

**2023-2024**  
**West Irondequoit Central School District Annual**  
**Professional Performance Review Plan**  
**for Teachers Covered by Education Law 3012-d and**  
**Subpart 30-2 of the Commissioner’s Regulations**

The Board of Education of the West Irondequoit Central School District (the “District”), acting in public session, hereby adopts this Annual Professional Performance Review Plan (“APPR Plan”) for those classroom teachers who will become covered by the APPR provisions of the laws of 2010 and 2016 and amended by Chapter 59 of the Laws of 2019 during the 2023-2024 school year.

**Introduction**

The purpose of this plan is to document as required by New York State Regulation 100.2(o) a prescribed plan for the annual professional performance review of its covered teachers providing instructional services or pupil personnel services as consistent with Education law 3012-d and Subpart 30-2 of the Commissioner’s Regulations. This plan is set forth for the purpose of complying with the mandates of the law and regulations.

The Regents adopted regulations in May of 2011 and updated these regulations in the spring of 2016 and amended by Chapter 59 of the Laws of 2019 requiring all districts to implement a new Annual Professional Performance Review (APPR) for teachers and principals starting in the 2011-12 school year. Each district will have to locally negotiate the APPR procedures and ensure that the provisions under section 3012-d of Education Law and Section 100.2(o) of Commissioner's Regulations are being implemented. An Agreement between the West Irondequoit School District and the West Irondequoit Teachers’ Association was approved from July 1, 2021 through June 30, 2025 which includes an updated APPR Plan. Therefore, this document reflects the detail required by the law and regulatory changes.

The APPR procedure will result in covered teachers of the District, represented by the West Irondequoit Teachers’ Association (the “WITA”), receiving a rating of highly effective, effective, developing, or ineffective (HEDI). Ratings are determined by student performance and observation based evidence applied to the West Irondequoit Teacher Practice Rubric

New York State has established the following matrix to determine overall HEDI ratings.

## HEDI RATING MATRIX

STUDENT PERFORMANCE		TEACHER OBSERVATION			
		H (Highly Effective )	E (Effective)	D (Developing)	I (Ineffective)
	H (Highly Effective )	H	H	E	D
	E (Effective)	H	E	E	D
	D (Developing )	E	E	D	I
	I (Ineffective)	D	D	I	I

### **Details of Teacher Observations**

The primary purpose of supervision and evaluation is to maintain and improve the quality of instruction in all of our schools. A process created to carry out supervision and evaluation must achieve this end. The process described in Appendix A of the WITA Contract is designed to do that. The process is based on two premises. The first is that supervision and evaluation will be most effective when a high level of trust, derived in an atmosphere of mutual confidence, exists between supervisors/evaluators and teachers\*. Trust is most likely established when supervisors/evaluators and teachers have a common understanding concerning the *New York State Teaching Standards (NYSTS)*. The second premise is that only through professional development of supervisors/evaluators and teachers can the *New York State Teaching Standards* be understood and implemented. It is the responsibility of the District to provide such training. It is the responsibility of supervisors/evaluators and teachers to avail themselves of this professional development.

*The New York State Teaching Standards* clearly define and communicate professional expectations for our faculty. They reflect our commitment toward peak performance for all students.

As professionals, West Irondequoit teachers are committed to students and their learning. They approach their work with creativity and imagination, striving constantly to improve. They acquire and employ a broad repertoire of instructional strategies matched to student needs, and remain critical and reflective about their practice, seeking all opportunities to expand that repertoire so that all students learn, understand, and achieve.

Teachers who meet these standards possess a current knowledge base in content and pedagogy and demonstrate the knowledge, skills, and attitudes necessary to design and implement standards based instruction for all students. They collaborate with colleagues, parents, and community members and contribute to school and district activities. West Irondequoit teachers believe that all students can learn; furthermore, they are passionate in acting on that behalf. They model the highest ethical and professional standards.

*\*The word “teachers” refers to all faculty covered by the WITA.*

These standards represent components of professional practice in the following 7 areas:

***Knowledge of Students & Student Learning***  
***Knowledge of Content and Instructional Planning***  
***Instructional Practice***  
***Learning Environment Assessment***  
***for Student Learning***  
***Professional Responsibilities and Collaboration***  
***Professional Growth***

It is our belief that these standards promote professional growth for teachers while supporting our commitment to peak performance. By the beginning of each school year, the principals will meet with the other supervisors to plan supervisory assignments for the coming year. During September, teachers will be notified by the home school principal of their primary supervisor for the school year. Teachers who do not receive notification of their primary supervisor by October 1st should request such notification from their home school principal.

Annual professional goal setting and reflection is integral to the process of supervision and evaluation. Goal setting serves as the basis for the enhancement of teaching practice and promotes professional development, self-reflection and dialogue. Annual goals are intended to have a direct effect on improving student learning and achievement.

A teacher and his/her primary supervisor will confer before mid-October to establish mutually agreed upon annual goals as well as the actions that will be taken to support these goals. Teachers and supervisors should utilize multiple data sources, including student performance, initiatives from the district, school and department, as well as the previous year’s evaluation, to establish goals. If goals cannot be mutually agreed upon, then the supervisor and teacher should schedule a follow up meeting to continue to dialogue about goals until mutual agreement can be reached.

The Professional Goals form will be used for this purpose and copies will be submitted to the primary supervisor and non-primary supervisor. During the course of the year, the teacher may need to revise their goals and/or create new goals. Supervisor and teacher should have mutual agreement regarding these changes. A revised form should be submitted to the supervisor after this discussion. The teacher and primary supervisor will confer between April and the end of the school year to review the teacher’s selected evidence of accomplishment and his/her reflection that supported his/her goals. The teacher will be responsible for completing the remaining portion of the Professional Goals form and submitting the completed form to their supervisor.

Annual goals developed at the evaluation conference are set for the following year. During September of the following year, the evidence of accomplishment and the action steps to implement the goals will be developed by the teacher and submitted to the supervisor.

## **Details of Timely and Constructive Feedback Provided to Teachers**

Classroom observations and conferencing play a central role within an exemplary supervisory system. Ongoing feedback is essential to professional growth. The observation process is supportive of collaborative relationships between teacher and supervisor. This process encourages experimentation, continuous improvement, professional growth and student achievement. Multiple, formal observations will occur during the school year, with at least one of these formal observations being unannounced.

An evaluation letter will be written by the primary supervisor (in consultation with other supervisors) not later than June of each year for non-tenured teachers and at the end of a three year cycle for tenured teachers. This evaluation letter reflects a teacher's progress at the time of evaluation relative to the New York State Teaching Standards. When mutually agreed upon by primary supervisor, teacher and other supervisors an evaluation letter may be written at the end of any year outside the regular cycle. Written evaluation letters will be received by teachers no later than June 1 of the evaluation year.

The supervisor, assistant- principal or coordinator and principal/director will discuss the evaluation letter and should arrive at consensus on its content. The writing of the evaluation letter is a shared task between the principal/director and the supervisor, assistant principal, or coordinator. When the principal and supervisor have differing opinions, the Assistant Superintendent for Human Resources will become involved as a facilitator to resolve differences of opinion.

During the year end evaluation conference, supervisors will work collaboratively with teachers to evaluate observed indicators and elements holistically based on observations and observation conferences.

The HEDI score from the West Irondequoit Teacher Practice Rubric will be derived from observable data and related artifacts collected during observations and pre and/or post conferences.

Each observed indicator will be scored on a four point scale: HE

(Highly Effective) –		4 points
E (Effective)	-	3 points
D (Developing)	-	2 points
I (Ineffective) -		1 points

After the total number of formal observations is complete, the indicators for each standard will be assessed based on the above scale. The final point total for each indicator will be an average of the indicators scored. Then, taking the average score of each observed indicator, a composite average score will be computed to the nearest hundredth's place. Indicators not observed during a school year will not factor in the calculation of the APPR score.

Ninety percent of the observation score will be calculated based on the observations of the primary supervisor. Ten percent of the observation score will be calculated based on the observation(s) of the outside observer. The proportional average score will be calculated, and then used to determine the HEDI category.

HEDI Category	Minimum Score	Maximum Score
H (Highly Effective)	3.50	4.00
E (Effective)	2.50	3.49
D (Developing)	1.75	2.49
I (Ineffective)	1.00	1.74

Teachers will receive their Observation Score Report along with their Observation Indicator Reports at least three school days prior to the last work day of the school year.

**Details of Student Performance Category**

Assessment Selection

A subcommittee comprised of two administrators appointed by the Superintendent and two teachers appointed by the WITA President will meet to review and approve assessments to be used for the student performance component of the evaluation, to determine the utilization of district-wide student learning objectives (SLOs), and to set SLO targets for district wide SLOs when utilized. The selection of assessments shall be from the list of assessments approved by the State Education Department (SED). The WITA President and Assistant Superintendent for Instruction will serve as ex-officio members of this subcommittee. If the subcommittee cannot reach consensus, the matter will move to the Superintendent for final approval.

SLO Development

In cases where individual Student Learning Objectives (SLOs) are utilized or required, the teacher and his/her primary supervisor will confer before mid-October to establish a mutually agreed upon SLO Target(s). If the SLO target(s) cannot be mutually agreed upon, then the supervisor and teacher should schedule a follow up meeting to continue to dialogue about the SLO target(s) until mutual agreement can be reached. If, after continued dialogue, agreement still cannot be reached, the matter will move to the Superintendent for a final decision.

**Calculation of Overall APPR Rating:**

The overall APPR rating is determined based on the equal weighting of the Student Performance Rating and the Observation Rating according to the matrix below.

## HEDI RATING MATRIX

		TEACHER OBSERVATION			
		H (Highly Effective)	E (Effective)	D (Developing)	I (Ineffective)
STUDENT PERFORMANCE	H (Highly Effective)	H	H	E	D
	E (Effective)	H	E	E	D
	D (Developing)	E	E	D	I
	I (Ineffective)	D	D	I	I

### **Duration and Nature of Training Provided to Evaluators and Lead Evaluators**

1. The “lead evaluator” is the administrator who is primarily responsible for a teacher’s evaluation under Chapter 103 and the implementing regulations. The term “evaluator” shall include any administrator who conducts an observation or evaluation of a teacher.
  
2. All evaluators shall successfully complete a training course that meets the minimum requirements prescribed by the law and regulations. Such training shall include application and use of the State-approved teacher practice rubric(s) selected by the District for use in evaluations.
  
3. Once an evaluator has successfully completed a training course meeting the minimum requirements prescribed in the law and regulations, he/she shall be deemed to be certified by the District as a lead evaluator.
  
4. Other details of the District's training for evaluators and lead evaluators, including the duration and nature of such training and the process for certifying lead evaluators, shall be developed as evaluators move through state and BOCES training. This certification process shall be continued throughout the school year.
  
5. Nothing herein shall be construed to prohibit an evaluator who is properly certified by the State as a School administrator from conducting classroom observations or school visits as part of an APPR under Chapter 103 and the implementing regulations prior to completion of the training required by said Chapter or the regulations thereunder, as long as such training is successfully completed prior to completion of the annual professional performance review.

### **Ensuring Accurate Teacher and Student Data**

The District shall provide accurate data to the State Education Department (“SED”) in a format and timeline prescribed by the Commissioner. The District shall also provide an opportunity for

every covered teacher to verify the subjects and/or student rosters assigned to him/her. The Director of Data, Assessment and Student Intervention shall be designated as the Data Coordinator who 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 for compliance.

### **Reporting Scores to SED**

The Assistant Superintendent for Human Resources shall be responsible for reporting to the SED the individual subcomponent scores and the total composite effectiveness score for each covered classroom teacher and building principal in the District, and shall do so in a format and timeline prescribed by the Commissioner. However, it is understood that the ability of the Assistant Superintendent for Human Resources to provide this information will be dependent upon the availability and format of the data.

### **Release of Individual APPR Scores**

While the scores of individual staff members are not open to the general public, pursuant to Education Law 3012-d the District will, upon request, release the final quality ratings and composite effectiveness scores to parents or guardians for each of their child's teachers and principal who are subject to 3012-d. WI Regulation 6130R details the process the District will use to release scores when necessary.

### **Development, Security and Scoring of Assessments**

The Director of Data, Assessment and Student Intervention in conjunction with the Assistant Superintendent for Instruction and Directors of Instruction shall be responsible for overseeing the assessment development, security, and, scoring processes utilized by the District under this APPR Plan, and shall take steps to ensure that any assessments and/or measures used to evaluate teachers and principals are not disseminated to students before administration, and that teachers and principals do not have a vested interest in the outcome of the assessments they score.

### **Peer Coaching, Video Coaching, or Action Research**

The West Irondequoit Central School District and the West Irondequoit Teachers' Association agree to support professional learning and excellence in teaching by offering coaching or research options in conjunction with the agreed upon APPR Process.

The following goals guide coaching or research options:

- Recognize and reward professionalism in teaching as it relates to student learning
- Increase collegiality, experimentation, and reflection about teaching and learning
- Create a culture where frequent, concrete, and supportive talk about teaching and learning is a norm
- Encourage professionals to take ownership for the continuous development of their teaching repertoires
- Model lifelong learning for all students and staff
- Support of other professional learning opportunities such as post graduate programs, National Board Certification, Master Teacher, etc.

#### 1. Participant Criteria

Teachers involved in coaching or research options must:

- a. Be self-directed, goal oriented and committed to seek continuous growth.
- b. Follow the agreed upon process, complete all necessary forms, and participate in the designated mandatory sessions.
- c. Have approval of the Primary Supervisor and Building Principal (when not the Primary Supervisor).

2. Participant Responsibilities

Teachers involved in coaching or research options will delineate a specific focus directly connected to their professional goals. Upon approval of the Primary Supervisor and Principal (when not the Primary Supervisor), teachers agree to:

1. Complete the Peer Coaching, Video Coaching, or Action Research application and attach the WICSD goal setting forms and submit to Primary Supervisor and Principal (when not the Primary Supervisor) by October 31<sup>st</sup>.
2. Attend the mandatory fall orientation session that explains the process and concepts
3. Minimum Requirements:

<b>Peer Coaching</b>	<b>Video Coaching</b>	<b>Action Research</b>
<ul style="list-style-type: none"> <li>• 2 peer observations for each participant (at least 30 minutes each)</li> <li>• 2 peer reflection meetings with written reflection form</li> </ul>	<ul style="list-style-type: none"> <li>• 2 video observations for each participant (at least 30 minutes each)</li> <li>• 2 peer reflection meetings with written reflection form</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to TLC Action Research series</li> </ul>

4. Utilize release time offered by the district per Article IX. D. 2
5. Year-end conference with Primary Supervisor regarding self-reflection and progress towards goals (completion of professional goals forms with attached reflection)

3. District Responsibilities

The district will support Peer Coaching, Video Coaching and Action Research by:

1. Providing a fall orientation session.
2. Providing an optional winter information sharing session to assist participants through the process.
3. Offering additional professional development experiences and resources for involved teachers to access if desired.
4. The District will offer release time per Article IX. D. 2.

Peer Coaching, Video Coaching and Action Research will not diminish the role and



responsibility of supervisors in monitoring of all aspects, duties, and responsibilities of the teacher.

a. Peer Coaching, Video Coaching and Action Research Application Process

Step 1

The teacher initiates a conversation with the primary supervisor about becoming involved in Peer Coaching, Video Coaching or Action Research within the APPR process.

Step 2

After attending the information session, if the teacher continues to be interested in pursuing this option, they complete the Coaching/Research application and submit it to the Primary Supervisor by October 31<sup>st</sup>. The Primary Supervisor (when not the Principal) includes the Principal in determining whether or not to approve the request.

Step 3

The Primary Supervisor or Principal submits the Coaching/Research application to the Office of Instruction. The Assistant Superintendent for Instruction and the WITA President will meet to make final approval by the date designated by the district by November 10<sup>th</sup>.

Step 4

The Assistant Superintendent for Instruction and the WITA President will also send copies of the application, approved or not approved, to the Coaching/Research applicant, Primary Supervisor, Building Principal (if not Primary Supervisor) and Superintendent.

Step 5

If approved the teacher works with the supervisor to determine when the process will begin and to finalize those to be involved in the Coaching team or Action Research proposal. If not approved, the teacher receives feedback regarding the application.

### **Teacher Improvement Plans**

Periodically, the performance of a teacher may not meet competency. In these instances, West Irondequoit is committed to providing support to teachers. The teacher improvement plan (TIP) is designed to provide opportunities for ongoing dialogue and feedback between teachers and administrators.

#### **Non-Tenured**

The teacher improvement plan (TIP) must apply to any non-tenured teacher who has received a one hundred point APPR score of developing or ineffective as mandated by NYS, which must be in place within 10 work days from the notification of the teacher of the actual HEDI score. Additionally, the primary supervisor is responsible for counseling a probationary teacher whose professional behavior or performance is in question. A TIP may be used to address these concerns.

#### **Tenured**

The teacher improvement plan (TIP) must apply to any tenured teacher who has received a one hundred point APPR score of developing or ineffective as mandated by NYS. The plan needs to be in place 10 work days from the notification to the teacher of the actual HEDI Score.

#### **Teacher Improvement Plan Process**

A TIP includes clear and specific goals, areas of need, timeline for improvement, the manner in which improvement will be assessed, and differentiated, evidence-based professional development activities to support improvement. An Association Representative of the teacher's choice and the teacher's supervisor(s) may be present in meetings tied to the TIP, including post conferences.

A TIP could last through the end of the school year of its implementation. The primary supervisor will hold quarterly reviews, which include a synopsis of progress, evidence of accomplishment and areas of continued need. If both the supervisor and the WITA Representative recognize significant improvement during the school year, the specifics of the TIP can be decreased or eliminated, as long as both parties agree to this elimination.

### **Appeals of Annual Professional Performance Reviews Under this APPR Plan**

Only those teachers in the developing or ineffective category have a right to appeal their rating.

Probationary teachers may not appeal both an APPR Rating (as outlined below) and a Tenure Decision (as outlined in the WITA/District Contract) during the same academic year. For example, a second year teacher receiving a first year rating of "Developing" in September of his second year (or any time after the last day of teaching in an academic year if APPR ratings are released prior to September) may appeal the "Developing" rating. However, if the rating is appealed, the teacher may not appeal a decision to deny tenure during his second year of teaching.

#### **Appeal Process**

Within 10 school days of receiving the HEDI score, a teacher can appeal his/her rating in writing to his/her supervisor. The teacher cannot introduce evidence that was not previously presented. The written appeal should include a detailed synopsis of the basis of the challenge. A teacher may challenge: The substance of the Annual Professional Performance Review; The District's failure to adhere to the standards and methodologies required for the APPR, pursuant to Education Law 3012-c and applicable rules and regulations; The District's failure to comply with either the applicable regulations of the

Commissioner of Education or the negotiated APPR procedures; or The District's failure to implement the terms of a Teacher Improvement Plan, where applicable. The teacher cannot raise other issues beyond what was in the original appeal after the original appeal is submitted. Within 5 school days of receiving the appeal, the supervisor must schedule a meeting with the teacher to discuss and attempt to resolve the appeal. The supervisor must render a written decision on the appeal within 5 school days of the meeting.

If the teacher decides to continue the appeal, the teacher must submit the original written appeal, the supervisor's written decision, and a written statement of continuation of appeal within 5 school days to the WITA President and the Superintendent. A panel that includes two WITA Members chosen by the WITA President and two District Leadership Members chosen by the Superintendent will conduct a review of the appeal within 7 school days. Panel members must not be directly involved in the appeal. A recommendation to the Superintendent by this panel must be rendered within 5 school days and submitted to the teacher, the Superintendent, and the WITA President. The Superintendent shall render a written decision regarding the appeal within 5 school days of the recommendation.

#### **Filing and Publication of an APPR Plan**

This APPR Plan shall be filed in the District Office and shall be made available to the public on the District's website within ten days after its adoption. The 2022-2023 Plan is currently on the website.

Adoption Date: 9/7/23

Legal References: Education Law Sect. 3012-d; 8 N.Y.C.R.R. Part 30-2 and Section 100.2(o).