

MEMORANDUM OF AGREEMENT

BETWEEN

CHENANGO VALLEY CENTRAL SCHOOL DISTRICT

AND

CHENANGO VALLEY TEACHERS' ASSOCIATION

Effective September 1, 2011

GENERAL UNDERSTANDINGS BETWEEN
THE
CHENANGO VALLEY CENTRAL SCHOOL DISTRICT
AND
CHENANGO VALLEY TEACHERS' ASSOCIATION

The Superintendent of Schools and the Chenango Valley Teacher's Association (CVTA) have met to initiate discussions for developing and/or negotiating, as only required by law, the new Annual Professional Performance Review (APPR) system implemented by the State Education Department of New York.

The Superintendent of Schools and the CVTA understand that certain aspects of the APPR are mandatorily negotiable, while other plan aspects are determined as the managerial prerogative of the district.

The Superintendent of Schools and the CVTA also acknowledge that in our discussions neither our conversation, APPR plan skeleton, nor the process by which the APPR plan skeleton was developed shall have the effect of converting a non-mandatory subject of negotiations into a mandatory subject of negotiations.

The following is the initial APPR plan skeleton that will be utilized in order to comply with Education law 3012 – c, section 30 – 2, and 100.2 (o) of the rules of the Commissioner of Education for the State of New York.

The previously existing APPR plan will be utilized, as appropriate during the 2011 – 2012 school in accordance with the current Education Law and Regulations and/or requirements to negotiate.

Nothing herein shall be construed to abrogate any conflicting provisions of the collective bargaining agreement in effect on July 1, 2010.

The Superintendent of Schools and the CVTA also acknowledge that this APPR plan will sunset as of June 30, 2012.

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2011-2012 Annual Professional Performance Review Plan (Skeleton)

ARTICLE I. INTRODUCTION

The information contained within this document, referred to as the 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

ARTICLE III. TEACHER EVALUATION

ARTICLE IV. TEACHER EFFECTIVENESS

Composite Score:

The composite score is determined as follows.

- A. Student Growth Measures*
- B. Locally Selected Measures of Student Achievement*
- C. Multiple Measures of Effectiveness*
- D. Rubric*
- E. Professional Development*
- F. Timely Provision of Feedback*

ARTICLE V. EVALUATOR TRAINING

ARTICLE VI. DATA LINKAGE

ARTICLE VII. PROCEDURES FOR APPEALING AN ANNUAL PROFESSIONAL PERFORMANCE REVIEW

ARTICLE VIII. PROFESSIONAL IMPROVEMENT PLANS

ARTICLE IX. AVAILABILITY OF DISTRICT'S APPR PLAN

ARTICLE X. MISCELLANEOUS PROVISIONS

FOR THE DISTRICT:

Thomas J. Douglas, Ed.D.
Superintendent of Schools

FOR THE ASSOCIATION

Thomas Snyder
President, Chenango Valley Teachers Association

Appendix 1

Existing APPR plan

ARTICLE XI - TEACHER EVALUATION

The evaluation procedures and instruments are contained in the ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN. The procedures and instruments developed for implementation of the APPR for tenured and non-tenured teachers shall replace the evaluation procedures in use prior to September 1, 2000.

The District and the CVTA agree to continue negotiations on the APPR when final regulations are out and forwarded by the NYS Education Department.

Section 1: Tenured Teachers

Tenured Teachers – The procedures and forms contained in the publications referred to above will be utilized for the purpose of evaluation of tenured teachers.

Section 2: Non-Tenured Teachers

Non-tenured Teachers – The procedures and forms contained in the publications referred to above will be utilized for the purpose of evaluation of non-tenured teachers.

Section 3: Observations

A minimum of four administrative observations must be part of the non-tenured teacher's professional performance plan.

Section 4: Review of Plan

The procedures and instruments contained in the ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN will be reviewed by the evaluation committee, comprised of five (5) teachers appointed by the CVTA president and four (4) administrators appointed by the superintendent of schools beginning with 2001-2002.

Section 5: Confidentiality

Teacher evaluation reports will be treated as confidential except where admissible as part of an investigation, arbitration, mediation, or disciplinary procedure.

Chenango Valley Central School District
Annual Performance Review Model For Teachers
May 2000

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Chenango Valley Central School District

Annual Performance Review Philosophy

- Design the performance review process to be more meaningful
- Expand the methods of evaluation for annual review of tenured teachers/pupil personnel staff
- Strengthen the remediation process for teachers/pupil personnel staff at risk
- Provide quality mentoring assistance for new staff members

Annual Performance Review Goals

- Develop an evaluation plan that is flexible and easy to follow
- Empower teachers to develop creative lessons without losing focus of the Learning Standards
- Submit best teaching practices for sharing with others
- Provide a menu of evaluation/assessment opportunities for the building administrator and tenured teacher/pupil personnel staff members to mutually decide upon prior to inception of each annual performance review cycle
- Develop a formal teacher mentor program

Annual Performance Review State Education Department Mandates

- School Board adoption by September 1, 2000
- Development of flexible plan to meet all professional levels
- Emphasis on professional growth
- Recognize and address need for improvement of a variety of professional skills
- Annual Performance Review formally negotiated into Teachers' contract

Annual Performance Review Evaluation Criteria

Performance Review Plan for Tenured Teachers/Pupil Personnel Staff

The Performance Review Plan for tenured teachers/pupil personnel staff will describe methods the district will employ to assess performance including the Self-Directed Option, Peer Partnering Option, Portfolio Review Option, and Administrative Evaluation Option. Additional formats will be developed for professional staff members assigned to specialized areas including Nurses and Social Workers.

Performance Review Plan for Non-Tenured Teachers/Provisional Certificate Personnel

According to New York State Education Department Regulations regarding Annual Performance Review, teachers/pupil personnel staff possessing a provisional/temporary certificate will be evaluated via the Administrative Evaluation method as well as a yearly summative evaluation report. Additionally, provisional/temporary certificate personnel will be required to include a Portfolio as part of the annual review process.

Tenured Teacher/Pupil Personnel Staff Member Evaluation Options

Self-Directed Option

The tenured teacher and/or tenured pupil personnel staff member will work independently on a program of professional growth. In the Self-Directed Option, the individual follows a plan relating to one or more of the specific skills of criteria established by the State Education Department: Content Knowledge, Preparation, Instructional Delivery, Classroom Management, Staff Development, Student Assessment, Collaboration, and Reflective Practices.

Following a self-assessment of the individual's professional needs, each teacher/pupil personnel provider will work cooperatively with his/her supervising administrator to establish goals, expectations, and conditions relating to fulfillment of the Self-Directed Option.

Steps

1. Goal Setting
2.
 - (a) Preliminary goal setting meeting by September 15th
 - (b) A written plan for the Self-Directed Option submitted to the Supervising Administrator and Department Chairperson (if Applicable) by October 1st will include:
 - (i) Goal(s)
 - (ii) Length of project
 - (iii) Proposed activities
 - (iv) Means of assessing program

3. Periodic Written Assessment of Progress

- (a) Collaborative meeting to review written plan (goals, length of project, proposed activities, means of assessment) with the Supervising Administrator, Department Chairperson (if applicable) and teacher/pupil personnel provider to be held by October 1st
- (b) Approval of plan by Supervising Administrator returned to teacher/pupil personnel staff member by October 31st
- (c) Mid-year assessment meeting (teacher, dept. chairperson, and supervising administrator) by February 1st
- (d) Year-end assessment meeting with teacher and Supervising Administrator by the end of each school year

Peer Partnering Option

The Peer Partnering Option is intended to promote shared responsibility for professional growth by establishing a collegial atmosphere to improve instruction and student learning. The Peer Mentoring Model will focus on one or more of the specific skills of criteria established by the State Education Department: Content Knowledge, Preparation, Instructional Delivery, Classroom Management, Staff Development, Student Assessment, Collaboration, and Reflective Practices.

The basic format of this option involves the peer providing specific and objective feedback to his/her partner following a documented written pre-conference, observation, and post-conference. As the partnership between the peers develop, each may suggest ways of improving a lesson or make suggestions for professional growth. Definitions used the peer partnering model include:

PEER – Any teacher, pupil personnel staff member, or administrator

PARTNER – One who helps a peer practice and assess his/her practice by providing objective data based on commonly understood criteria (see above).

VISITATION – Classroom observation done by a partner. There will be at least three (3) or more visitations done during each school year for a minimum duration of twenty (20) minutes each.

Steps

1. Goal Setting

- (a) Preliminary goal setting meeting by September 15th
- (b) A written plan for the Peer Partnering Option submitted to the Supervising Administrator and Department Chairperson (if applicable) by October 1st will include:
 - (i) Goal(s)
 - (ii) Length of project
 - (iii) Proposed activities
 - (iv) Means of assessing program

2. Periodic Written Assessment of Progress

- (a) Collaborative meeting to review written plan (goals, length of project, proposed activities, means of assessment) with the Supervising Administrator, Department Chairperson (if applicable) and teacher/pupil personnel provider to be held by October 1st
- (b) Approval of plan by Supervising Administrator and returned to teacher/pupil personnel staff member by October 31st
- (c) Mid-year assessment meeting (teacher, dept. chairperson, and supervising administrator) by February 1st
- (d) Year-end assessment meeting with teacher, Supervising Administrator and Department Chairperson (if applicable) by the end of each school year

Portfolio Review Option

The Portfolio Review Option for tenured teachers and pupil personnel staff may include the following materials: sample lesson plans, samples of student work, student assessment instruments, video of counseling session, video of teaching performance, teacher/pupil personnel providers' reflection of counseling session or classroom performance, leading a professional study group, etc. The Portfolio Review Option will focus on one or more of the Annual Review criteria developed by the State Education Department: Content Knowledge, Preparation, Instructional Delivery, Classroom Management, Staff Development, Student Assessment, Collaboration, and Reflective Practices.

Portfolio Review Option (cont'd)

Steps

1. Goal Setting

- (a) Preliminary goal setting meeting by September 15th
- (b) A written plan for the Portfolio Review Option submitted to the Supervising Administrator and Department Chairperson (if applicable) by October 1st will include:
 - (i) Goal(s)
 - (ii) Length of project
 - (iii) Proposed activities
 - (iv) Means of assessing program

2. Periodic Written Assessment of Progress

- (a) Collaborative meeting to review written plan (goals, length of project, proposed activities, means of assessment) with the Supervising Administrator, Department Chairperson (if applicable) and teacher/pupil personnel provider to be held by October 1st
- (b) Approval of plan by Supervising Administrator and returned to teacher/pupil personnel staff member by October 31st
- (c) Mid-year assessment meeting (teacher, department chairperson (if applicable), and supervising administrator) by February 1st
- (d) Year-end assessment meeting with teacher and Supervising Administrator by the end of each school year

Administrative Evaluation Option

Tenured teachers may select the Administrative Evaluation Option. The teacher and the supervising administrator will use pre-conference and post-conference meetings to establish goal(s) for the year and to assess the teacher/pupil personnel staff member's progress. Classroom observation and summative evaluation may be used to make recommendations to the teacher regarding professional growth. There will be a minimum of one formal observation each school year.

Summative Evaluation

In addition to the evaluation option selected by tenured staff members, all teachers will receive a yearly summative evaluation. The summative evaluation is a compilation of the staff member's performance throughout the school year and will include strengths and suggestions for improvement. The summative evaluation should also include information concerning the teacher that occurs outside the classroom setting, such as involvement in extracurricular activities, participation on curriculum committees, workshop attendance, the mentoring program, music and art programs, coaching, etc. The supervising administrator will meet with the teacher to discuss the written summative evaluation no later than October 1st of the following school year.

Non-Tenured Teacher Evaluations

Non-tenured Teacher Evaluation During the Probationary Period

During the probationary period all non-tenured teachers and pupil personnel staff members will be evaluated by the administrative staff (Building Principal, Director of Special Education, Director of Guidance, Assistant Superintendent, etc.) at least four (4) times per year. Each evaluation will include a minimum of a classroom observation followed by a post-observation conference. At the end of each probationary year the supervising administrator will complete a summative evaluation for each non-tenured teacher. The summative evaluation will be shared with the non-tenured staff member and signed by both the Supervising Administrator and teacher. The summative evaluation will indicate the professional staff member's strengths and include suggestions for improvement. This document will also assess the non-tenured teachers' development towards attainment of the qualities and attributes of an effective teacher as defined by the State Education Department Annual Evaluation criteria: Content Knowledge, Preparation, Instructional Delivery, Classroom Management, Staff Development, Student Assessment, Collaboration, and Reflective Practices. The classroom observations and summative evaluation will be used to make recommendations to the Superintendent of Schools regarding continuation of services and ultimately tenure.

Teachers/pupil personnel staff possessing a provisional or temporary certificate will also be required by the State Education Department to be evaluated by the Portfolio Review process. The Portfolio Review process may include a video of their teaching performance, sample lesson plans, samples of student work, student assessment instruments, and the teacher/pupil personnel provider's reflection of his/her classroom performance and must address the eight criteria for effective teachers as identified by the State Education Department.

Conclusion

Participation Requirements, Professional Improvement Plan for Identified Unsatisfactory Teachers, and Assessment/Report to the Board of Education

Participation

Chenango Valley's Annual Performance Review model for teachers and pupil personnel staff will operate on a "pilot" basis beginning in the 2001-02 school year. Chenango Valley's Teachers' Association and the Superintendent of Schools will seek volunteers from the Association to become involved in each of the evaluation options outlined in this manual.

Professional Improvement Plan

School districts are required to report information pertaining to non-tenured and/or tenured teachers identified as unsatisfactory to the State Education Department on a yearly basis. Non-tenured and/or tenured teachers identified as needing improvement will work closely with school district administration in preparing a professional development plan. The Professional Improvement Plan will be prescriptive in nature and describe strategies for improvement. The Improvement Plan will also address the skills or criteria for effective teaching established by the State Education Department. The Professional Development Plan will provide specific recommendations to enhance the individual's growth and development as a professional educator. Some examples of recommendations for an Improvement Plan may include: attendance at professional development seminars, offering staff members release time to observe tenured staff members, assigning a teacher mentor to work collaboratively with the professional personnel, and scheduled meetings between the supervising administrator and the teacher to ensure close monitoring of the Improvement Plan.

Assessment/Report to the Board of Education

The Annual Performance Review Committee will reconvene no later than April 30, 2002 to assess the progress of the pilot Annual Performance Review Model. As part of this assessment, the Annual Performance Review Committee will interview teachers and administrators directly involved with the evaluation program during the 2001-02 school year. The Annual Performance Review Committee will develop a report pertaining to the new pilot initiative including recommendations for the 2002-03 school year. This report will be submitted to the Board of Education by October 2002.