

**Wantagh UFSD
ANNUAL PROFESSIONAL PERFORMANCE
REVIEW (APPR) FOR TEACHERS FOR THE
2023-2024 SCHOOL YEAR**



It is the belief of Wantagh Public Schools that the outcome of professional staff observation and evaluation should complement the school district's goal to enable every student, regardless of ability and interest, to achieve success. Teacher evaluation and observations are conducted for the purpose of:

- Improving the proficiency and quality of educational instruction
- Informing and enhancing teaching and learning
- Expanding one's knowledge base
- Increasing instructional strategies
- Promoting collegial sharing

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I. APPR COMMITTEE

The Wantagh School District offers sincere gratitude to the members of the Annual Professional Performance Review (APPR) Committee. Their dedication and commitment have resulted in the development of this 2023-2024 APPR Plan.

Committee Members

| | |
|----------------------------|---|
| Carol-Ann Winans | Executive Director of Curriculum and Instruction |
| Stephanie Scolieri, Ed. D. | Director of Human Resources |
| Stephan Moran | Assistant Superintendent for Pupil Personnel Services |
| Paul Guzzone, Ed. D. | Principal - High School |
| Anthony Ciuffo | Principal - Middle School/President of SAAW |
| Randee Bonagura, Ed. D. | Principal - Wantagh Elementary |
| Marie Pisicchio | Principal - Mandalay Elementary |
| Jessica Zimmer | Principal - Forest Lake Elementary |
| Alizon Hazut | Director of Elementary Curriculum and Instruction |
| Jennifer Keane | Athletic Director/ President of WSA |
| Richard Colavita | Teacher/ President of WUT |
| Keith Hunter | Teacher - Wantagh High School |
| Elyse Longo | Teacher - Wantagh Middle School |
| Nancy O'Connor-Perrone | Teacher - Wantagh Elementary School |
| Mary Ko | Teacher - Wantagh Elementary School |

II. PHILOSOPHY STATEMENT:

The Wantagh School District Annual Professional Performance Review (APPR) for the 2023-2024 school year were subject to collective negotiations resolved pursuant to the provisions of Article 14 of the Civil Service Law and such APPR complies with the requirements of Education Law Section 3012-c and Subpart 30-2 of the Regents regulations and has been adopted by a governing body of the school district. The school district certifies that upon information and belief all statements made herein are true accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with an/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system the rigorously adheres to Education Law Section 3012-c and Subpart 30-2 of the Rules of the Board of Regents.

It is the belief of Wantagh Public Schools that the outcome of professional staff observation and evaluation should complement the school district's goal to enable every student, regardless of ability and interest, to achieve success. Teacher evaluation and observations are conducted for the purpose of:

- Improving the proficiency and quality of educational instruction
- Informing and enhancing teaching and learning
- Expanding one's knowledge base
- Increasing instructional strategies
- Promoting collegial sharing

It is important that standards to judge performance be clearly identified and applied in a consistent and fair manner.

The Supervisor's role is viewed as one of supporter and coach, as well as evaluator. Peer collaboration, collegial mentoring, and support are considered important professional responsibilities.

Wantagh Public Schools participates in professional development and collaborative exploration. The use of best practices and reflection are encouraged to foster collegiality, problem solving, and continuous improvement in a variety of learning communities.

III. INTRODUCTION

The Wantagh Union Free School District Board of Education will approve an APPR Plan on an annual basis in accordance with the Commissioner's regulations and make it public on the District's website within ten (10) days of its adoption. If negotiations are pending over any portions of the plan, the plan will indicate and an amended plan will be approved and posted upon completion.

The 2023-2024 APPR Plan set forth in this document is the result of a committed and collaborative work of the Wantagh Union Free School District's APPR Committee. The plan was developed to meet the new rigorous requirements established by the Regulations of the Commissioner of Education at 8 NYCRR 30-2 et seq. and New York Education Law Section 3012-c.

This 2023-2024 APPR plan outlines the following:

- I. APPR Committee
- II. Philosophy Statement
- III. Introduction
- IV. Required Student Performance Subcomponent
- V. Rubric
- VI. Dimensions
- VII. Observation Process
- VIII. Final Evaluation
- IX. Teacher Improvement Plan (TIP)
- X. Appeals Process
- XI. Administrative/Resources Training/Certification
- XII. Assessments
- XIII. Data Management
- XIV. Certification/Agreement

IV. REQUIRED STUDENT PERFORMANCE SUBCOMPONENT

The Wantagh School District has selected the following collectively attributed SLOs:

| Staff Members | Collectively Attributed State Assessment |
|---------------|--|
| All Teachers | Algebra II Regents US History Regents Chemistry Regents ELA Regents |

A collectively attributed SLO is based on a student population across multiple sections of the same course or across multiple courses where more than one teacher either directly or indirectly contributes to student learning outcomes.

V. RUBRIC

The Thoughtful Classroom Teacher Effectiveness Framework, has been chosen in collaboration with the Wantagh United Teachers (WUT).

Overview

This framework provides teachers and administrators with a comprehensive system for assessing, discussing, and refining classroom practice. It synthesizes the insights from a wide body of research on instructional design and teacher-effectiveness models. It is ideal for use as a self-assessment tool by teachers and as a supervision/observation tool by administrators.

The ultimate goal of this framework is to create a common language for talking about what constitutes high-quality teaching and how classroom practice can be improved. This framework allows for assessment according to nine dimensions of teaching and outlines a set of specific and observable teaching behaviors within each dimension. Each behavior can be assessed quantitatively using the rating scale that precedes each series of questions.

In addition, this framework provides room for comments and notes within each dimension, allowing for deeper and more nuanced assessments.

This model is made up of two components:

- I. Instructional Design and Delivery
- II. “Cornerstones” of Effective Teaching

Component One: Instructional Design and Delivery – At the heart of this framework is a “knowledge construct on” model synthesizing the best research on instructional design, including:

- Madeline Hunter’s classic “Elements of Lesson Design” (1984).
- Grant Wiggins and Jay McTighe’s *Understanding by Design* (2005).
- Robert Marzano’s *The Art and Science of Teaching* (2007).
- A wide body of research into how schools can prepare students for 21st-century careers, global citizenship, and the demands of the “knowledge-based” economy.

A copy of the Thoughtful Classroom Teacher Effectiveness Framework Rubric can be found at the following link:

<http://www.nysed.gov/common/nysed/files/silverstrongteacherrubric.pdf>

VI. DIMENSIONS

Component One: Episodes of Instructional Design and Delivery

Component Two: Four Cornerstones of Effective Teaching

| | | |
|--|--|--|
| Organization, Rules, and Procedures | Preparing Students for New Learning (Knowledge Anticipation) | Positive Relationships |
| Deepening Learning (Practicing and Processing New Knowledge) | Presenting New Learning (Knowledge Acquisition) | Helping Students Reflect on and Celebrate Learning (Reflecting on New Knowledge) |
| A Culture of Thinking and Learning | Applying Learning (Knowledge Application) | Engagement and Enjoyment |

Teacher observation ratings will be based on the four cornerstones indicators and the indicators associated with one episode that corresponds to the objective of the observed lesson.

Cornerstone One: Organization, Rules, and Procedures

How does the teacher organize the classroom to enhance learning and establish rules and procedures that clarify expectations?

- 1.1 Organizes the classroom for safety and learning
- 1.2 Maintains a smooth flow of activities
- 1.3 Establishes classroom rules and procedures
- 1.4 Provides clear task directions
- 1.5 Manages student behavior
- 1.6 Manages non-instructional tasks efficiently
- 1.7 Works effectively with other adults in the classroom

Impact on Student Learning - Sample Student Behaviors

- Show respect to each other and the classroom
- Understand and follow classroom rules and procedures
- Take responsibility for their own learning

Cornerstone Two: Positive Relationships

How does the teacher build meaningful relationships with the students and among students to promote learning?

- 2.1 Maintains a positive and “with it” demeanor
- 2.2 Incorporates students’ interests into lessons
- 2.3 Differentiates instruction and assessment to meet students’ needs
- 2.4 Builds a respectful and supportive classroom
- 2.5 Promotes high-level student collaboration

- 2.6 Communicates with students and the home
- 2.7 Shows care and concern for students as individuals

Impact on Student Learning – Sample Behaviors

- Are respectful of each other and the teacher
- Collaborate with each other
- Participate in whole-class and small-group discussions

Conerstone Three: Engagement and Enjoyment

How does the teacher build meaningful relationships with the students and among students to promote learning?

- 3.1 Invites diverse forms of thinking [ccss]
- 3.2 Uses motivational levers (e.g., controversy, choice, competition, challenge, creativity, etc.)
- 3.3 Maintains excitement and on-task behavior using a variety of tools and strategies
- 3.4 Displays a passion for teaching and learning
- 3.5 Encourages students to pursue interests, make choices, and develop personal perspectives
- 3.6 Creates a classroom that inspires and delights

Impact on Student Learning – Sample Student Behaviors

- Are energetic and enthusiastic
- Enjoy themselves in the classroom
- Express their own interests, ideas, and insights

Conerstone Four: A Culture of Thinking and Learning

How does the teacher develop a classroom culture that promotes serious learning and sophisticated forms of thinking?

- 4.1 Helps students develop skills for reading rigorous texts
- 4.2 Engages students in higher-order thinking
- 4.3 Challenges students to support ideas with evidence
- 4.4 Uses effective questioning and recognition techniques
- 4.5 Encourages discussion, dialogue, and debate
- 4.6 Requires use of critical academic vocabulary
- 4.7 Uses technology as a learning tool
- 4.8 Encourages students to use strategies on their own

Impact on Student Learning – Sample Student Behaviors

- Use different forms of critical thinking
- Support their thinking with evidence
- Use academic vocabulary

Episode: Preparing Students for New Learning

How does the teacher establish purpose, activate students' prior knowledge, and prepare students for learning?

- 5.1 Selects appropriate standards
- 5.2 Establishes clear and measurable learning goals/targets

- 5.3 Poses essential questions
- 5.4 Uses engaging hooks
- 5.5 Introduces key vocabulary
- 5.6 Assesses students' background knowledge, skills, and interests
- 5.7 Clarifies expectations for products and performances
- 5.8 Encourages students to develop personal goals

Impact on Student Learning – Sample Student Behaviors

- Understand/restate learning goals in their own words
- Know what they have to produce and what's expected of them
- Call up their prior knowledge

Episode: Presenting New Learning

How does the teacher present new information and provide opportunities for students to actively engage with content?

- 6.1 Organizes content into meaningful chunks
- 6.2 Uses multiple sources of information/media
- 6.3 Demonstrates high-quality communication skills
- 6.4 Uses various presentation techniques to enhance memory
- 6.5 Conducts modeling and think-alouds
- 6.6 Uses a variety of questioning and response techniques to assess understanding and adjust instruction
- 6.7 Uses outside resources to enhance learning
- 6.8 Helps students assemble big ideas

Impact on Student Learning – Sample Student Behaviors

- Are able to identify big ideas and important details
- Can answer questions about their learning
- Can summarize what they've learned

Episode: Deepening and Reinforcing Learning

How does the teacher help students solidify their understanding and practice new skills?

- 7.1 Identifies critical junctures and has students assess progress
- 7.2 Assigns regular content-based writing tasks
- 7.3 Conducts periodic review and practice sessions
- 7.4 Provides descriptive feedback
- 7.5 Groups students to maximize learning
- 7.6 Uses a variety of resources
- 7.7 Provides opportunities to process learning deeply
- 7.8 Assigns purposeful homework

Impact on Student Learning – Sample Student Behaviors

- Are able to distinguish between what they know, don't know, and need to work on
- Practice and rehearse
- Use feedback to assess and modify their performance

Episode: Applying Learning

How does the teacher help students demonstrate their learning, and what kinds of evidence does the teacher collect to assess student progress?

- 8.1 Aligns summative assessment with learning goals/targets
- 8.2 Requires students to transfer learning
- 8.3 Develops writing tasks that promote college and career readiness
- 8.4 Engages students in authentic research projects
- 8.5 Challenges students to present and defend ideas
- 8.6 Helps students analyze and address task demands
- 8.7 Clarifies expectations (e.g., checklists, rubrics, models, etc.)
- 8.8 Differentiates assessment tasks

Impact on Student Learning – Sample Student Behaviors

- Analyze and revise their own work to improve its quality
- Incorporate feedback into their revisions
- Present and explain their work

Episode: Reflecting On and Celebrating Learning

How does the teacher help students demonstrate their learning, and what kinds of evidence does the teacher collect to assess student progress?

- 9.1 Celebrates student achievement
- 9.2 Encourages students to look back and develop new insights
- 9.3 Provides students opportunities to reflect on their learning
- 9.4 Promotes metacognition
- 9.5 Helps students review and address unmet goals
- 9.6 Helps students set future performance goals

Impact on Student Learning – Sample Student Behaviors

- Take a step back to see the big picture
- Talk about their own learning process
- Look back at their learning goals to assess their effort and achievement

To keep the focus on learning and growth, not scoring, the rating of each cornerstone and selected episode will use the following conversion chart.

An Episode score will not be added to the teacher's final evaluation score, but will be discussed in comments of reflection.

Table 1.1 - Thoughtful Classroom Score Conversion Chart

| Thoughtful Classroom Score | APPR Score |
|----------------------------|------------------------|
| 1 - Novice | 2 - Developing |
| 2 - Progressing | 3 - Effective |
| 3 - Mastery | 3.5 - Highly Effective |

| | |
|------------|------------------------|
| 4 - Expert | 4.0 - Highly Effective |
|------------|------------------------|

Looking Beyond the Classroom

In addition to the nine dimensions presented above, this framework also includes a tenth dimension for assessment. This tenth dimension addresses the important non- instructional responsibilities of teachers, including their commitment to ongoing learning, leadership, and the school community.

Professional Practice

How committed is the teacher to professional learning and contributing to the school community?

Commitment to Professional Growth

- 10.1 Self-assesses and works to improve classroom practice
- 10.2 Develops and implements a professional growth plan
- 10.3 Seeks out professional development and continuous learning opportunities
- 10.4 Works with colleagues to improve practice throughout the building

Commitment to the School Community

- 10.5 Maintains open communication with the entire school community
- 10.6 Assumes appropriate leadership roles
- 10.7 Maintains and builds a positive school culture

Commitment to Professionalism

- 10.8 Maintains a high level of professionalism at all times
- 10.9 Adheres to legal responsibilities and current educational policies

Professional Practice score will not be added to the teacher's final evaluation score.

VII. OBSERVATION PROCESS

1. Probationary Teachers (Non-tenured)

All non-tenured teachers shall be evaluated through multiple measures, including, but not limited to, classroom observations during the probationary period. The evaluation process is designed to assist a non-tenured teacher to grow professionally. Evaluation of teachers will be done by the Superintendent of Schools and/or his/her designated representatives.

Probationary teachers will have up to five observations. These observations can be announced and unannounced conducted at the building and independent levels. Building observations will be weighted by 80%. Independent observations will be weighted by 20%.

Observations

All observations shall be conducted by administrative staff. Classroom observations, conferences and/or written reports shall specifically address the dimensions of *The Thoughtful Classroom Teacher Effectiveness Framework*. Concerns noted in observation reports will be addressed collaboratively among teachers, administrators, and mentors.

Observations are to be written within ten (10) days of the classroom observation. A conference with the teacher is to be held five (5) days thereafter and the teacher is to submit a response within five (5) days after the conference or be deemed to have waived the right to do so.

For the purposes of this document, “days” are workdays.

Up to five (5) observations for probationary teachers shall be completed by May 15th.

Teacher’s observation report will be based on all four cornerstones indicators.

- Cornerstone 1 - Organization, Rules, and Procedures
- Cornerstone 2 - Positive Relationships
- Cornerstone 3 - A Culture of Thinking and Learning
- Cornerstone 4 - Engagement and Enjoyment

2. Tenured Teachers

Tenured teachers will have one announced and one unannounced observation conducted at the building and independent levels. Building observations will be weighted by 80%. Independent observations will be weighted by 20%.

Observations

All observations shall be conducted by administrative staff. Classroom observations, conferences and/or written reports shall specifically address the dimensions of The Thoughtful Classroom Teacher Effectiveness Framework. Concerns noted in observation reports will be addressed collaboratively among teachers, administrators, and mentors.

Observations are to be written within ten (10) days of the classroom observation. A conference with the teacher is to be held five (5) days thereafter and the teacher is to submit a response within five (5) days after the conference or be deemed to have waived the right to do so.

For the purposes of this document, “days” are workdays.

Two (2) observations for tenured teachers shall be completed by June 1st.

Teacher’s observation report will be based on all four cornerstones indicators.

- Cornerstone 1 - Organization, Rules, and Procedures
- Cornerstone 2 - Positive Relationships
- Cornerstone 3 - A Culture of Thinking and Learning
- Cornerstone 4 - Engagement and Enjoyment

VIII. FINAL EVALUTATION

For the end-of-year evaluation report, the teacher shall be evaluated based on a one hundred (100) point scale as follows:

- Twenty (20) points shall be based upon the use of the Regents metric as the locally determined Student Learning Objective (SLO) consistent with the goal-setting process determined by the Commissioner. This collectively attributed SLO is based on a student population across multiple sections of the same course or across multiple courses where more than one teacher either directly or indirectly contributes to student learning outcomes.
- Eighty (80) points shall be based on Observations using The Thoughtful Classroom Teacher Effectiveness Framework.

Using the scoring ranges, teachers will be identified as scoring in one of the following quality rating categories: Highly Effective, Effective, Developing, or Ineffective, with explicit minimum and maximum scoring ranges for each category as prescribed by Education Law Section 3012-c(2)(a)(2).

Each teacher will be rated Highly Effective, Effective, Developing, or Ineffective using a single composite effectiveness score that is calculated based on the scores received for the teacher and principal in each of the subcomponents.

The law requires that the Superintendent and the President of the collective bargaining unit certify in the District's APPR plan that its process will use the narrative descriptions for the rating categories to effectively differentiate educators' performance in each of the subcomponents and the overall rating categories to improve student learning and instruction, as follows:

Table 1.2

| Standards for Rating Categories | Growth or Comparable Measures | Other Measures of Effectiveness (Teacher Standards - Based on The Thoughtful Classroom Teacher Effectiveness Framework) |
|--|---|--|
| Highly Effective | Results are well- above state average for similar students (or district goals if not state test). | Overall performance and results exceed standards. |
| Effective | Results meet state average for similar students (or district goals if no state test). | Overall performance and results meet standards. |

| | | |
|--------------------|--|--|
| Developing | Results are below state average for similar students (or district goals if no state test). | Overall performance and results need improvement in order to meet standards. |
| Ineffective | Results are well- below state average for similar students (or district goals if no state test). | Overall performance and results do not meet standards. |

In addition to the text-based standards for the rating categories above, the State establishes scoring ranges (scoring bands) for the HEDI rating categories for the overall composite rating, the State assessment or other comparable measures subcomponent, and the locally selected measures subcomponent. The scoring ranges for the other measures of teacher and principal effectiveness subcomponent have been established locally through negotiations conducted under Article XIV of the Civil Service Law. The following scoring bands will apply.

For the 2022-2023 school year, as set forth by Education Law Section 3012-c, the following scoring bands in Table 1.3 will apply:

Table 1.3 - Total Composite Score for Teachers

| Level | Student Performance Score (20) *Criteria by NYS formula | Teacher Practice (80) | Overall Composite Score |
|-------------------------|---|------------------------------|--------------------------------|
| Ineffective | 0-12 | 0-20 | 0-32 |
| Developing | 13-14 | 21-40 | 33-54 |
| Effective | 15-17 | 41-60 | 55-77 |
| Highly Effective | 18-20 | 61-80 | 78-100 |

Table 1.4 - Score Calculation - Probationary (Non-tenured)

| | Points |
|----------------------------------|--|
| Teacher Practice | <input type="checkbox"/> Average of building observations weighted by 80%. <input type="checkbox"/> Average of independent observations weighted by 20%. <input type="checkbox"/> Set proportion to 80 points. |
| Student Performance Score | <input type="checkbox"/> NYS formula - maximum of 20 points |

Table 1.5 - Score Calculation - Tenured

| | Points |
|----------------------------------|--|
| Teacher Practice | <input type="checkbox"/> Building observation weighted by 80%. <input type="checkbox"/> Independent observation weighted by 20%. <input type="checkbox"/> Set proportion to 80 points. |
| Student Performance Score | <input type="checkbox"/> NYS formula - maximum of 20 points |

Table 1.6 - HEIDI Score Max-Min

| Level | HEIDI SCORE Max-Min Scale |
|-------------------------|---------------------------|
| Ineffective | 1.49 - 0.00 |
| Developing | 2.49 - 1.5 |
| Effective | 3.49 - 2.5 |
| Highly Effective | 4.0 - 3.5 |

IX. TEACHER IMPROVEMENT PLANS (TIPs)

The Teacher Improvement Plan (TIP) is a structured plan designed to identify specific concerns in instruction and related professional responsibilities. It outlines a plan of action to address the noted concerns. The purpose of a TIP is to assist teachers in meeting the New York State standards in accordance with Education Law 3012(c) and implementing regulations as adopted by the WUT and the Wantagh School District. The TIP provides assistance and feedback to the teacher and establishes a timeline for assessing the teacher's performance in their effort to meet the state standards.

A TIP must be initiated whenever a teacher receives a rating of Developing or Ineffective in an evaluation. Both the teacher and the administrator who wrote the evaluation will meet for an evaluation conference within three(3) school days of when the Developing or Ineffective evaluation rating is received by the teacher. During this meeting, all responsible administrators may be involved. In some cases, the teacher may have a number of responsible administrators present (e.g., principal, assistant principal, department supervisor or director). A TIP is designed by the administrator who wrote the evaluation in collaboration with any possible

responsible administrator, the teacher, and the president of the WUT (and/or his/her designee). If the evaluation is an end- of-year evaluation, then the implementation of the TIP must commence no later than ten (10) school days after the date on which the teacher is required to report for the opening of classes for the school year. If the evaluation is written during the school year (in the case of teachers without tenure), the implementation of the TIP must then commence within seven (7) school days following the evaluation conference. If the evaluation is the last one for the year in the case of a non-tenured teacher, then the same requirements apply as if this was a tenured teacher's end-of-year evaluation. The TIP is discussed, signed and dated by the teacher and the TIP administrator.

As part of the TIP process, the teacher must be offered the opportunity for a peer mentor selected by consensus between the president of the WUT (and/or his/her designee), the TIP administrator, and the teacher. All work between the mentor and the teacher will be confidential. The mentor and the teacher will collaborate during the subsequent ten (10) week period of the school year. While on a TIP, the teacher will be observed by administrators, including District Level Administrators and/or his/her designee, who will concentrate on observing and evaluating goals identified in the TIP. However, it is understood that additional areas of concern may be noted at any time and added to a subsequent and/or modified TIP. Following the observation, the administrator who conducted the observation will meet with the teacher in a timely manner to discuss the observation. Observations are to be written within ten (10) days of the classroom observation. A conference with the teacher is to be held five (5) days thereafter and the teacher is to submit a response within five (5) days after the conference or be deemed to have waived the right to do so. "Days" are workdays.

Within two (2) weeks after the ten (10) week period of the school year, the TIP administrator and/or an additional responsible administrator will assess the effectiveness of the TIP intervention(s) and the level of improvement of the teacher. Based on that assessment, the TIP may be adjusted appropriately, and quarterly meetings among all parties will continue for the remainder of the school year. At the end of the year, if the TIP goals are met, the TIP will end. The culmination of the TIP will be communicated in writing to the teacher by the TIP administrator. A copy will be sent to the president of the WUT. Both the teacher and the administrator will sign the TIP at the end of the school year if it is to be ended. If the teacher is again rated as Developing or Ineffective, the existing TIP will continue for the following school year, as per the parameters noted above, with adjustments made as necessary to further assist the teacher in meeting state standards in accordance with Education Law Section 3012-c.

The TIP must consist of the following components:

- **Specific areas for improvement:** Identify specific areas in need of improvement. Develop specific behaviorally written goals for the teacher to accomplish during the period of the TIP.
- **Expected outcomes of the TIP:** Identify specific expectations for what the teacher is expected to do to improve.
- **Resources:** Identify specific resources available to assist the teacher to improve performance.
 - Examples: reference to colleagues, courses, workshops; peer visits; materials; etc.
- **Responsibilities:** Identify all responsible administrator(s), as well as the TIP administrator. Identify steps to be taken by administrator(s) and the teacher throughout the plan.

- Examples: classroom observations of the teacher; supervisory conferences between the teacher and administrator(s); written reports and/or evaluations, etc.
- **Evidence of achievement:** Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the teacher is successful, partially successful, or unsuccessful in efforts to improve performance.
- **Timeline:** Provide a specific timeline for implementation of the various components of the TIP and for the final completion of the TIP. Identify the dates for preparation of written documentation regarding the completion of the TIP.

Sample components of a TIP:

Targeted goals:

Areas for improvement:

- Instructional Planning
- Student Assessment
- Classroom Management
- Fulfillment of Professional Responsibilities
- Attendance
- Communication with colleagues/administration
- Communication with home

Expected outcomes:

- List of specific expectations related to targeted goals identified in Section A

Recommended activities:

- List of specific activities related to targeted goals identified in Section A
- Observe colleagues identified by TIP administrator
- Attend workshops related to targeted goals
- Meet with a designated administrator on a quarterly schedule

Recommended resources:

- Identify TIP administrator(s)
- List specific materials, people, workshops to be used to support the TIP
- Identify the instrument or rubric used to monitor progress
- Utilize Danielson video or online PD (Educational Impact or ASCD)

Evidence of achievement:

- Identify how progress will be measured and assessed
- Specify next steps to be taken based upon progress or lack thereof

Timeline for measuring achievement of expected outcomes:

- Identify dates for classroom observations consistent with APPR Plan
- Identify dates for progress meetings with administrators related to each identified targeted goal
- Identify dates for quarterly assessment of overall progress

1. Probationary Teachers (Non-tenured)

In the event that a non-tenured teacher receives an Ineffective or Developing end of the year evaluation rating and remains in the district, a TIP shall be developed offering concrete steps for the teacher to constructively address concerns. The TIP shall delineate all roles and follow-up necessary to help the teacher improve. The intent of the TIP is to improve professional performance.

After an end-of-year teacher evaluation report, development of a TIP shall commence within ten (10) days of the date on which teachers are required to report prior to the opening of classes for the school year. (Please see Part VIII of this document for more on TIPS)

Observations are to be written within ten (10) days of the classroom observation. A conference with the teacher is to be held five (5) days thereafter and the teacher is to submit a response within five (5) days after the conference or be deemed to have waived the right to do so.

2. Tenured Teacher

In the event that a tenured teacher receives an Ineffective or Developing rating, a Teacher Improvement Plan (TIP) shall be developed offering concrete steps for the teacher to constructively address concerns. The TIP shall delineate all roles and follow-up necessary to help the teacher improve. The intent of the TIP is to improve professional performance.

After an end-of-year teacher evaluation report, development of a Teacher Improvement Plan shall commence within ten (10) days of the date on which teachers are required to report prior to the opening of classes for the school year. (Please see Part IX of this document for more on TIPS)

X. APPEAL PROCESS

Appealing the results of the Annual Professional Performance Review for Teachers

- Appeals shall be limited to those evaluations which have resulted in a rating of Developing or Ineffective. A teacher may appeal the evaluation to the Superintendent of Schools within ten (10) school days of its receipt and the evaluation conference. The appeal shall be in writing and shall articulate in detail the basis of the appeal. Appeals shall be limited to:
 1. The substance of the annual professional performance review;
 2. The school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012(c) of the Education Law;
 3. The school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures;
 4. The school district's issuance and/or implementation of the terms of a Teacher Improvement Plan (TIP).
- Any not raised in the written appeal shall be deemed waived.
- The Superintendent of Schools shall render a written determination in response **within ten (10) school days** of receipt of the appeal.
- The determination of the Superintendent of Schools as to the substance of the annual professional performance review shall not be grievable, nor reviewable in any other forum. Procedural issues relative to the annual professional performance review shall be subject to the grievance process of the contract.
- The time frames referenced above may be extended by mutual agreement of the district and the WUT.

TIP Administrator

Date

Additional Responsible Administrator
[if not the TIP Administrator]

Date

Department Supervisor/Director

Date

Teacher
Teacher Date

Date

XI. ADMINISTRATIVE RESOURCES/TRAINING/CERTIFICATION

Administrators who will observe teachers will include the Superintendent, the Assistant to the Superintendent for Instruction, principals, assistant principals, and department supervisors or directors.

On-going training and orientation will be provided to administrators as needed to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.

Administrators will receive training on Common Core Standards, data-driven instruction, and evidence-based observation of teachers. Training will include application and use of: Student growth percentile and Value Added growth model data; application and use of state approved teacher rubrics; application and use of any assessment tools used to evaluate teachers; application and use of state approved locally selected measures of student achievement; use of the statewide instructional reporting system; scoring methodology used to evaluate teachers; and specific considerations in evaluating teachers of English Language Learners and students with disabilities.

All Wantagh administrators who will evaluate teachers will receive certification by the Superintendent of Schools and Board of Education for the 2022-23 school year.

XII. ASSESSMENT

Security of Standardized State Assessments

New York State Assessments

The State Education Department will provide information to districts regarding New York State measures of growth equaling twenty (20) points of a teacher's total composite effectiveness score. This information will be added to the subcomponent points from the Observations/Evaluation section and the locally developed assessments portion of this document and will result in a teacher's total composite effectiveness score.

Security

At Wantagh High School, the security for New York State standardized assessments is addressed immediately upon receipt of the exams in the school building. All exams are inventoried and stored in a walk-in vault, constructed of poured concrete and steel/metal doors equipped with a combination lock. The principal and his/her designee are the only ones with access to the testing materials. Exams remain in the vault until the testing day, just prior to the designated testing time, as outlined by the NYSED. All secure testing materials are under highly scrutinized security carried out by district administrators who are trained annually on testing integrity.

XIII. DATA MANAGEMENT

The Wantagh Union Free School District will develop a process that aligns its student management system, TEACH, and Frontline Education human resources data systems to ensure that SED receives timely and accurate teacher, course and student "linkage" data, as well as a process for teacher and principal verification of the courses and/or student rosters assigned to them.

The District will develop a process that aligns its student management system, TEACH, and Frontline Education human resources data systems to report to SED the individual subcomponent scores and the total composite effectiveness score for each applicable educator.

XIV. CERTIFICATION/AGREEMENT

Education Law Section 3012-c and Subpart 30-2 of the Regents Regulations establish requirements for a comprehensive performance evaluation system for classroom teachers and building principals commencing with the 2022-2023 school year. Classroom teachers, building principals and teachers providing pupil personnel services in 2022-2023 are subject to the annual professional performance review requirements in section 100.2(e) of the Commissioner's regulations.

This 2022-2023 APPR Plan reflects negotiations pursuant to the WUT contract as well as determinations by the APPR committee composed of teachers and administrators of the Wantagh UFSD.

The APPR Plan is in effect for teacher and principal evaluations for the 2022-2023 school year.

Dated: 1/3/2023



John McNamara
Superintendent of Schools
Wantagh UFSD



Richard Colavita
President, Wantagh United Teachers
Wantagh UFSD

Teacher Improvement Plan

Appendix A

Name: _____

School Year: _____

| Targeted Goals: Areas for Improvement | Expected Outcomes | Recommended Activities | Recommended Resources | Evidence of Achievement | Timeline for Measuring Achievement of Expected Outcomes |
|---|-------------------|---------------------------|--------------------------|----------------------------|--|
| | | | | | |
| | | | | | |
| | | | | | |

Teacher's Signature

Date

Principal's Signature

Date