

Memorandum of Understanding for Implementation

Cazenovia Central School District APPR
2024-2025 School Year

Between the Cazenovia Central School District
and the
Cazenovia United Educators

Whereas the Cazenovia Central School District and the Cazenovia United Educators, in accordance with NYSED 3012-d, have mutually negotiated and agreed to an Annual Professional Performance Review (APPR) plan for 2024-2025, the parties hereby agree to the following stipulations to clarify the implementation of the plan:

The Cazenovia Central School District and The Cazenovia United Educators agree to use the following documents to administer the 2024-2025 APPR plan:

Cazenovia Central School District 2024-2025 - My Learning Plan (MLP)
Cazenovia Central School District 2024-2025 - My Goal Setting Plan

Please note we are using the same APPR plan from 2016-2017, the only adjustments are including American History to the District SLO component, and a reduction in the number of observations completed by the direct supervisor.

By their signatures below, the parties agree to the above stipulations for the implementation of the APPR Agreement for the 2024-2025 school year. It is understood that the above applies only to the 2024-2025 school year and that this memorandum of understanding will sunset and have no effect after June 30, 2025, or the completion of the bargaining unit member evaluations for the 2024-2025 school year and as provided for under the terms of the District approved APPR.

Superintendent

Date

CUE President

9/27/24

Date

Assistant Superintendent

Date

CUE APPR Chairperson

9/27/24

Date

Cazenovia Central School District
Annual Professional Performance Review Plan (APPR)

I. Introduction

On April 13, 2015, the Assembly and Senate passed the NYS Budget for 2015-16 and signed into law a revised annual professional performance review system for teachers and principals as Chapter 56 of the Laws of 2015 which created Education Law 3012-d. In September 2015, Governor Andrew Cuomo formed a Common Core Task Force to review the APPR process. In an effort to implement the Task Force's recommendation, sections 30-2.14 and 30-3.17 of the Rules of the Board of Regents were adopted by the Board of Regents at its December 2015 meeting. These sections provide for a four-year transition period for APPR while the state completes the transition to higher learning standards through the new State assessments. During the transition period the state will provide growth scores for teachers of grades 4-8, but these scores are not to be tabulated into teacher's APPR scores.

The superintendents, in collaboration with teachers, pupil personnel professionals, administrators and CUE, developed this professional performance review plan. Once approved by the governing body of the school district, the plan will be filed in the district office and posted to the district website no later than July 1st of each year. If the work on the development of the plan needs to continue after July 1st, revisions to the plan will be posted as approved by the governing body. The Board of Education shall ensure that the performance of all teachers providing instructional services or pupil personnel services is reviewed annually.

II. Applicability

Section 3012-d applies to k-12 certified teachers. All other represented employees will be evaluated pursuant to the provisions of that employee's collective bargaining agreement. Non-represented employees will be evaluated pursuant to procedures approved by the District Superintendent or his/her designee. Teachers subject to APPS who are absent on an approved Leave of Absence and, as a result, do not teach at least 40% of the school year preceding the date on which the students sit for the applicable assessment will not be considered teachers of record and will not receive an APPR Score of HEDI Rating. The District will track the information for auditing purposes as required by SED.

III. Data Verification

No later than ten (10) school days after the NYSED Student Information Repository System (SIRS) is available, each classroom teacher shall have access to a list of students for whom he/she is the teacher of record. Any classroom teacher who believes that any such determination is incorrect and/or inconsistent with the standards established by the Commissioner's regulations for making Teacher of Record determinations should address the issue with his/her building administrator. If the issue is not subsequently resolved, the teacher may seek a review by the District-wide APPR

Committee. The District and the Association shall collaboratively develop a verification procedure to ensure that all teacher of record determinations have been made accurately and in a manner consistent with the standards established by the Commissioner's regulations prior to using student growth and/or achievement data in an APPR. Classroom teachers are encouraged to review the SIRS periodically throughout the school year to ensure accuracy of class lists of students for whom he/she is the teacher of record. The teacher will have continued access to the Student Information Repository System to review the data and to confirm that corrections have been made. The district will adhere strictly to the requirements for reporting subcomponent and composite scores to the NYS Department of Education established by regulations. A unique identifier will be used and the names of individual teachers will not be provided. No information related to any written assessment, sub-component or composite rating of an individual teacher shall be provided to outside agencies or individuals except as required by law or regulation. The policy for disseminating requested Teacher Evaluation data is decided by the school district and information regarding such requests is provided on the district website.

IV. New York State Teaching Standards

The professional performance review plan for teachers is based on the New York State Teaching Standards (appendix C). These, therefore, are the criteria that will be used to evaluate teachers:

Standard 1: Knowledge of Students and Student Learning

Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.

Standard 2: Knowledge of Content and Instructional Planning

Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.

Standard 3: Instructional Practice

Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

Standard 4: Learning Environment

Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

Standard 5: Assessment for Student Learning

Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction. This includes assessment techniques based on appropriate learning standards designed to measure students' progress in learning and that he or she successfully utilizes analysis of available student performance data (for example: State test results, student work, school-developed assessments, teacher-developed assessments, etc.) and other relevant information (for example: documented health or

nutritional needs, or other student characteristics affecting learning) when providing instruction.

Standard 6: Professional Responsibilities and Collaboration

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning. This includes the development of effective collaborative relationships with students, parents or caregivers, as needed, and appropriate support personnel to meet the learning needs of students; and

Standard 7: Professional Growth

Teachers set informed goals and strive for continuous professional growth.

V. Teacher Effectiveness

Annual professional performance reviews shall differentiate teacher effectiveness using a two category matrix system that includes student performance and teacher observation.

		Teacher Observation/ Principal School Visit			
Student Performance		<u>Highly Effective (H)</u>	<u>Effective (E)</u>	<u>Developing (D)</u>	<u>Ineffective (I)</u>
	<u>Highly Effective (H)</u>	H	H	E	D
	<u>Effective (E)</u>	H	E	E	D
	<u>Developing (D)</u>	E	E	D	I
	<u>Ineffective (I)</u>	D	D	I	I

A. Student Performance Component - 50%

50 % is based upon student performance on State assessments or other comparable measures of student performance. The state will assign a score of 0-50 points for this component, although the score will not be included into their APPR rating until 2020. Assessments will be secure and not disseminated to students prior to the assessment administration. Teachers will not score their own students' work if the results of the assessments will factor into their evaluation.

The state will provide teacher scores based on student performance for all teachers in grades 4-8 ELA and/or Math (this occurs, if and only if, 50% or more of your student population falls within these grade-levels.)

District-wide Student Performance -

Student Learning Objectives (SLO) will be developed consistent with the state's goal setting process. These will be based on each year's performance on approved state assessment(s). The district will develop a SLO consistent with the requirements specified in sections 303.4 and 30-3.5 of the Rules of the Board of

Regents for teachers and principals, respectively, using assessments approved by the Department that are not 3-8 ELA and math State assessments. Such a SLO can include a school or district-wide measure based on State or Regents assessments. The Cazenovia Central School district wide SLO for 2024-25 will be based upon the passing rates of the ELA-11, Living Environment, Global History & Geography, American History, and the Algebra 1 regents exams.

VI. Teacher Observation Component - 50%

For the Teacher Observation Component, the district will assign points based on observations by a lead evaluator and an independent evaluator pursuant to a State-approved practice rubric. The Cazenovia Central School District has agreed to utilize the NYSUT 2014 Rubric. The rubric is included as Appendix A.

A. Non-Tenured Teachers

Formal Observation (pre-observation conference, observation, and post-observation conference) - 30%

Unannounced Observation (with a post-observation conference) - 30%

1 Mini Observation by the lead evaluator - 30%

1 Mini Observation by the independent evaluator - 10%

- Formal Observations will be in accordance with the timelines and guidelines laid out in the Collective Bargaining Agreement between the District and the CUE. A pre-conference will be scheduled for all formal announced observations. A lesson plan needs to be completed by the classroom teacher and brought with them to their pre-conference meeting, or submitted to the evaluating administrator prior to the observation if they have waived their pre-conference.
- The second observation for the non-tenured teacher will be an unannounced observation. A lesson plan must be provided to the evaluating administrator during the lesson. Following the observation, the timelines and guidelines laid out in the Collective Bargaining agreement between the District and the CUE will be followed.
- Mini-observations will consist of classroom visits up to thirty (30) minutes. The administrator will follow up mini-observations within five (5) school days via email. The e-mail will specify the indicators observed during the visit. Teachers will acknowledge the report within five (5) school days. Either the lead evaluator of the teacher may request a follow-up meeting to discuss the evidence collected and any resultant rating, which will be scheduled at a mutually agreed to time.

B. Tenured Teachers

1 Mini observation by the lead evaluator - 90%

1 Mini observation by the independent evaluator - 10%

These observations will provide the evaluators with the data to address Standards 1 through 7 from the NYSUT 2014 State-approved rubric.

Evaluation on these standards will be based upon observable evidence collected during the observation(s) of the teacher.

VII. Rubrics

The NYSUT Rubric 2014 Edition (Appendix A) will be used to evaluate all k-12 classroom teachers.

VIII. Timely Provision of Feedback

Mini-observations will occur during the course of the school year. Written feedback will be shared with the teacher within five (5) school days of the mini-observation, via Frontline. Teachers will acknowledge the report within two (2) school days. Should the teacher acknowledge after the (2) school days as noted prior, the lead evaluator may override and acknowledge the mini-observation in Frontline. Either the lead evaluator or the teacher may request a follow up meeting, which will be scheduled at a mutually agreed upon time to discuss the evidence collected and any resultant rating.

Feedback from the formal and unannounced observations will be provided to the teacher within five (5) school days as specified in the Collective Bargaining agreement between the district and the CUE. Teachers will acknowledge the report within five (5) school days. Should the teacher acknowledge after five (5) school days as noted prior, the lead evaluator may override and acknowledge the observation in Frontline.

If a teacher does not receive feedback in accordance with the above timeline, the observation is considered null and void and the observation needs to be redone. Should the feedback occur at the (5) school days as noted above, the teacher may retain the option to accept the observation as valid.

All forms of observations will occur prior to June 1st.

Before the end of the school year, teachers will be provided with their HEDI ratings on the teacher observation component and student performance component (if available), and given an opportunity to meet with the lead evaluator to review the rating.

Teacher performance ratings will be provided prior to the end of the school year, or as soon as the data is available. The rating will be provided via Frontline to teachers with the opportunity for the teacher to meet with the lead evaluator.

IX. Evaluator Training

The "Lead Evaluator" is the administrator who is primarily responsible for a teacher's evaluation under Chapter 103. The term "evaluator" shall include any administrator who conducts an observation or evaluation of a teacher. The District shall utilize BOCES Network Team evaluator training and lead evaluator training in accordance with SED procedures and processes. Lead evaluator training will include training on:

1. The New York State Teaching Standards and their related elements and performance indicators as applicable.
2. Evidence-based observation techniques that are grounded in research.
3. Application and use of the teacher rubric, including training on the effective application of such rubrics to observe a teachers' practice.

4. Use of the Statewide Instructional Reporting System.
5. The scoring methodology, mutually agreed upon by the parties, including how scores are generated for each component and appropriate application of the matrix methodology and application and the use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's overall rating and their component ratings.
6. Specific considerations in evaluating teachers and principals of English Language Learners and Students with Disabilities.

The Superintendent will ensure that lead evaluators participate in periodic training and are re-certified in accordance with state regulations. Any individual who fails to achieve required training or certification or recertification, as applicable, shall not conduct or complete evaluations.

Any evaluator (administrator or supervisor) who participates in the evaluation of teachers for the purposes of determining an APPR rating shall be fully trained and/or certified as required by Education Law 3012-d and the Implementing Regulations of the Commissioner of Education prior to conducting a teacher evaluation shall be an employee of the District. Such training shall include application and use of the State-approved teacher practice rubric selected by the parties for the use in evaluations. The District will maintain a list of trained certified and recertified lead evaluators. This list will be provided to the Association upon request.

X. Training for Staff

All professional staff subject to the district's APPR will be provided with an orientation and/or training on the evaluation system that will include: a review of the content and use of the evaluation system, the NYS Teaching Standards, the mutually selected teacher practice rubric, and the procedures to be followed consistent with the approved APPR plan. All training for the current staff will be conducted annually prior to the implementation of the APPR process. Training will be conducted prior to the beginning of each subsequent school year for newly hired staff.

XI. Teacher Improvement Plans

When a teacher is rated Developing or Ineffective through an annual professional performance review conducted pursuant to the negotiated APPR Plan, a Teacher Improvement Plan (TIP) will be mutually developed and agreed upon by the superintendent or another trained administrator, trained in the exercise of their pedagogical judgment. The Teacher Improvement Plan must be formulated and commenced by October 1st (Appendix D). The teacher may decline union representation. The TIP shall be provided as soon as practicable, but in no case later than October 1st. The Parties understand and agree that the sole and exclusive purpose of a TIP is the improvement of teaching practice and that the issuance of a TIP, under the APPR, is not a disciplinary action. The Association President shall be informed whenever a teacher is placed on a TIP and, with the agreement of the teacher, shall be provided with a copy. An improvement plan defines the specific standards-based goals that a teacher must make progress toward attaining within a specific period of time and shall include:

- Identification of areas that need improvement
- A timeline for achieving improvement
- The manner in which improvement will be assessed

- Differentiated activities to support improvement in these areas

A teacher who believes that the District has failed to meet its obligation to properly implement the terms of a TIP may seek relief through the appeals process.

XII. Appeals Process

Appeals of annual professional performance reviews are limited to those that rate a tenured teacher as ineffective or developing only. Non-tenured teachers may only appeal an annual professional performance review of ineffective.

What may be challenged in an appeal: The appeal procedures allow the scope of the appeals under Education Law 3012-d to the following subjects:

1. The District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-d;
2. The adherence to the Commissioner's regulations as applicable to such reviews;
3. Compliance with any locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
4. The District's issuance and/or implementation of the terms of the teacher improvement plan under Education Law 3012-d.

Prohibition against more than one appeal: A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan.

All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time of the appeal is filed shall be deemed waived.

Burden of proof: In an appeal, the teacher has the responsibility of proving the substantial evidence of the merits of his or her appeal.

Timeline for filing an appeal: All appeals must be submitted in writing to the Lead Evaluator no later than ten (10) school days from the date when the teacher receives his/her annual summative professional performance review and composite score. All information and evidence the teacher wants to have considered must be included in the written appeal. A copy of the performance review must also be submitted with the appeal. The failure to file an appeal within these time frames shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. If a teacher is challenging the issuance of a teacher improvement plan, the appeal must be filed within ten (10) school days of issuance of such a plan. All information and evidence the teacher wants to have considered must be included in the written appeal. A copy of the improvement plan must also be submitted with the appeal. The failure to file an appeal within these time frames shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

Appeal process: Upon receipt of the written appeal from the teacher, the Lead Evaluator shall have ten (10) school days from the date of receipt to reply. If the Lead Evaluator does not concur with the appeal and make any necessary and appropriate changes to the summative evaluation, the appeal will be forwarded to the Superintendent of Schools. A two-person review panel will render a recommendation concerning the appeal. The Superintendent of Schools and the Association President

will each appoint one person to this panel. The members of this panel will not work in the same program as the teacher making the appeal. Appeals Forms are available through your Building Representative.

In making their recommendation, the panel shall consider the written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the lead evaluator's response and any additional documentary evidence submitted with the response. The panel will issue a written recommendation on the merits of the appeal no later than twenty (20) school days from the date when the teacher filed his or her appeal to the Superintendent of Schools, who will, within ten (10) school days issue a written, final decision about the appeal. The written decision will be provided to the teacher and to the Lead Evaluator. This decision will be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the Superintendent of Schools shall not be subject to any further appeal. No disciplinary action predicated upon the issue of evaluation or improvement plan, will be taken by the District against a tenured teacher, until the appeal process has been concluded. This shall in no way limit the right of the District to either deny tenure or dismiss a probationary teacher.

XIII. Review

This plan will be reviewed on an annual basis and revised as needed. Such changes will be made through the collective bargaining process when required by Law.

The Superintendent may provide District-wide APPR committee members with time during the contractual workday to meet. Committee work performed by the District-wide APPR committee outside of the contractual workday shall be compensated at the contractual hourly rate.

XIV. Forms

Attached to this document are the forms agreed to by the Cazenovia United Educators and the District as follows:

- Appendix A- Link to NYSUT Teacher Practice Rubric -August 2012 edition
- Appendix B - **HEDI Band - Student Performance (SLO)**
- Appendix C - Frontline Rating Matrix
- Appendix D-Teacher Improvement Plan (TIP)

Appendix A
2014 NYSUT Rubric

Available on-line at:

<http://www.nysut.org/~media/files/nysut/resources/2014/september/nysutteacherpracticерubric2014.pdf?la=en>

Appendix B

HEDI Band - Student Performance (SLO)



This is just a sample to illustrate where the above HEDI Band would be utilized.

Growth Template (SLO/Local Measure)																					
Population																					
Learning Content																					
Interval of Instructional Time																					
Evidence																					
Baseline																					
Target(s)																					
HEDI Scoring	Highly Effective			Effective									Developing						Ineffective		
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	100	98 99	96 97	94 95	92 93	90 91	88 89	87	80 86	7	6	5	5	4	3	3	2	1	10 16	3 9	0 2
										7	7	6	5	5	4	3	3	2			
Rationale																					

Appendix C

Rating Matrix

Visible via Frontline

New York State Performance Matrix 					
Student Performance	Teacher Practice				
	N/A	Highly Effective 	Effective	Developing	Ineffective
	Highly Effective	Highly Effective	Highly Effective	Effective	Developing
	Effective	Highly Effective	Effective	Effective	Developing
	Developing	Effective	Effective	Developing	Ineffective
	Ineffective	Developing	Developing	Ineffective	Ineffective

Appendix D
Teacher Improvement Plan (TIP)

Teacher: _____

Grade/Subject: _____

Evaluator: _____

Date: _____

Association Representative (if requested): _____

1. List the areas in need of improvement. If there are several, indicate the priority order for addressing them.

2. Performance Goals: Provide specific, measurable objectives the teacher must meet to show improvement.

3. Timeline: Indicate duration of TIP and schedule of periodic reviews of progress.

4. Assessment of improvement: Indicate what measures will be used to assess improvement.

5. Differentiated activities to support improvement:
 - a. Professional learning activities to support improvement.
 - b. Support and assistance to be provided by the district.
 - c. Other

6. Artifacts to demonstrate improvement.

Appendix D... continued

Scheduled Meeting Dates:

Evaluator Comments:

Meeting Date: _____

Teacher Comments:

Evaluator Comments:

Meeting Date: _____

Teacher Comments:

Recommendations for Results of TIP

- ☐ The teacher has met the performance goals identified through the TIP
- ☐ The teacher has not met the performance goals identified through the TIP

Next steps:

Evaluator's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with his/her evaluator. Teachers shall have the right to insert written explanation responses to written feedback, which may be considered during the Appeals process.

Appendix E: Non-APPR Evaluations

Teaching Assistants

The following outlines the observation policy for teaching assistants to ensure consistent evaluation and support for their professional development.

A certified district administrator shall formally observe all probationary teaching assistants. The certified administrator shall be trained for the purposes of effective observation and could include any of the following:

- Special Education Director
- Building Principal/Assistant Principal
- Superintendent/Assistant Superintendent
- Director of Technology

Non-Tenured Teaching Assistants:

Non-tenured teaching assistants will be observed two (2) times per academic year, with one observation taking place in each semester. These observations aim to provide ongoing feedback and support to facilitate their professional growth and address any potential issues promptly.

Tenured Teaching Assistants:

Tenured Teaching Assistants will be observed one (1) time each academic year. This observation will be focused on enhancing their teaching effectiveness, while recognizing their established experience and contributions.

Teaching Assistants will be given feedback within five (5) days of the observation. Teaching Assistant performance ratings will be provided prior to the end of the school year, or as soon as the data is available. The written feedback will be "housed" on Frontline.

If deficiencies have been observed by the evaluator, they will be noted in the observation report, together with action to be taken to overcome these deficiencies and assistance to be provided, when applicable. Through this, if a teaching assistant is found to be ineffective or developing based upon the completed observation and through the utilization of the rubric, the evaluator will do a follow-up observation. This follow-up observation will be unannounced.

Rubric:

The following rubric will be utilized to evaluate and support teaching assistants:

[Cazenovia Teaching Assistant Rubric](#)

Registered Nurse Evaluation

The performance of each registered nurse will be reviewed annually.

A written observation report must be completed within five (5) school days with a copy provided to the registered nurse. If deficiencies have been observed by the evaluator, they will be noted in the observation report, together with action to be taken to overcome these deficiencies and assistance to be provided, when applicable.

All evaluations will be maintained in the personnel file of the registered nurse.

[Nurse Evaluation Form](#)

School Psychologist, School Counselor, Related Services and Social Worker

The performance of each school psychologist, social worker, related service provider and will be reviewed
Annually.

A written observation report must be completed within five (5) school days with a copy provided to the school psychologist and social worker. If deficiencies have been observed by the evaluator, they will be noted in the observation report, together with action to be taken to overcome these deficiencies and assistance to be provided, when applicable.

All evaluations will be maintained in the personnel file of the School Psychologist or Social worker.

[School Psychologist Rubric](#)

[School Counselor Rubric](#)

[Related Services Rubric](#)

[Social Worker Rubric](#)