

**POUGHKEEPSIE CITY SCHOOL DISTRICT**

**SCHOOL IMPROVEMENT GRANT**

**POUGHKEEPSIE PUBLIC SCHOOL  
TEACHERS' ASSOCIATION**

**APPR COMPLIANCE DOCUMENT**

**2011-12 SCHOOL YEAR**

**POUGHKEEPSIE PUBLIC SCHOOL**  
**TEACHERS' ASSOCIATION**  
**SMOA**

**TABLE OF CONTENTS**

Page 1	State Growth
Pages 2-3	HEDI - For State Growth
Page 3	PPSTA Member Evaluation – Point Breakdown
Page 5	Use of HEDI Formula & Conversion Chart, Number of Observations & 20% Other
Page 6	HEDI – Other
Page 7	Composite Tally
Page 7	Appeals
Page 7	TIP
Page 7	Signature Page

**ADDENDUMS**

- ADDENDUM A: WALK THROUGH FORMS
- ADDENDUM B: SCHOOL-WIDE GOALS
- ADDENDUM C: PROFESSIONAL PERSONAL GOAL
- ADDENDUM D: APPEALS PROCESS
- ADDENDUM E: WAVED LANGUAGE
- ADDENDUM F: SMOA TIP
- ADDENDUM G: TIP TOOL

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**SUPPLEMENTAL MEMORANDUM OF AGREEMENT FOR THE  
POUGHKEEPSIE HIGH SCHOOL SIG STATUS for 2011-12 SCHOOL YEAR**

**BY THE SUPERINTENDENT OF SCHOOLS AND THE BOARD OF EDUCATION OF THE POUGHKEEPSIE CITY SCHOOL DISTRICT**, hereinafter referred to as the "District" and the **POUGHKEEPSIE PUBLIC SCHOOL TEACHERS ASSOCIATION**, hereinafter referred to as "PPSTA;"

**WHEREAS** the District and the PPSTA, in an effort to support the redesign of the Poughkeepsie High School which is identified as Persistently Low Achieving (PLA) by the New York State Education Department (NYSED), agree to place a moratorium for the duration of the 2011-12 school year, on specific obstacles and challenges and to work collaboratively in order to create learning environments that produce increased student achievement. Teacher empowerment, teacher quality, parent engagement, and student achievement are the cornerstones of this process, and this agreement reflects the efforts of both parties to ensure that the redesign plans are successful;

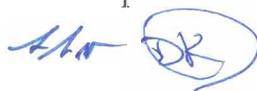
**WHEREAS** the PPSTA's Annual Professional Performance Review (APPR), was developed in accordance with Education Law 3012-c and Subpart 30-2 of the Rules of the Board of Regents and Section 100.2(o) of the Regulations of the Commissioner of Education, as amended by litigation, to enhance professional effectiveness and to positively impact our school environments;

**WHEREAS** the District and the PPSTA recognize that if and when the Commissioner changes the HEDI Bands, the District will modify and change its Bands to comply with the Bands established by the Commissioner;

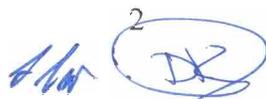
- A. **WHEREAS** the Teaching and Learning Solutions, Miller Educational Consulting Services, Inc., provided a five-day training to all District administrators and designated PPSTA members; and,
- B. **WHEREAS** The Superintendent and all designees shall be trained in accordance with the requirements of statute and regulations and also possess either an SDA or SDL New York State Certification,

**NOW, THEREFORE**, the District and the PPSTA agree to the following for the 2011-12 school year:

1. The parties acknowledge, for the 2011-12 school year only, the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment as the State growth measure of the academic progress of students for a total of 20 points toward the 20% composite score of 100%. Poughkeepsie High School students will be formally assessed in January 2012. The MAP assessment will take place in the academic areas English, Mathematics, and English Language Arts of Information and Understanding. These scores will serve as the pre-test for determining baseline academic data. The students will again be assessed in June 2012. These scores will serve as the post-test to determine academic growth.



2. As required by Law, for the 2011-12 school year only, the State growth score will be based on the ELA and Math MAP assessments and will count as 20% of the overall evaluation for all teachers in the following manner:
  - ELA Grades 9-12 Teachers will be evaluated based on student growth in the ELA MAP assessment, based on the pre- and post-test scores for each teacher's students.
  - Math Grades 9-12 Teachers will be evaluated based on student growth in the Math MAP assessment, based on the pre- and post-test scores for each teacher's students.
  - All teachers, other than ELA and Math 9-12 teachers, at the High School will be evaluated based on the total student growth score, for all students in the building, on the ELA MAP assessment component - *Information and Understanding*. This is a total score based on pre-test and post-test results.
  
3. The parties also agree, for the 2011-12 school year only, to the following HEDI bands for the MAP assessments. These assessments will be utilized to determine the State academic growth of students based on the scores of all enrolled students who have pre- and post-test scores.

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HEDI BANDS	
Highly Effective	84-100%
Effective	74-83%
Developing	63-73%
Ineffective	0-62%

HEDI	POINTS	PERCENTAGE OF STUDENTS DEMONSTRATING GROWTH	
Highly Effective	20	97 – 100%	Highly Effective (84% - 100%)
Highly Effective	19	93 – 96%	
Highly Effective	18	89 – 92%	
Highly Effective	17	86 – 88%	
Highly Effective	16	84 – 85%	
Effective	15	82 – 83%	Effective (74% - 83%)
Effective	14	80 – 81%	
Effective	13	78 – 79%	
Effective	12	76 – 77%	
Effective	11	75%	
Effective	10	74%	
Developing	9	72 – 73%	Developing (63% - 73%)
Developing	8	70 – 71%	
Developing	7	68 – 69%	
Developing	6	66 – 67%	
Developing	5	63 – 65%	
Ineffective	4	41 – 62%	Ineffective (0 – 62%)
Ineffective	3	29 – 40%	
Ineffective	2	17 – 28%	
Ineffective	1	5 – 16%	
Ineffective	0	0 – 4%	

4. The parties agree, for the 2011-12 school year only, to use the NYSUT Teacher Practice Rubric and the Teacher Evaluation and Developmental (TED) tool approved by the New York State Education Department, which will represent up to 60% of the teacher's overall evaluation. The evaluation tool represents a total score of 100 points that will be divided to reflect a score of up to 60% from the total composite score, (i.e.  $100 \times .60$ ). Below is the point breakdown for tenured, non-tenured of ELA, Math and all other teachers, for the 60% score, for purposes of implementing the HEDI:

<b>1 OBSERVATION FOR TENURED TEACHER (NYSUT Rubric)</b>		
<b>STANDARD</b>	<b>CONTENT</b>	<b>POINTS</b>
1	Knowledge of Students and Student Learning	10
2	Knowledge of Content and Instructional Planning	14
3	Instructional Practice	38
4	Learning Environment	12
5	Assessment for Student Learning	10
6	Professional Responsibilities and Collaboration	10
7	Professional Growth	6
		<b>100</b>

<b>2 OBSERVATIONS FOR NON-TENURED TEACHER (NYSUT Rubric)</b>			
<b>STANDARD</b>	<b>CONTENT</b>	<b>1<sup>st</sup> Obsv POINTS</b>	<b>2<sup>nd</sup> Obsv POINTS</b>
1	Knowledge of Students and Student Learning	10	10
2	Knowledge of Content and Instructional Planning	14	14
3	Instructional Practice	38	38
4	Learning Environment	12	12
5	Assessment for Student Learning	10	10
6	Professional Responsibilities and Collaboration	10	10
7	Professional Growth	6	6
		<b>Total per observation</b>	<b>100</b>
		<b>100</b>	<b>100</b>
<b>Each observation will be combined and then divided by 2 for the final observation score</b>			

Examples of HEDI related to Teacher Observation Conversation of Points			
TEACHER	Observation Points	Formula	HEDI POINTS
Teacher A	94	$94 \times .60$	H = 56
Teacher B	77	$77 \times .60$	E = 46
Teacher C	73	$73 \times .60$	D = 44
Teacher D	40	$40 \times .60$	I = 24

HEDI and HEDI CONVERSION FORMULA			
Based on converting score $100 \times .60$	91-100	Highly Effective	55 – 60
	75-90	Effective	45 – 54
	65-74	Developing	39 – 44
	0-64	Ineffective	0 – 38

5. The parties also agree, for the 2011-12 school year only, to commit to a minimum of one observation for tenured teachers and a minimum of two observations for non-tenured teachers pursuant to 8 NYCRR 100.2 (o) or 8 NYCRR 30-2 by the principal or other trained administrator for the composite score of 60% utilizing the NYSUT Teacher Practice Rubric consisting of a scheduled pre-observation conference, observation, and post-observation conference.
6. The parties agree, for the 2011-12 school year only, for an additional 20% of evaluation, described as "Other" by Commissioner King, utilizing the NYSUT Teacher Practice Rubric to conduct two unannounced short-term duration observations/visits, as well as having each teacher develop one school-wide goal and one professional personal goal. This 20% "OTHER" will be added to the 60%, thereby equating to 80% for the purpose of evaluation. This 80% total will only be used as a measure for the total composite score for the 2011-12 school year. The additional goals will be specific to the School Improvement Grant (SIG) and the Smaller Learning Communities (SLC) initiatives. The professional personal goals will be collaboratively developed, with the principal and/or his designee, to improve teacher practice based on evidence that will be identified in the NYSUT Teacher Practice Rubric to ensure alignment with the School Improvement Grant and the new APPR (20% defined in Addendums A, B, and C).
- Feedback on and scores from an unannounced visit will be forwarded electronically by the principal or other administrator within 48 hours.
  - The Principal or other administrator will ensure that all goals are submitted by February 9, 2012. The Principal or other administrator, prior to June 1, 2012, for the 2011-12 school year only, will complete the timelines for reviewing and assessing the completion of each teacher's Professional Personal Goal and SIG or SLC Goal (see Addendums A, B and C).

2 UNANNOUNCED SHORT TERM CLASSROOM OBSERVATIONS NYSUT TEACHER PRACTICE RUBRIC			
Standard	Elements and Indicators	HEDI Score 1 <sup>st</sup> Visit	HEDI Score 2 <sup>nd</sup> Visit
3	1 - 6	H = 5 Points	H = 5 Points
4	1 - 4	E = 3 - 4 Points D = 1 -2 Points I = 0 Points	E = 3 - 4 Points D = 1 -2 Points I = 0 Points

1 PROFESSIONAL PERSONAL GOAL and 1 GOAL related to the SIG or SLC NYSUT TEACHER PRACTICE RUBRIC		
SIG and/or SLC Goal		
Standard	Elements and Indicators	HEDI Score
6	1-D, 2-A, 4-A and D	H = 5 Points E = 3 - 4 Points D = 1 -2 Points I = 0 Points
7	7 A-C	I = 0 Points
Professional Personal Goal		
Standard	Elements and Indicators	HEDI Score
7	2-A 4-B	H = 5 Points E = 3 - 4 Points D = 1 -2 Points I = 0 Points

7. The parties agree, for the 2011-12 school year only, to commit to using the four (4) HEDI criteria for all teachers subject to evaluation by using the HEDI Composite Rating as reflected in the APPR and not inconsistent with the CBA. The composite rating will consist of the following criteria, for the 2011-12 school year only:

GROWTH	OBSERVATION + "OTHER"
20%	80%

8. The parties also agree, for the 2011-12 school year only, the composite scores will be tallied at the Poughkeepsie High School and all teachers will receive their evaluations prior to the end of the school year in June 2012, for their overall performance for the 2011-12 school year.

Below is an example of how scores will be tallied, to determine a teacher's overall evaluation at the Poughkeepsie High School, for the 2011-12 school year only:

TEACHER	Growth 20%	Observation 60%			Other 20%	Total Score	HEDI /100%	NYSED BANDS
Teacher A	18	94	94 X .60 =	56	18	92	H	91-100
Teacher B	14	81	81 X .60 =	49	15	78	E	75-90
Teacher C	10	75	75 X .60 =	45	13	68	D	65-74
Teacher D	3	40	40 X .60 =	24	4	31	I	0-64

9. The parties agree, for the 2011-12 school year only, to implement a new Appeals process to the APPR outlining in detail the course of action for both non-tenured and tenured teachers (see Addendum D).
10. The parties agree, for the 2011-12 school year only, to waive enforcement of Article XXII, Section 2 of Teacher Evaluation, as indicated in the PPSTA Contract (see Addendum E), and implement new procedures for implementing a TIP in accordance to Education Law 3012-c and the implementation of the School Improvement Grant at the Poughkeepsie High School for its teachers. In addition to writing out the procedures, the district has also developed a new template that aligns itself entirely to the NYSUT Teacher Practice Rubric, along with interventions, supports and timelines (see Addendums F and G).
11. The goal to implement the new APPR evaluation at the Poughkeepsie High School, as written in the SIG and communicated with the School Improvement Office, will commence as scheduled in the second semester, February 2012.

So agreed this 3<sup>rd</sup> day of February 2012

For the District

  
 Dr. Laval S. Wilson  
 Superintendent of Schools

For the Association

  
 Ms. Debra Ann Kardas  
 PPSTA President

Elements	Performance Indicators	Evidence/Notes	Pts
3.1 Teachers use research based practices and evidence of student learning to provide developmentally appropriate and standards driven instruction that motivates and engages students in learning.	a. Aligns instruction to standards b. Uses research-based instruction c. Engages students		/3
3.2 Teachers communicate clearly and accurately with students to maximize their understanding and learning.	a. Provides directions and procedures b. Uses questioning techniques c. Responds to students d. Communicates content		/4
3.3. Teachers set high expectations and create challenging learning experiences for students.	a. Establishes high expectations b. Articulates measures of success c. Implements challenging learning experiences		/3
3.4 Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement.	a. Differentiates instruction b. Implements strategies for mastery of learning outcomes		/2
3.5 Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking and use of technology.	a. Provides opportunities for collaboration b. Provides synthesis, critical thinking, and problem-solving		/2
3.6 Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.	a. Uses formative assessment b. Provides feedback during and after instruction c. Adjusts pacing		/3
4.1. Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.	a. Interacts with students b. Supports student diversity c. Reinforces positive interactions among students		/3
4.2 Teachers create an intellectually challenging and stimulating learning environment.	a. Establishes high expectations for achievement b. Promotes student curiosity and enthusiasm c. Promotes student pride in work and accomplishments		/3
4.3 Teachers manage the learning environment for the effective operation of the classroom.	a. Establishes expectations for student behavior b. Establishes routines, procedures and transitions c. Establishes instructional groups		/3
4.4 Teachers organize and utilize available resources (e.g. physical space, time, people, technology) to create a safe and productive learning environment.	a. Organizes the physical environment b. Manages volunteers and paraprofessionals c. Establishes classroom safety		/2

**POUGHKEEPSIE CITY SCHOOL DISTRICT  
POUGHKEEPSIE HIGH SCHOOL**

ADDENDUM B

**School-Wide Goals to Support the SIG and/or SLC through the NYSUT Teacher Practice Rubric**

ELEMENTS	INDICATORS
<b>Standard 6/Element 1:</b> Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities.	D. Completes training to comply with State and local requirements and jurisdictions.
<b>Standard 6/Element 2:</b> Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.	A. Supports the school as an organization with a vision and mission
<b>Standard 6/Element 4:</b> Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.	A. Maintains records
	D. Participates in school and district events
<b>Standard 7/Element 1:</b> Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.	A. Reflects on evidence of student learning
	B. Reflects on biases
	C. Plans professional growth

**Professional Personal Goals through the NYSUT Teacher Practice Rubric**

ELEMENTS	INDICATORS
<b>Standard 7/Element 2:</b> Teachers set goals for and engage in ongoing professional development needed to continuously improve teaching competencies.	A. Sets goals
<b>Standard 7/Element 4:</b> Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.	B. Expands knowledge base

*f.h.w. (DK)*

Please choose two elements listed on the left hand column, one from the School-Wide Goal and the other from the Professional Personal Goal, along with one of more indicators aligned to the elements you have selected. Please fill out the attached form indicating how you will develop your goal to support the implementation of the School Improvement Grant (SIG) and/or Smaller Learning Community (SLC) and choose one professional personal goal. You can work on this process individually, collaboratively with a colleague(s), or with your entire department during your Professional Learning Community time. Below are school-wide initiatives that you will be able to select from:

Items to Consider to Create your Goals	
SIG and/or SLC Goal	Professional Personal Goal
<ul style="list-style-type: none"> <li>Monitoring Student Achievement</li> </ul>	<ul style="list-style-type: none"> <li>Disaggregating your student data as reflected in the New York State School Report Card through the use of formative assessments</li> </ul>
<ul style="list-style-type: none"> <li>Literacy across the content areas</li> </ul>	
<ul style="list-style-type: none"> <li>Integrating the ELA Common Core Standards into your own content area</li> </ul>	
<ul style="list-style-type: none"> <li>PBIS</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Management</li> </ul>
<ul style="list-style-type: none"> <li>Advisories</li> </ul>	<ul style="list-style-type: none"> <li>Increasing Rigor</li> </ul>
<ul style="list-style-type: none"> <li>Develop a Student Learning Objective plan from February - June 2012</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring student growth thorough the PCSD's Aligned Balanced Curriculum's Significant Task</li> </ul>

<b>Poughkeepsie City School District Professional Personal Goal 5 Points</b>		
<b>Action Required</b>	<b>Description of how the goal will be accomplished</b>	<b>Describe when the goal will occur and the timeline for progress monitoring and completion</b>

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<b>Poughkeepsie City School District School-wide SIG/SLC Related Goal 5 Points</b>		
<b>Action Required</b>	<b>Description of how the goal will be accomplished</b>	<b>Describe when the goal will occur and the timeline for progress monitoring and completion</b>

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SUPPLEMENTAL MEMORANDUM OF AGREEMENT

BY AND BETWEEN THE SUPERINTENDENT OF SCHOOLS AND BOARD OF EDUCATION OF THE POUGHKEEPSIE CITY SCHOOL DISTRICT, hereinafter referred to as "The District, and "THE POUGHKEEPSIE PUBLIC SCHOOL TEACHERS ASSOCIATION, hereinafter referred to as "PPSTA."

WHEREAS Education Law § 3012-c and Part 30-2 and Regents Rules for APPR Compliance requires an appeals process;

- A. **NOWHEREFORE**, the District and PPSTA agree to the following 3 Tier Appeals Process for both tenured and probationary PPSTA Members during the 2011-12 school year: The Tier 1 Appeal is to the Assistant Superintendent for Human Resources. The Tier 2 Appeal is to the Superintendent. The Tier 3 Appeal is to an Arbitrator. The Tier 3 Appeal is only for tenured PPSTA Members who have received two consecutive composite score ratings of "Ineffective" on the NYSUT Rubric. The Tier 3 Appeal does not apply to the TIP process.
- B. The Superintendent and all designees shall be trained in accordance with the requirements of statute and regulations and also possess either an SDA or SDL New York State Certification.
- C. Notwithstanding, the implementation of the 3 Tier Appeal Process, a TIP will commence within ten (10) days of the school year, or ten (10) days after the receipt of the APPR.
- D. A PPSTA member who is rated "Ineffective" of the NYSUT Rubric, on his or her annual evaluation composite score shall be entitled to appeal the rating.
  - a. Tier 1: An appeal of the rating must commence within fifteen days of the presentation of the document to the PPSTA Member or else the right to appeal shall be deemed waived in all regards.

- b. The Appeal must be brought in writing to the Assistant Superintendent for Human Resources, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law.
  - c. The written Appeal will be placed in the Personnel File.
- E. Within fifteen days of receipt of the Appeal, the Assistant Superintendent for Human Resources will meet with the PPSTA Member, the evaluator, and the PPSTA President. The purpose of the meeting will be for the Assistant Superintendent for Human Resources to:
- a. Collaboratively review the Appeal.
  - b. Determine if the evidence and actions are appropriate.
- F. Within ten days of receipt of the Appeal, the Assistant Superintendent for Human Resources shall respond to the Appeal with a written response granting the Appeal and directing further administrative action or denying the Appeal.
- a. In the event that the Appeal is granted by the Assistant Superintendent for Human Resources, the annual evaluation composite score shall be changed within 5 days.
  - b. In the event that the Appeal is denied by the Assistant Superintendent for Human Resources, the PPSTA member may appeal to the Superintendent.
- G. Tier 2: An appeal to the Superintendent must commence within five days of the presentation of the document to the PPSTA Member or else the right to appeal shall be deemed waived in all regards.
- a. The Appeal must be brought in writing to the Superintendent, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law.
  - b. The written Appeal will be placed in the Personnel File.
  - c. Within ten days of the presentation of the document, the Superintendent shall respond to the Appeal with a written answer granting the appeal and directing further administrative action or denying the Appeal.

- d. In the event that the Appeal is granted by the Superintendent, the annual evaluation composite score shall be changed within 5 days.
  - e. In the event that the Appeal is denied by the Superintendent, the decision of the Superintendent shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency, or in any court of law.
- H. Tier 3: Notwithstanding the above, in the event that a tenured PPSTA Member has received two consecutive composite score ratings of Ineffective, the third tier appeal shall be to an arbitrator selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Bonnie Siber-Weinstock, Ira Lobel, and Howard Edelman, who shall make a final and binding decision upon the appeal of the APPR evaluation and/or the PPSTA Member improvement plan.
- a. An appeal to an arbitrator must commence within five days of the receipt of the second consecutive composite score rating of Ineffective or else the right to appeal shall be deemed waived in all regards.
  - b. In the event that the District then proceeds to a probable cause finding under Section 3020-a of the Education Law, and determines to conduct such a hearing, the arbitrator who ruled upon the Appeal shall be jointly selected by the PPSTA Member and the District to be the Section 3020-a hearing officer. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education Law §3020-a, so long as the identical issue was not resolved in the Tier 2 appeal or clearly should have been presented in the Tier 2 appeal but was not. It is expected that the cost of said hearing shall be paid for in accordance with the provision of the Education Law.
  - c. In order to take advantage of the procedure outlined above, the tenured PPSTA Member must consent to the use of the arbitration panel should the District proceed to find probable cause under Section 3020-a of the Education Law. If the tenured PPSTA Member is unwilling to do so, the second tier appeal shall be heard by the Superintendent.
- I. A PPSTA Member who is placed on a Teacher Improvement Plan (TIP) shall have a corresponding right to appeal concerns regarding the TIP in accordance with the requirements set forth in Section 3012-c of the Education Law. It is understood that the Superintendent and all designees shall all be trained in accordance with the

requirements of statute and regulations and also possess either an SDA or SDL New York State Certification.

- a. An appeal of the TIP must commence within fifteen days of the presentation of the document to the PPSTA Member or else the right to appeal shall be deemed waived in all regards.
  - b. The Appeal must be brought in writing to the Assistant Superintendent for Human Resources and the PPSTA president , specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law.
  - c. The written Appeal will be placed in the Personnel File.
- J. Within fifteen days of receipt of the Appeal of the TIP, the Assistant Superintendent for Human Resources will meet with the PPSTA Member, the evaluator, and the PPSTA President. The purpose of the meeting will be for the Assistant Superintendent for Human Resources to:
- a. Collaboratively review the Appeal.
  - b. Determine if the evidence and actions are appropriate.
- K. Within ten days, the Assistant Superintendent for Human Resources shall respond to the Appeal of the TIP with a written response granting the Appeal and directing further administrative action or denying the Appeal of the TIP.
- a. In the event that the Appeal is granted by the Assistant Superintendent for Human Resources, the annual evaluation TIP shall be eliminated within 5 days.
  - b. In the event that the Appeal is denied by the Assistant Superintendent for Human Resources, the PPSTA member may appeal to the Superintendent.
- L. An appeal of the TIP to the Superintendent must commence within five days of the presentation of the TIP recommendation to the PPSTA Member or else the right to appeal shall be deemed waived in all regards.
- a. The Appeal must be brought in writing to the Superintendent, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law.

- b. The written Appeal will be placed in the Personnel File.
- c. Within ten days, the Superintendent shall respond to the Appeal with a written answer granting the appeal and directing further administrative action or denying the Appeal.
- d. In the event that the Appeal is granted by the Superintendent, the TIP requirement will be eliminated within 5 days.

M. In the event that the Appeal of the TIP is denied by the Superintendent, the decision of the Superintendent shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency, or in any court of law.

So agreed this 3<sup>rd</sup> day of February, 2012

For the District

For the Association



Dr. Laval S. Wilson  
Superintendent of Schools



Ms. Debra Ann Kardas  
PPSTA President

ARTICLE XXII. TEACHER EVALUATION

SECTION 1.1 The primary objective of teacher evaluation is for the improvement of instruction.

SECTION 1.2 To meet this objective, teachers shall be entitled to uniform, fair and objective evaluations.

SECTION 2. The evaluation procedure implemented by the District shall entitle each teacher to the following rights:

- a. To know what is expected of them.
- b. How they are doing with respect to those expectations.
- c. ~~Constructive suggestions regarding how they can better meet the expectations.~~
- d. On-going assistance to those teachers experiencing difficulty in meeting the expectations.
- e. Being informed in writing of the consequences if such teachers do not satisfactorily overcome the difficulties.
- f. Time to correct difficulties as noted in meeting the expectations.
- g. In the event a probationer's evaluations do not support a recommendation for reemployment, the administration shall provide a written warning to that effect and shall schedule a conference with the employee to afford a final opportunity to improve his or her performance in order to continue employment.
- h. Probationary teachers will be notified in writing of a Superintendent's negative tenure recommendation or a recommendation to terminate the probationary appointment no later than ninety (90) days before the end of the probationary term or the effective date of termination of a probationary appointment mid-term. If the Board of Education overrides a Superintendent's positive tenure recommendation, the teacher shall be notified of the Board's advisory vote no later than sixty (60) days before the end of the probationary term. July and August shall not be counted in the sixty (60) and ninety (90) day calculations.

SECTION 3. The District agrees to comply with the provisions of the Fair Dismissal Law contained in §3031 of the N.Y.S. Education Law.

SECTION 4. Evaluation shall only be conducted by certified administrators.

## SUPPLEMENTAL MEMORANDUM OF AGREEMENT

BY AND BETWEEN THE SUPERINTENDENT OF SCHOOLS AND BOARD OF EDUCATION OF THE POUGHKEEPSIE CITY SCHOOL DISTRICT, hereinafter referred to as "The District, and "THE POUGHKEEPSIE PUBLIC SCHOOL TEACHERS ASSOCIATION, hereinafter referred to as "PPSTA."

WHEREAS Education Law § 3012-c and Part 30-2 and Regents Rules for APPR Compliance requires a Teacher Improvement Plan (TIP);

- A. **NOWHEREFORE**, the District and the PPSTA agree that when a PPSTA member receives a composite score rating of "Developing" or "Ineffective" on the APPR, then the Principal and/or Immediate Supervisor will design and implement a Teacher Improvement Plan (TIP). The TIP will be collaboratively monitored by the Teacher, the Principal, the President of PPSTA, and the Assistant Superintendent for Human Resources. The purpose of the TIP will be to assist the PPSTA member in increasing his or her performance to the level of "Effective" or "Highly Effective."
1. The PPSTA member's Principal and/or Immediate Supervisor will recommend a Teacher Improvement Plan (TIP) for a tenured teacher who receives, on his or her APPR, a composite score rating of Developing or Ineffective on at least two (2) consecutive evaluations (one per year).
  2. The PPSTA member's Principal and/or Immediate Supervisor will recommend a Teacher Improvement Plan (TIP) for a probationary teacher who receives, on his or her APPR, a composite score rating of Developing or Ineffective on at least one (1) evaluation (one per year).
  3. It is understood that the Superintendent and all designees shall all be trained in accordance with the requirements of statute and regulations and also possess either an SDA or SDL New York State Certification.
- B. Within the first ten (10) days of the school year, or ten (10) days after the receipt of the APPR, the Principal will convene a TIP Support Team consisting of the PPSTA member, the Principal (and designee as appropriate), the President of PPSTA, and the Assistant Superintendent for Human Resources. The purpose of the TIP Support Team meeting will be to:
1. Review and clarify the evidence that supports the Developing or Ineffective composite score.



2. Identify strategies, behaviors, and/or techniques that demonstrate evidence of an Effective or Highly Effective composite score.
  3. Identify appropriate interventions, activities, and supports that will enable the PPSTA member to improve the composite score to Effective or Highly Effective. Supports may include, but are not limited to:
    - a. Coaching by content or grade level specialist
    - b. Completing Course Work, In-Service Workshops, Conferences
    - c. Mentoring by an appointed mentor (As required for certification)
    - d. Modeling
    - e. Peer Coaching
    - f. Professional Learning Community Study Group
    - g. Shadowing
    - h. Administrative Support
      - i. Providing the PPSTA member with time and other resources as identified to comply with TIP activities
      - ii. Conducting formal and informal observations of the PPSTA member
      - iii. Conducting TIP meetings/activities as indicated by the TIP
  4. To establish reasonable timeframes and deadlines for the PPSTA member to improve the composite score to Effective or Highly Effective.
    - a. The time limit for demonstrating improvement shall range between three months and ten months.
  5. To establish the manner of assessment of improvement which will include:
    - a. Direct observation of strategies and/or behaviors
    - b. Log of activities i.e. meetings, readings, etc.
    - c. Records of attendance/completion
    - d. Student progress based upon the state and local measure activities
    - e. Composite score rating of Effective or Highly Effective on the APPR.
- C. Within five (5) days of the conclusion of the TIP timeline, the Principal will convene the TIP Support Team to review the artifacts of the TIP assessment(s) and the composite score of the subsequent evaluation.
1. If the PPSTA Member subsequently receives a composite score of Effective or Highly Effective on the APPR, then the improvement will be noted on the



subsequent evaluation, and the PPSTA member will resume the evaluation process and schedule as outlined by the APPR.

2. If the PPSTA Member subsequently receives a composite score of Developing or Ineffective, then the PPSTA member may be placed on another TIP.

So agreed this 3<sup>rd</sup> day of February, 2012

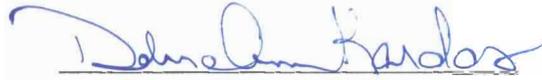
For the District

For the Association



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Dr. Laval S. Wilson  
Superintendent of Schools



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Ms. Debra Ann Kardas  
PPSAA President

TEACHER IMPROVEMENT PLAN (TIP)

<b>TEACHER:</b>		<b>TENURE AREA:</b>	
<b>TENURE STATUS:</b>		<b>MEETING DATES:</b>	

<b>NYSUT Rubric Standard(s) In Need of Improvement (Highlight as applicable)</b>	<b>Interventions and Activities to Support Improvement</b>	<b>Timeline/Limit for Achievements</b>	<b>Manner of Assessment of Improvement</b>
<p><b>1. Knowledge of Students and Student Learning</b></p> <p>1.1a Describes developmental characteristics of students                      1.1b Creates developmentally appropriate lessons                      1.2a Uses strategies to support learning and language acquisition                      1.2b Uses current research                      1.3a Meets diverse learning needs of each student                      1.3b Plans for student strengths, interests, and experiences                      1.4a Communicates with parents, guardians, and/or caregivers.                      1.5a Incorporates the knowledge of school community and environmental factors                      1.5b Incorporates multiple perspectives                      1.6a Understands technological literacy</p>			
<p><b>2. Knowledge of Content and Instructional Planning</b></p> <p>2.1a Understands key concepts and theories in the discipline                      2.1b Understands key disciplinary language                      2.1c Uses current developments in pedagogy and content                      2.1d Understands learning standards                      2.2a Incorporates diverse social and cultural perspectives                      2.2b Incorporates individual and collaborative critical thinking and problem solving                      2.2c Incorporates disciplinary and cross-disciplinary learning experiences                      2.3a Designs instruction to meet diverse learning needs of students                      2.3b Designs learning experiences that connect to students' life experiences                      2.3c Designs self-directed learning experiences</p>			

TEACHER IMPROVEMENT PLAN (TIP)

NYSUT Rubric Standard(s) In Need of Improvement (Highlight as applicable)	Interventions and Activities to Support Improvement	Timeline/Limit for Achievements	Manner of Assessment of Improvement
2.4a Aligns learning standards 2.4b Articulates learning objectives/goals with learning standards 2.5a Designs instruction using current levels of student understanding 2.5b Designs learning experiences using prior knowledge 2.6a Organizes physical space 2.6b Incorporates technology 2.6c Organizes time 2.6d Selects materials and resources			
<b>3. Instructional Practice</b> 3.1a Aligns instruction to standards 3.1b Uses research-based instruction 3.1c Engages students 3.2a Provides directions and procedures 3.2b Uses questioning techniques 3.2c Responds to students 3.2d Communicates content 3.3a Establishes high expectations 3.3b Articulates measures of success 3.3c Implements challenging learning experiences 3.4a Differentiates instruction 3.4b Implements strategies for mastery of learning outcomes 3.5a Provides opportunities for collaboration 3.5b Provides synthesis, critical thinking, and problem-solving 3.6a Uses formative assessment 3.6b Provides feedback during and after instruction 3.6c Adjusts pacing			
<b>4. Learning Environment</b> 4.1a Interacts with students 4.1b Supports student diversity 4.1c Reinforces positive interactions among students 4.2a Establishes high expectations for achievement 4.2b Promotes student curiosity 4.2c Promotes student pride in work and accomplishments 4.3a Establishes expectations for student behavior 4.3b Establishes routines, procedures and transitions 4.3c Establishes instructional groups 4.4a Organizes the physical environment 4.4b Manages volunteers and/or paraprofessionals 4.4c Establishes classroom safety			

TEACHER IMPROVEMENT PLAN (TIP)

NYSUT Rubric Standard(s) In Need of Improvement (Highlight as applicable)	Interventions and Activities to Support Improvement	Timeline/Limit for Achievements	Manner of Assessment of Improvement
<p><b>5. Assessment for Student Learning</b></p> <p>5.1a <i>Uses assessments to establish learning goals and inform instruction</i></p> <p>5.1b <i>Measures and records student achievement</i></p> <p>5.1c <i>Aligns assessments to learning goals</i></p> <p>5.1d <i>Implements accommodations and modifications</i></p> <p>5.2a <i>Analyzes assessment data</i></p> <p>5.2b <i>Uses assessment data to set goals and provide feedback to students</i></p> <p>5.2c <i>Engages students in self-assessment</i></p> <p>5.3a <i>Accesses and interprets assessments</i></p> <p>5.4a <i>Understands assessment measures and grading procedures</i></p> <p>5.4b <i>Establishes an assessment system</i></p> <p>5.5a <i>Communicates purposes and criteria</i></p> <p>5.5b <i>Provides preparation and practice</i></p> <p>5.5c <i>Provides assessment skills and strategies</i></p>			
<p><b>6. Professional Responsibilities and Collaboration</b></p> <p>6.1a <i>Demonstrates ethical, professional behavior</i></p> <p>6.1b <i>Advocates for students</i></p> <p>6.1c <i>Demonstrates ethical use of information and information technology</i></p> <p>6.1d <i>Completes training to comply with state and local requirements and jurisdiction</i></p> <p>6.2a <i>Supports the school as an organization with a vision and mission</i></p> <p>6.2b <i>Participates on an instructional team</i></p> <p>6.2c <i>Collaborates with the larger community</i></p> <p>6.3a <i>Engages families</i></p> <p>6.3b <i>Communicates student performance</i></p> <p>6.4a <i>Maintains records</i></p> <p>6.4b <i>Manages time and attendance</i></p> <p>6.4c <i>Maintains classroom and school resources and materials</i></p> <p>6.4d <i>Participates in school and district events</i></p> <p>6.5a <i>Communicates policies</i></p> <p>6.5b <i>Maintains confidentiality</i></p> <p>6.5c <i>Reports concerns</i></p>			

TEACHER IMPROVEMENT PLAN (TIP)

NYSUT Rubric Standard(s) In Need of Improvement (Highlight as applicable)	Interventions and Activities to Support Improvement	Timeline/Limit for Achievements	Manner of Assessment of Improvement
6.5d Adheres to policies and contractual obligations 6.5e Accesses resources			
<b>7. Professional Growth</b> 7.1a Reflects on evidence of student learning 7.1b Reflects on biases 7.1c Plans professional growth 7.2a Sets goals 7.2b Engages in professional growth 7.3a Gives and receives constructive feedback 7.3b Collaborates 7.4a Accesses professional memberships and resources 7.4b Expands knowledge base			

POSITION	SIGNATURE	DATE
PPSTA MEMBER		
PPSTA PRESIDENT		
PRINCIPAL		
ASST. SUPERINTENDENT FOR HR		