendar days from the date when the teacher or principal filed his or her appeal.
- (9) The decision of the Superintendent or the Superintendent's designee shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the Superintendent or the Superintendent's designee shall not be subject to any further appeal.
- (10) If the appeal is sustained, the original performance review shall be expunged and replaced with the performance review drafted by the Superintendent or the Superintendent's designee. This performance review may not be reviewed or appealed under this procedure.
- (11) The teacher's or principal's failure to comply with the requirements of this procedures shall result in a waiver and/or denial of the appeal.

CURRENTLY THE SUBJECT OF COLLECTIVE NEGOTIATIONS

ARTICLE IX, PROFESSIONAL IMPROVEMENT PLANS

9.1 If a teacher or principal's performance is evaluated as "ineffective" or "developing", the supervisor shall be required to develop a Professional Improvement Plan in consultation with the staff member. Such Plan will be shared with and implemented within ten (10) calendar days of the start of the school year within which the Plan will be applied. The Plan shall include, but not be limited to, 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.

9.2 The procedures outlined above will also be used for any and all appeals of Teacher or Principal 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) calendar days of the alleged failure of the District to comply with such requirements.

CURRENTLY THE SUBJECT OF COLLECTIVE NEGOTIATIONS

ARTICLE X. AVAILABILITY OF DISTRICT'S APPR PLAN

10.1 The District will file with SED, by regular mail, its APPR Plan, and revisions to the Plan, not later than September 10 of each school year. In addition, the District will make its Plan available to employees and members of the public by placing an electronic copy of the Plan on its website. The District will also provide notice of the availability of its Plan in its District newsletter during each school year.

ARTICLE XI. MISCELLANEOUS PROVISIONS

11.1 In the event of a conflict between the provisions contained within this memorandum and those established in Education Law §3012-c, rules promulgated by the Board of Regents, regulations promulgated by the Commissioner of Education or federal statutory or regulatory requirements relating to teacher evaluation or performance, such federal statute and regulations shall govern.

11.2 If any provision of the agreement or any application of the agreement to any employee or group of employees shall be found contrary to law, or would tend to impinge upon or reduce in any way the duties or responsibilities of the Board of Education as defined in Section 1709, 1711, or other sections of the Education Law pertaining to the duties and responsibilities of the Board of Education, then such provision or application shall not be deemed valid or subsisting, except to the extent permitted by law, but all other provisions or applications will continue.

11.3 The recitals shall be considered a substantive part of this memorandum of Agreement.

11.4 This agreement shall represent the full and complete agreement between the parties and no other or subsequent claims, actions or proceedings of any kind related to this dispute whatsoever will be made by either party against the other as a result of the agreements contained herein.

11.5 This memorandum shall take effect as of the date approval is completed by both parties and the date the memorandum is executed.

FOR THE DISTRICT:

FOR THE ASSOCIATION

**Superintendent of Schools
Schools**

**President,
_____ Teachers
Association**

APPENDIX 1

Moravia Central School District Annual Professional Performance Review

(Applicable to Classroom Teaching Employees NOT Otherwise Covered for the 2011-2012 School Year by the Provisions of Section 2012-c of the Education Law)

Moravia Central School
District
Moravia, New York

Annual Professional
Performance Review
Plan

2010-2011

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EVALUATION

Evaluation is the assessment of an individual's professional effectiveness and development in the total school environment.

The major goal of such evaluation in the Moravia Central School District is to provide a process, which facilitates the improvement and enhancement of instructional practices, with positive impact on students, staff, and administrators.

In fulfilling this purpose, the evaluative process must, of necessity, provide a systematic program whereby staff may develop and strengthen instructional skills. The formative aspect of this evaluation system must be integrated with district plans for staff development.

The purpose of formative evaluations is to:

- !• improve instruction.
- !• encourage work toward personal, professional, and district goals.
- !• recognize and encourage professional growth and development.
- !• reinforce excellent teaching.

The summative purpose of evaluation focuses on providing a basis for making justifiable decisions about tenure status, retention or dismissal of staff members.

Evaluation Process

Non-Tenured Teachers: Non-tenured teachers shall be evaluated with a classroom observation a minimum of two times annually. In addition, an administrator shall perform either an additional classroom observation or assign a self-directed option or peer-based option to the teacher. A minimum of three formal evaluation components shall be used annually and shall be included in an annual summative evaluation. An Annual Action Plan (p.5/6) shall also be submitted to the building principal by September 24, and a Self-Reflective Narrative shall be submitted by April 8. Self-Reflective narratives should be an analysis of your AAP.

Tenured Teachers: Tenured teachers shall be evaluated annually. Three performance review options are available to them. One shall be selected and agreed upon by both the teacher and the administrator and will serve as the basis for an annual evaluation. If no option can be agreed upon between both parties, or the tenured teacher opts out of selecting a self-directed option, the traditional classroom observation model for evaluation will be used at least once annually.

All teachers shall submit an Annual Action Plan. Annual Action Plans are due by September 24, and Self-Reflective Narratives are due by April 8. Self-Reflective narratives should be an analysis of your AAP. Please include your successes as well as any areas of difficulties that occurred.

Guidance Counselors, School Psychologists and Nurses: Non-tenured individuals who serve in these capacities shall be evaluated annually on the criteria noted below. Tenured individuals may select a self-directed or peer partnering option in accordance with the guidelines set for tenured teachers above. An Annual Action Plan shall also be submitted to the building principal by September 24 and Self-Reflective Narratives by April 8.

Annual Professional Performance Review Criteria

- Personal qualities (responsibility, reliability, initiative, self-management)
- Content knowledge
(appropriate to profession: nurse, school psychologist, school counselor)
- Communication skills (oral and written communication is coherent, correct, timely)

- Collaborative relationships (administration, faculty, students, parents, community organizations)
- Professional ethics
- Reflective and responsive practice (sets goals; seeks feedback and adjusts methods and activities based on feedback; seeks and utilizes new knowledge and professional development opportunities)

Library Media Specialists:

Individuals who serve in this capacity shall be evaluated at least annually in writing and in conjunction with a conference with this person's immediate supervisor. The School Library Media Program Evaluation rubric shall be reviewed by the Library Media Specialist and the evaluator during to a scheduled conference. An Annual Action Plan shall also be submitted by September 24, and a Self-Reflective Narrative by April 8.

Supervision Options

All options must include an Annual Action Plan and a Self-Reflective Narrative and be tied to a selected New York State learning standard.

Self-Directed Options:

The Portfolio: The portfolio should be considered an important tool used to assist an individual in reaching his/her goal of excellence. As such, the items included in the portfolio should be a dynamic collection that chronicles and assists professional growth. Furthermore, portfolio items should be directly related to specific goals outlined in the staff member's Annual Action Plan. The Self-Reflective Narrative will provide a rationale for the inclusion of each item. The portfolio is not intended to be a static, trivial collection of artifacts.

The following is a partial list of the kinds of items that may be included in a portfolio at any level of experience. Items will be selected based on discussion of the individual's Annual Action Plan with his/her administrator.

- > copies of observations
- > plans for specific lessons
- > Videotape(s) of lesson(s)
- > samples of teacher designed materials
- > samples of student work
- > copy of grade book for marking period
- > assessments used with students
- > notation of special awards or citations
- > evidence of participation in committees or extra-curricular work
- > reflective letter summarizing the feedback from student surveys

Independent Research Project (/RP): This option allows an individual to concentrate on a topic or thesis of interest. The ultimate goal is to increase student achievement, but it is recognized that many variables affect this. The IRP is divided into the major components of planning, programming, and evaluation. The Self-Reflective Narrative must include results of tests and other assessment measures and a description of what the individual will do differently next year based on these results.

Journal: The discipline of journal writing can be a powerful tool in the quest for personal and professional growth. If an individual chooses this option, he/she will be expected to reflect in writing, at least once a week, on his/her performance as a staff member and on the performance of his/her students. Reflection is more than simply reporting on what is happening in the classroom. Often it is dominated by questions for which there are no answers yet. The primary focus should be on the goals established in the individual's Annual Action Plan, but other concerns and thoughts about school should be explored as well, especially as they increase in significance. This is an opportunity to become more conscious of and attentive to the individual's own daily efforts to inspire the highest levels of achievement in students. The journal will be shared and discussed with the administrator in November and February. A self-reflective narrative is due April 8.

Mentors/rip: This option allows tenured individuals, selected by the administrator, to help a non-tenured individual to grow professionally. The staff member will work with the mentee as outlined by the administrator and assist with such things as curriculum orientation, Annual Action Plan development, and selection of professional growth activities. This option shall be subject to the negotiated agreement with the Moravia Teachers' Association. (See mentorship project information)

Note: All these self-directed options should be reviewed with the principal at least twice a year (November, February).

5. What anticipated resources and/or support will you need?

6. Identify goals you would like to see your department/grade level pursue.

Administrator's Signature

Date

I have met with the above named administrator and attach my signature to this Annual Action Plan attesting to the fact that a conference was held to discuss this report.

Teacher's Signature

Date

Teacher Observation Form

Name _____

Class Observed _____

Date _____

Number of Students _____

Standard 1 – Content Knowledge

Observed

Teacher displays content knowledge.

Teacher maintains skills in the specific content area or areas taught and in methods of instructions and assessment.

Teacher presents content in a meaningful way and links it to students' levels of understanding.

Teacher links content to NYS Learning Standards.

Comments:

[Empty rectangular box for comments]

Standard 2 – Preparation

Teacher creates and maintains a professional, safe, and orderly environment.

Lessons reflect curriculum and are aligned with district goals and standards.

Teaching strategies and materials are varied and developmentally appropriate.

Comments:

[Empty rectangular box for comments]

Standard 3 –Instructional Delivery

Observed

Teacher's directions and procedures are clear to students and contain an appropriate level of detail.

Transitions occur smoothly, with a minimal loss of instructional time.

Feedback is of consistently high quality. It is given at the appropriate time and is specific.

Teacher varies instructional techniques to accommodate the variety of student learning styles.

Teacher actively engages students to participate in the lesson.

Teacher demonstrates ability to monitor and adjust lesson based upon student needs.

Comments:

Standard 4 – Classroom Management

Observed

Teacher establishes a climate that promotes fairness and respect.

Standards of conduct are clear to all students, and they all seem to understand them.

Teacher maximizes use of instructional time.

Teacher response to misbehavior is highly effective and sensitive to students' individual needs.

Teacher demonstrates genuine respect for individual students.

Teacher follows district approved Code of Conduct.

Comments:

Standard 5- Student Development

Observed

Teacher is highly proactive in diagnosing and designing instruction based on learner's needs.

Teacher's interactions with students are consistently positive and frequent.

Teacher's choice of materials highly motivates student participation.

Teacher effectively guides students to ensure that all voices are heard in the discussion.

Comments:

Standard 6-Student Assessment

Observed

Teacher uses and creates a variety of assessments that support the NYS assessments and learning standards.

Teacher is skilled in creating and using assessments that require students to apply their knowledge and understanding.

Teacher makes and justifies objective inferences from assessment data about student achievement.

Teacher uses a wide variety of methods to involve students in assessing their own learning.

Teacher's system for maintaining information on student completion of assignments is fully effective.

Comments:

Standard 7 – Collaboration

Observed

Teacher works with colleagues to improve student learning.

Teacher works with colleagues to improve the instructional program.

Comments:

Standard 8 – Reflective and Responsive Practice

Teacher reviews, assesses and adjusts lessons based on student need and performance.

Teacher seeks out opportunities for professional development and applies new skills in the classroom.

Comments:

Summary Comments:

Teacher's Signature

Date

Supervisor's Signature

Date

Staff member's signature acknowledges review of this evaluation only; it does not indicate agreement or disagreement with the contents. Teachers not in agreement with the evaluation may state their objections in writing within five days of post conference, date and sign the sheet on which the objections are recorded and that sheet will be attached and remain with the district's evaluation.

TO: _____

FROM: _____

RE: Classroom Observation

DATE: _____

To ease my completion of the Teacher Observation and Evaluation report on — — — — —
— — Please provide me with the following information relative to the lesson ■ observed:

OBJECTIVES:

PREPARATIONS: Teacher:

Student:

INSTRUCTIONAL DELIVERY:

STUDENT ASSESSMENTS:

PLEASE SHARE ANY ADDITIONAL INFORMATION THAT MAY HELP EVALUATE THE LESSON:

MORAVIA CENTRAL SCHOOL DISTRICT

Professional Activities and Achievements

 SCHOOL YEAR: 20

NAME: _____

GRADE LEVEL: — --- 7-8 9-12
 K-6

DEPARTMENT: _____

List professional endeavors, activities and achievements that you have accomplished. Include committee involvement and other activities that you have participated in. This submittal shall become part of your summative evaluation. This is your opportunity to let your principal know about some of the professional growth opportunities you have participated in during the past year, and other special activities you believe are worthy of noting.

Teacher's Signature: _____ Date: _____

**Moravia Central School
Administrator's Summative Evaluation**

Name	Department	Grade Level(s)	Date
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This summation evaluation shall include comments on the degree to which the staff member was able to attain her/his goals as noted in the Annual Action Plan in conjunction with classroom observations made by administrators. Comments shall also include input provided by the staff member generated by the submission of Professional Activities and Achievement Form. The evaluation shall note areas of strength and areas of concern and indicate the status of the employee by noting a recommendation.

Recommendation:

Continuation

Tenure

___Requires Professional improvement Plan

Other

Attendance: Days Present _____

Days Absent_____

Signature of Staff Member

Date

Staff member's signature acknowledges review of this evaluation only; it does not indicate agreement or disagreement with the contents.

Signature of Administrator

Date

The Independent Research Project Option

The New York State Education Department and Board of Regents have provided educators with a challenge. School districts will implement the Standards and Assessments. In addition, schools will ensure that all students learn and learn well.

The research project allows a staff member or members to focus on a topic that relates to improving student achievement.

The research project will consist of four components or success connections. The researcher(s) will examine the following:

- (1) What you know – this will include research, local practices, and data.
- (2) What you believe – this may include the beliefs and philosophies of the researcher, the school system and the larger community.
- (3) What you want – this is the desired outcomes or behaviors for students, teachers or administrators.
- (4) What you do – this encompasses classroom practices, curriculum planning, leadership behaviors and instructional practices.

Research project participants will complete a one-page summary of the project using the following three questions. Question number four will be answered as the project progresses. A final paper will be presented at the end outlining an Action Plan that incorporates research and data-driven suggestions for improving student success.

I. The issue, topic, idea, thesis to be researched.

2. What you know about this topic (this can be a list)

- What research will you use?
- What experience will you use?
- What data will you use?

3. What do you believe about this issue? Consider the belief systems and philosophies that support current practices. Consider belief systems and philosophies that support change or revisions.

Unsatisfactory Performance of Professional Staff Members:

The Moravia Central School District is committed to assisting its professional staff to improve effectiveness whenever and wherever possible. When a staff member is performing at an unsatisfactory level of performance, that staff member's immediate supervisor shall develop a written teacher improvement plan in concert with the staff member. The district shall annually report to the State Education Department on its efforts to address professional staff members' unsatisfactory performance. The method to report this information shall be determined by The State Education Department.

Training of Evaluators:

Superintendents, principals, and assistant principals who perform professional performance reviews on staff members shall be certified by the State of New York and participate in periodic training on supervision and evaluation through in-service programs offered by the Cayuga-Onondaga BOCES.

Staff Development Resources

1. Summer Work at MCS
2. Conferences that teachers attend outside the District
3. Visitations to classrooms within and outside of MCS
4. District Staff Development Day (2 Days Annually)
5. Curriculum days with sub coverage provided at MCS
6. Monthly workshops in p.m. by Instructional Development Program
7. BOCES Instructional Development Program (12 Days Annually in District)
8. BOCES Instructional Development Program Workshops
9. BOCES Planning-(SED Curriculum/Assessment Updates)
10. Setric Workshops (Special Education Training for Staff)
11. Teacher Center Programs and Training Sessions
12. BOCES X-Contract for Services and Programs at other BOCES
13. SUNY Cortland Center for Educational Exchange
14. College Graduate Courses
15. Cornell Connections (Micro-World, Mini Science Units)
16. SUNY Cortland Center for the 4^l and 5^s R's (Character Development Training)

APPENDIX 2