

ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR)

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**Mamaroneck Union Free School District
2013-2014**

Revised: September 20, 2013

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Statement of Purpose

The evaluation of instructional personnel is twofold: (1) to promote the continuous growth and development of the professional staff for the purpose of improving student learning and (2) to assess professional performance as part of a larger ongoing appraisal of the entire Mamaroneck District.

The criteria to be considered for the assessment of professional practice include those set forth by New York State and additional criteria described by the Mamaroneck Union Free School District in agreement with the Mamaroneck Teachers' Association.

The criteria are:

- Planning and Preparation
- Classroom Management
- Delivery of Instruction
- Monitoring, Assessment, and Follow-up
- Family and Community Outreach
- Professional Responsibilities

These criteria (described in full in Appendix A) promote the development and growth of a teacher who is an effective instructor, a collegial and contributing member of our staff, and a self-directed learner.

The Annual Professional Performance Review (APPR) provides the guidelines for the supervision and evaluation of all Mamaroneck UFSD teachers and other instructional personnel.

The establishment of a standing committee to review the APPR protocol on an annual basis is required. More frequent meetings will be held in the event of changes in state legislation and/or by the request of either the MTA or the Administration.

The committee will represent equally the teaching and administrative constituencies. The committee will consist of the President of the Mamaroneck Teachers' Association President and an additional six members will be appointed by the Mamaroneck Teachers' Association (two teachers from the high school (one Post and one Palmer), one from the middle school, two from the elementary schools, one special education (secondary) and one member at large). Five members will be appointed by the Mamaroneck Administrative Association (one administrator each from the high school, the middle school and the elementary schools, and two members of central staff). Amendments and revisions will be enacted by consensus.

APPR CALENDAR

Last work day in September – All teachers submit their completed goal-setting form

October 15th – All goal-setting meetings will be completed as per the APPR document

Last work day in May – All teachers submit their completed reflection form

Last work day in June – All summative meetings will be completed

Evaluation Process for Probationary and Full-year Leave Replacement

Each probationary, full-year leave replacement teacher will participate in a performance review process involving the following elements (listed chronologically):

- Teacher submits Goal-Setting Form by the last work day in September
- Goal-setting Conference completed by October 15th
- Teacher receives signed copy of Goal-Setting Form by the last work day in October
- A minimum of one (1) Administrative Formal Observation
- A minimum of six (6) Administrative Mini- Observations
- Submission of a written reflection regarding goal using the Reflection Form by the last work day in May. A teacher may opt to submit documents providing evidence of his or her professional performance.
- Summative Evaluation Process completed by the last day of the school year

Goal-Setting Conference and Written Reflection:

There will be an annual meeting between the teacher and his/her supervisor to establish that teacher's goal(s) for the coming school year. The teacher's goal(s) will be developed within the parameters of district, building, and department goals. The description of the teacher's goal(s) will be recorded on Goal Setting Form. Both the teacher and the administrator will receive a copy of the signed form. This meeting will take place by October 15th.

The teacher will submit a written reflection using the Reflection Form to his or her administrator about how the identified goal affected his or her professional practice and development by the last work day in May.

Administrative Formal Observations

A probationary teacher or a full year leave replacement teacher will have a minimum of one (1) formal observation per school year by an administrator. The following guidelines will apply:

- a. Each formal observation shall be scheduled.
- b. A pre-observation conference shall be held.
- c. A post-observation conference shall be held no later than two school weeks after the observed lesson.
- d. A written review shall be given to the teacher following the post-observation conference no later than four school weeks from the date of the conference. This review will state explicitly that the observed lesson did or did not meet the majority of the objectives and outcomes outlined in the pre-conference.
- e. Upon receipt of the administrator's written review, the teacher will sign a copy acknowledging its receipt. This copy will be filed in the Personnel Office.
- f. The teacher may respond in writing to the contents of the review within four school weeks of receiving it. A copy of the response will also be filed in the Personnel Office.

Mini-Observations

A minimum of six (6) mini-observations will occur throughout the year. Of those six (6) mini-observations, up to two (2) may be conducted in a setting other than the classroom i.e. CSE meeting, concert, IST meeting etc.

A **mini-observation** is an unannounced visit by an administrator in which he/she stays a minimum of five minutes. The teacher receives feedback on six mini-observations in two ways, "face to face" first, followed by written form within ten school days after the visit.

Year-end Summative Evaluation

The summative evaluation is meant to be a comprehensive reflection of a teacher's overall job performance. The Annual Summative Evaluation will be completed and a meeting held by the last day of the school year. This evaluation will primarily focus upon but not be limited to the teacher's job performance and the criteria described by the Mamaroneck Union Free School District in agreement with the Mamaroneck Teachers' Association as set forth within this APPR and stated below.

Planning and Preparation
Classroom Management
Delivery of Instruction
Monitoring, Assessment, and Follow-up
Family and Community Outreach
Professional Responsibilities

Additionally, formal and mini-observations and written/ verbal feedback about overall performance may be included in the summative evaluation.

No later than the last work day May, the teacher will submit a written reflection and any supporting documents related to his/her practice for the school year.

The teacher and administrator will sign the report and it will be filed in the Personnel Office. The teacher will receive a copy of the report.

The teacher may submit a written response to the report no later than ten calendar days after the summative meeting.

Evaluation Process for Tenured Teachers

Each tenured teacher will participate in a performance review process involving the following elements (listed chronologically):

- Teacher submits Goal-Setting Form by the last work day in September
- Goal-setting Conference completed by October 15th (Every other year)
- Teacher receives signed copy of Goal-Setting Form by the last work day in October
- A minimum of six (6) Administrative Mini- Observations
- Submission of a written reflection regarding goal using Reflection Form by the last work day in May. A teacher may opt to submit documents providing evidence of his or her professional performance.
- Summative Evaluation Process completed by the last day of the school year
 - Goal-Setting Conference and Written Reflection:
 - There will be a bi-annual meeting (every other year) between the teacher and his/her supervisor to establish that teacher's goal(s) for the coming school year. If it not a designated year for the teacher and supervisor to meet, either party may request a goal setting meeting. The teacher's goal(s) will be developed within the parameters of district, building, and department goals as well as the contents and outcome from the summative meeting from the previous year. The description of the teacher's goal(s) will be recorded on the Goal Setting Form. Both the teacher and the administrator will receive a copy of the signed form. This meeting will take place by October 15th.
 - The teacher will submit a written reflection attached to APPR using the Reflection Form to his or her administrator about how the identified goal affected his or her professional practice and development by the last work day in May.

Mini-Observations

A minimum of six (6) mini-observations will occur throughout the year. Of those six (6) mini-observations, up to two (2) may be conducted in a setting other than the classroom i.e. CSE meeting, concert, IST meeting etc.

A **mini-observation** is an unannounced visit by an administrator in which he/she stays a minimum of five minutes. The teacher receives feedback on six mini-observations in two ways, "face to face" first, followed by written form within ten school days after the visit.

Year-end Summative Evaluation

The summative evaluation is meant to be a comprehensive reflection of a teacher's overall job performance. The Annual Summative Evaluation will be completed and a meeting held by the last day of the school year. This evaluation will primarily focus upon but not be limited to the teacher's job performance and the criteria described by the Mamaroneck Union Free School District in agreement with the Mamaroneck Teachers' Association as set forth within this APPR and stated below.

Planning and Preparation
Classroom Management
Delivery of Instruction
Monitoring, Assessment, and Follow-up
Family and Community Outreach
Professional Responsibilities

Additionally, formal and mini-observations and written/verbal feedback about overall performance may be included in the summative evaluation.

No later than the last work day May, the teacher will submit a written reflection and any supporting documents related to his/her practice for the school year.

The teacher and administrator will sign the report and it will be filed in the Personnel Office. The teacher will receive a copy of the report.

The teacher may submit a written response to the report no later than ten calendar days after the summative meeting..

Evaluation Process for Part-Time Teachers

Each part-time teacher will participate in a performance review process involving the following elements (listed chronologically):

- Teacher submits Goal-Setting Form A by the last work day in September
- Goal-setting Conference completed by October 15th
- Teacher receives signed copy of Goal-Setting Form A by the last work day in October
- A minimum of three (3) Administrative Mini- Observations
- Submission of a written reflection regarding goal by the last work day in May using the Reflection Form. A teacher may opt to submit documents providing evidence of his or her professional performance.
- Summative Evaluation Process completed by the last day of the school year

Goal-Setting Conference and Written Reflection:

There will be an annual meeting between the teacher and his/her supervisor to establish that teacher's goal(s) for the coming school year. The teacher's goal(s) will be developed within the parameters of district, building, and department goals as well as the contents and outcome from the summative meeting from the previous year. The description of the teacher's goal(s) will be recorded on the Goal Setting Form. Both the teacher and the administrator will receive a copy of the signed form. This meeting will take place by October 15th.

The teacher will submit a written reflection attached to APPR using the Reflection Form to his or her administrator about how the identified goal affected his or her professional practice and development by the last work day in May.

Mini-Observations

A minimum of three (3) mini-observations will occur throughout the year. Of those three (3) mini-observations, up to one (1) may be conducted in a setting other than the classroom i.e. CSE meeting, concert, IST meeting etc.

A **mini-observation** is an unannounced visit by an administrator in which he/she stays a minimum of five minutes. The teacher receives feedback on six mini-observations in two ways, "face to face" first, followed by written form within ten school days after the visit.

Year-end Summative Evaluation

The summative evaluation is meant to be a comprehensive reflection of a teacher's overall job performance. The Annual Summative Evaluation will be completed and a meeting held by the last day of the school year. This evaluation will primarily focus upon but not be

limited to the teacher's job performance and the criteria described by the Mamaroneck Union Free School District in agreement with the Mamaroneck Teachers' Association as set forth within this APPR and stated below.

Planning and Preparation
Classroom Management
Delivery of Instruction
Monitoring, Assessment, and Follow-up
Family and Community Outreach
Professional Responsibilities

Additionally, formal and mini-observations and written/ verbal feedback about overall performance may be included in the summative evaluation.

No later than the last work day May, the teacher will submit a written reflection and any supporting documents related to his/her practice for the school year.

The teacher and administrator will sign the report and it will be filed in the Personnel Office. The teacher will receive a copy of the report.

The teacher may submit a written response to the report no later than ten calendar days after the summative meeting.

Evaluation Process for Probationary Teaching Assistants

Mini-Observations

A minimum of four (4) mini-observations will occur throughout the year. Of those four (4) mini-observations, one (1) may be conducted in a setting other than the classroom i.e. CSE meeting, concert, IST meeting etc.

A **mini-observation** is an unannounced visit by an administrator in which he/she stays for a minimum of five minutes. The teaching assistant receives feedback on six mini-observations in two ways, “face to face” first, followed by written form within ten school days after the visit.

Evaluation Process for Tenured Teaching Assistants

Mini-Observations

A minimum of three (3) mini-observations will occur throughout the year. Of those three (3) mini-observations, one (1) may be conducted in a setting other than the classroom i.e. CSE meeting, concert, IST meeting etc.

A **mini-observation** is an unannounced visit by an administrator in which he/she stays a minimum of five minutes. The teaching assistant receives feedback on all mini-observations in two ways, “face to face” first, followed by written form within ten school days after the visit.

Year-end Summative Evaluation

The summative evaluation (using old form) is meant to be a comprehensive reflection of a teaching assistant’s overall job performance. The Annual Summative Evaluation will be completed and a meeting held by the last day of the school year. This evaluation will primarily focus upon but not be limited to the teaching assistant’s job performance as it relates to his/her mini-observations and the criteria described by the Mamaroneck Union Free School District in agreement with the Mamaroneck Teachers’ Association as set forth within this APPR and stated below.

Content Knowledge
Preparation and Planning
Instructional Delivery
Classroom Management
Student Development
Student Assessment
Collaboration
Reflective and Responsive Practice
Professionalism

The teaching assistant and administrator will sign the report and it will be filed in the Personnel Office. The teacher will receive a copy of the report.

The teaching assistant may submit a written response to the report no later than ten calendar days after the summative meeting.

Evaluation Process for
Short-term Leave Replacement Teachers

Mini-Observations

The number of mini-observations that will occur throughout the year is prorated based on the length of the leave. Of those mini-observations, one (1) or two (2) may be conducted in a setting other than the classroom i.e. CSE meeting, concert, IST meeting etc.

A **mini-observation** is an unannounced visit by an administrator in which he/she stays a minimum of five minutes. The teacher receives feedback on six mini-observations in two ways, “face to face” first, followed by written form within ten school days after the visit.

Teacher Performance Plan (TPP)

A Teacher Performance Plan (TPP) is required for any tenured teacher whose performance is rated developing or ineffective overall on the summative evaluation 60% Marshall Rubric. It is the shared responsibility of the teacher and the administrator to address those areas of professional performance in need of improvement.

The TPP is intended to help teachers improve professional performance. The TPP reflects a helpful professional collaboration between the administrator and teacher.

Those performance areas of a teacher's practice identified and documented as developing or ineffective overall during the Summative Annual Evaluation Conference will serve as the focal points in a plan for improvement.

If a tenured teacher receives a developing or ineffective overall rating on his/her 60% Marshall Rubric Summative evaluation, the teacher may appeal. The teacher must follow the Appeals process outlined in the MTA Contract. A tenured teacher who receives an effective rating may not file an appeal; however a rebuttal may be attached to the rubric which should be submitted by the last work day in June.

Plan Procedures

1. The teacher will be informed that an MTA representative is welcome at any or all meetings related to the TPP.
2. The administrator and teacher will work collaboratively to design a plan for improvement to address that teacher's identified needs. The plan for improvement will be specific in identifying desired outcomes and the manner in which they are to be achieved.
3. A written documentation of the plan will be drafted by the administrator and presented to the teacher by September 15th.
4. The plan shall consist of items including but not limited to the following:
 - a. recommended course work
 - b. classroom visits to observe master teachers
 - c. professional reading(s)
 - d. recommended workshops
 - e. mentoring
5. At least one formal observation shall be completed by October 31st, at least a second shall be completed by January 15th.

The following guidelines will apply:

- a. Each formal observation shall be scheduled.

- b. A pre-observation conference shall be held.
 - c. A first quarter formal progress review meeting shall be held between the Principal/Administrator and staff member by November 15th. In addition, a mid-year formal progress review meeting shall be held between the Principal and staff member by January 30th. A written summary of the concerns raised by the Principal/Administrator during the formal progress review meetings shall be shared with the staff member no later than 10 work days after the date of the meetings.
 - d. The Principal/Administrator shall hold a formal review with the staff member to determine whether or not the staff member has met the goals of the TPP and improved his/her performance. Said review shall be held by April 1st.
 - e. A summative evaluation and conference between the Principal/Administrator and the staff member shall be completed by no later than June 20th.
 - f. For any staff member whose performance is rated “Ineffective” based on the Marshall Rubric (60%) for a second consecutive year, the Superintendent shall have the discretion to withhold step advancement for said staff member until such time as the staff member achieves an overall performance rating of “Effective” as set forth in any new APPR Plan as indicated by the rating on the overall summative evaluation at the conclusion of the future school year. Any staff member whose overall performance is rated as “Ineffective” or “Developing” on the Summative Evaluation in the year in which the TPP Plan was enacted, shall be presented with a new, revised TPP Plan by September 15th of the following school year.
4. There shall be no limitation upon the number of instances a staff member may be denied step advancement during his/her career.
 5. In no event shall a staff member advance more than one step in the school year following the denial of step advancement.
 6. If the teacher’s performance is “Ineffective” for two consecutive years, a formal notice of unprofessional conduct or incompetence may be prepared and presented to the teacher.
 7. If the problem in performance is not related to classroom instruction or clinical practice but is attached to other areas of professional responsibility, a plan specific to the professional performance to be improved will be crafted. Such a plan will be specific as to the desired outcomes, ways to achieve these outcomes, and a timeline of administrative oversight.

Teacher Improvement Plan (TIP)

A Teacher Improvement Plan (TIP) is required for any tenured teacher whose performance is rated developing or ineffective overall 100% composite score from NYSED. It is the shared responsibility of the teacher and the administrator to address those areas of professional performance in need of improvement.

The TIP is intended to help teachers improve professional performance. The TIP reflects a helpful professional collaboration between the administrator and teacher.

For any staff member whose performance is rated “Developing or Ineffective” based on the 100 point composite score will be placed on a Teacher Improvement Plan (TIP), the teacher may appeal. The teacher must follow the Appeals process outlined in the MTA Contract.

A tenured teacher who receives an effective rating may not file an appeal; however a rebuttal may be attached to the rubric which should be submitted by the last work day in June.

Plan Procedures

1. The teacher will be informed that an MTA representative is welcome at any or all meetings related to the TIP.
2. The administrator and teacher will work collaboratively to design a plan for improvement to address that teacher’s identified needs. The plan for improvement will be specific in identifying desired outcomes and the manner in which they are to be achieved.
3. A written documentation of the plan will be drafted by the administrator and presented to the teacher by September 15th.
4. The plan shall consist of items including but not limited to the following:
 - a. recommended course work
 - b. classroom visits to observe master teachers
 - c. professional reading(s)
 - d. recommended workshops
 - e. mentoring
5. At least one formal observation shall be completed by October 31st, at least a second shall be completed by January 15th.

The following guidelines will apply:

- a. Each formal observation shall be scheduled.

- b. A pre-observation conference shall be held.
- c. A first quarter formal progress review meeting shall be held between the Principal/Administrator and staff member by November 15th. In addition, a mid-year formal progress review meeting shall be held between the Principal and staff member by January 30th. A written summary of the concerns raised by the Principal/Administrator during the formal progress review meetings shall be shared with the staff member no later than 10 work days after the date of the meetings.
- d. The Principal/Administrator shall hold a formal review with the staff member to determine whether or not the staff member has met the goals of the TIP and improved his/her performance. Said review shall be held by April 1st.
- e. A summative evaluation and conference between the Principal/Administrator and the staff member shall be completed by no later than June 20th.
- f. For any staff member whose performance is rated “Developing or Ineffective” based on the 100 point composite score will be placed on a Teacher Improvement Plan (TIP). Any staff member whose performance is rated “Developing or Ineffective” based on the 100 point composite score in the year in which the TIP Plan was enacted, shall be presented with a new, revised TIP Plan by September 15th of the following school year.
- 6. If the teacher’s performance is “Ineffective” for two consecutive years a formal notice of unprofessional conduct or incompetence may prepared and presented to the teacher. Any staff member whose rating is “Ineffective” for two consecutive years, may result in an expedited 3020A.
- 7. If the problem in performance is not related to classroom instruction or clinical practice but is attached to other areas of professional responsibility, a plan specific to the professional performance to be improved will be crafted. Such a plan will be specific as to the desired outcomes, ways to achieve these outcomes, and a timeline of administrative oversight.



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**Annual Professional Performance Review
Goal Setting Form**

Name: _____

School/Department/Grade: _____

School year: _____

Please check one:

- _____ Tenured teacher
- _____ Probationary teacher
- _____ Full-year leave replacement
- _____ Part-time teacher

Professional Goal(s): FOR ALL STAFF

- 1) Please describe your professional goal(s) for this school year.
- 2) Why is this goal(s) important to your professional growth and teaching practice? How does it connect to district, school and department goals? In what ways does it reflect your evaluation from last year's summative assessment?
- 3) What steps will you need to take to achieve your goals?

You may also want to consider the following:

- What new learning/strategies/approaches will you need to accomplish this goal?
- What is the desired impact on student learning?
- How will you demonstrate and share achievement of your goal?

Form and attachment must be submitted by the last work day in September.

This form will be returned to you by the last work day in October.

Teacher's Signature _____ Date _____

Administrator's Signature _____ Date _____

**Annual Professional Performance Review
End-of-Year Goal Reflection Form**

Name: _____

School/Department/Grade: _____

School year: _____

Please check one:

- Tenured teacher
- Probationary teacher
- Full-year leave replacement
- Part-time teacher

Please attach a **one page reflection** assessing your work towards your annual goal. What did you do? What did you learn? How have you implemented what you have learned? How can you demonstrate and share your findings?

If appropriate, please attach your original written goal as well as samples of student work or other artifacts that reflect your work.

<i>This form and your reflection must be submitted by the last work day in May.</i>

This form will be returned to you by the last work day in June.	
Teacher's Signature _____	Date _____
Administrator's Signature _____	Date _____

