



## Information **YOU** Need to Know

How to build a career in teaching:

- ✓ Become professionally certified.
- ✓ Receive tenure.
- ✓ Maintain the professional certification.
- ✓ Grow into a Highly Effective Teacher.



Types of Appointment

Certification

APPR & Observation/Evaluations

Continuing Professional Development & CIT

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## Types of Appointments

### Probationary Appointment

#### What is the length of a probationary appointment?

Generally, it is four years. However, if you were previously tenured in NYS, were not dismissed and have APPR scores. The years 20-23, 21-22, 22-23 do not count, instead 217-18 or 2018-19 can be used. The second exception is if one is eligible for *Jarema* credit which is teaching as a regular substitute teacher (REGS is the coding in the RCSD) and without a break was changed to probationary status.

#### Can the length of a probationary appointment be extended?

Yes. This is especially true if one's APPR score is not Effective or Highly Effective in the final year of the probationary appointment. (3012-d NYS Ed Law) The District may offer a probationer a *Juul* agreement for an additional period of time on probation. Declining means being discontinued.

#### What due process rights does a probationary teacher have?

There are very limited due process rights available to a probationary teacher. The District has the right to discontinue one's employment at any point during the probationary period. The teacher facing termination may ask for the reasons that the Board wishes to discontinue employee and then the probationer can respond in writing. Done.

In order to retain your probationary appointment, you need to teach at the effective level or higher, keep appropriate records, interact well with your students and parents and to be non-

controversial and cooperative with your administration. Use your Faculty Representative and mentor for advice.

**What other requirement is there?**

You need to be NYS certified.

## **Regular Contract Substitute(REGS)**

**What is the length of a Regular Contract Substitute positions?**

This is normally used for those who do not possess NYS certification. It is for the **school year** OR until the return of the regularly appointed teacher.

**Can the length of a Regular Contract Substitute be extended ?**

It cannot be extended, however, the District can re-hire you for another school year.

**What due process rights does a Regular Contract Substitute have?**

There are very limited due process rights available to a REGS?

## **Per Diem Substitute**

**What is the length of a Per Diem Substitute assignment?**

It could be day-to-day, or it could be longer even up to an entire school year.

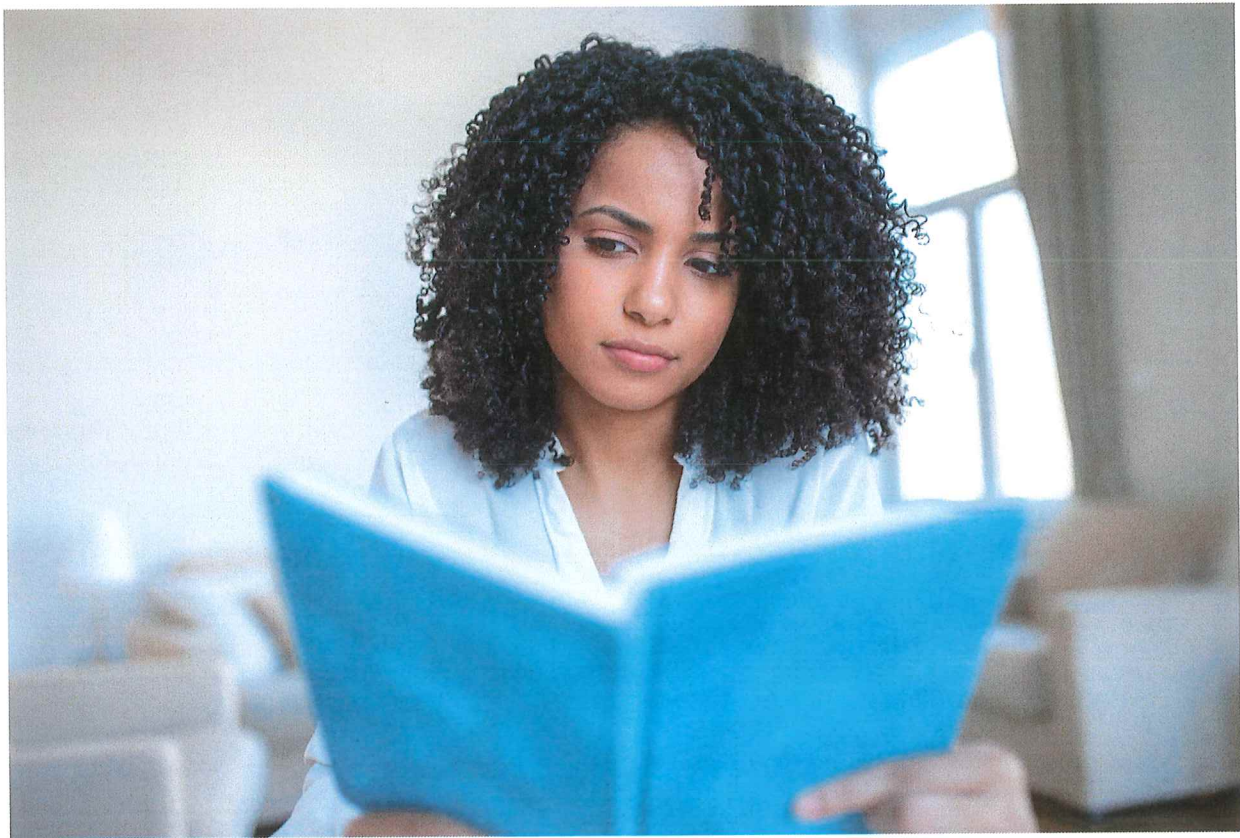
**I am still covered by the RTA Contract?**

No, there is a separate contract. It is posted on the [rochesterteachers.org](http://rochesterteachers.org) website.

### Overview

Type	Length	Continuing	End Result
Probationary	4 for most	Yes unless layoffs	Tenure
Regular Contract	1 school year	Not guaranteed	Depends
Per Diem	Up to school year	Not guaranteed	Depends
Tenure	Until retirement or resignation	Yes unless layoffs	A career in teaching





## Certification

NYS requires that all teachers and pupil personnel service providers who are employed or wish to become employed in the State's public schools hold a New York State certificate. \*

### How do I acquire a NYS certificate?

There are three routes to becoming a certified teacher: 1) a traditional 4-year undergraduate, 2-year graduate college preparation program or approved college certificate program that leads to teacher certification, 2) an approved, registered "alternative" teacher preparation program, also offered through an institution of higher education but with characteristics that distinguish it from "traditional" programs, and 3) individual transcript evaluation. These pathways are described on the Office of Teaching Initiatives (OTI) website at <http://www.highered.nysed.gov/tcert/certificate/pathways.html> .

### What are the types of certificates for most tenure areas?

**Initial Certificate** requirements: bachelor's degree, complete a NY teacher certification program and pass required content exams and required specific workshops. Search for registered programs at [New York State Education Department](#).

### What is another type of certificate for most tenure areas?

The Initial Certificate leads to a **Professional Certificate** which is continuously valid, assuming the teacher completes the appropriate number of professional development hours every five year. (The current requirement is 100 hours all of which will be automatically completed by attending Superintendent's Conference Days and Half-days all of which occur during the professional day.)

### What is Emergency COVID certification?

This opportunity occurred during the pandemic and was/is good for two years only. Applications had to have been received no later than 9/1/22.

\*Source: New York Teacher Certification and Licensing Guide 2023

IF YOU ARE NOT ALREADY REGISTERED, YOU NEED TO REGISTER WITH THE TEACH SYSTEM BY SEARCHING FOR TEACH OR GO DIRECTLY TO <https://www.higher.nysed.gov/cert/teach/>

### Ramifications:

If you are certified, you need to complete 100 hours professional development for every five years after professional certification (more about this later).

Uncertified teachers cannot be probationers (NYS Ed Law)

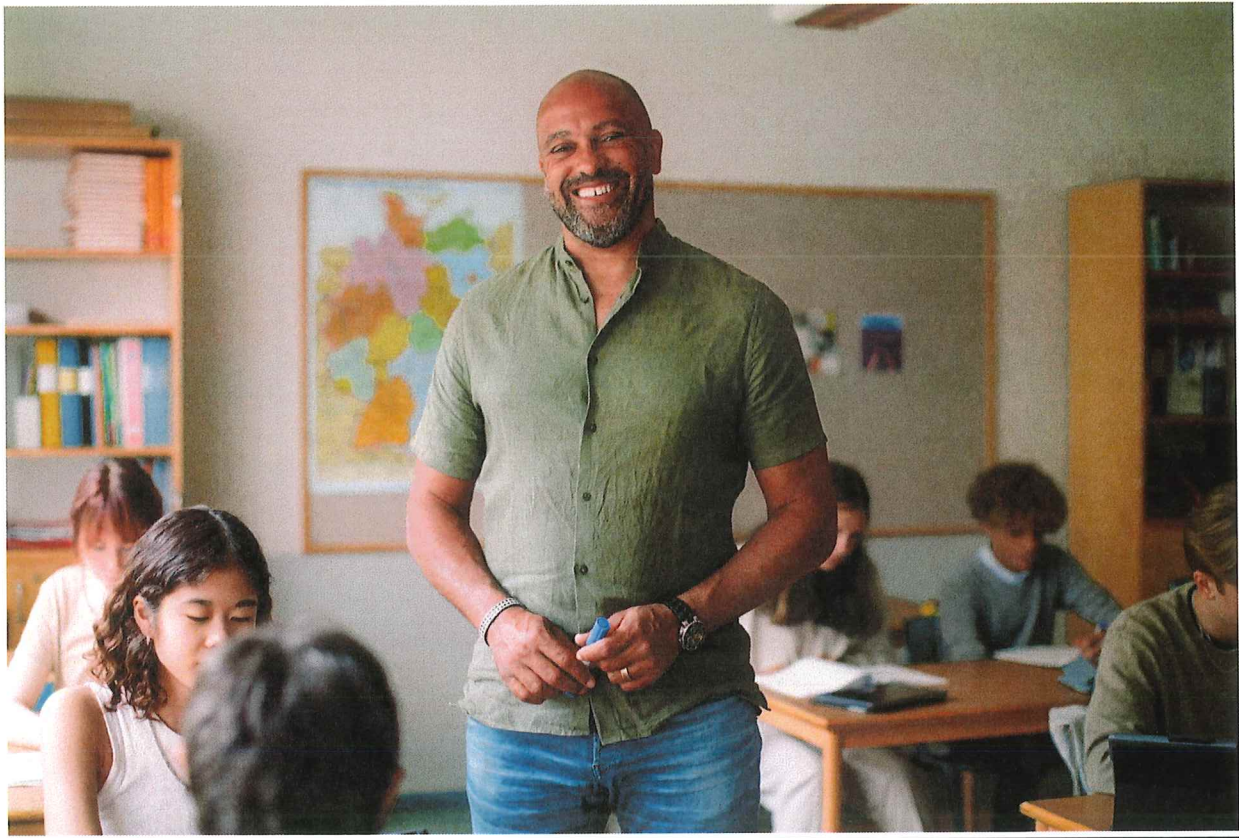
A. Your appointment may be as a regular contract substitute (REGS)

1. If you are uncertified but working toward certification and You become certified by the school year's end you can return to probationary status. But while a REGS you cannot gain credit toward tenure....
2. If you are uncertified but working toward certification, depending on Your progress you could stay as REGS for the following school year or you could be a per diem substitute the following school year.

B. Your appointment may be as a per diem substitute.

You are covered by a different RTA contract for the Per Diem Substitute Unit. You pay increases as you work through the School year. It is significantly less than being a Probationary Teacher or REGS. And health benefits are not for the full year.





## The Evaluation System

### Annual Professional Performance Review (APPR) NYS Ed Law 3012-d

#### Who is included in the APPR system?

Classroom teachers and various other positions such as Teacher on Assignment or any type of Coach.

#### Who is excluded from APPR?

School Social Workers, School Psychologist, School Counselors and anyone else who is not a "teacher of record". Your evaluation is currently tailored to the services and work that you do outside of the classroom.

#### What happens each year?

Administrators are to **observe all** probationary/regs teachers formally twice a year and also conduct one unannounced observation. The current APPR Agreement between the District and RTA sets an **observation period** from October 1 through April 30. By **May 15**, probationary teachers should receive a **Final Evaluation**.

### **What is the administrator looking for in an observation?**

The current APPR Agreement continues to use the Danielson Rubrics. There are four domains, however, for the observation comments should be limited to Domains Two (Classroom Environment) and Three (Instruction).\*

There are rubrics approved by the Career in Teaching Panel for the excluded tenure areas.

### **How are these domains rated?**

Classroom teachers: Ineffective, Developing, Effective and Highly Effective. (Commonly referred to as HEDI.)

These are detailed in the current Teacher Evaluation Guide\*.

The non-classroom ratings are different.

### **What is the basis for the Final Evaluation?**

Classroom teachers: Using the three observations and adding in the last two domains:

(1) Planning and Preparation.

and

(4) Professional Responsibilities) the administrator develops the Final Evaluations using

the same ratings.

Nonclassroom teachers: on completed observations.

### **What are the ratings?**

Classroom teachers: **HEDI** is the shorthand for **H**ighly Effective

**E**ffective

**D**eveloping

**I**neffective

It is based on the final evaluation and student performance.

Nonclassroom teachers: final evaluation.

### **What about student performance?**

The observations generate one HEDI score, and student performance generates the other HEDI score whose numerical scores are then placed on the APPR scoring rubric. The current APPR agreement uses averages of selected regents scores to determine all covered teachers. It has proven to be fair/beneficial.

### **How do the “excluded” pupil personnel services get evaluated?**

They are evaluated by CIT rubrics that are more traditional and relevant to their work.

### **What if I disagree with either an observation or evaluation?**

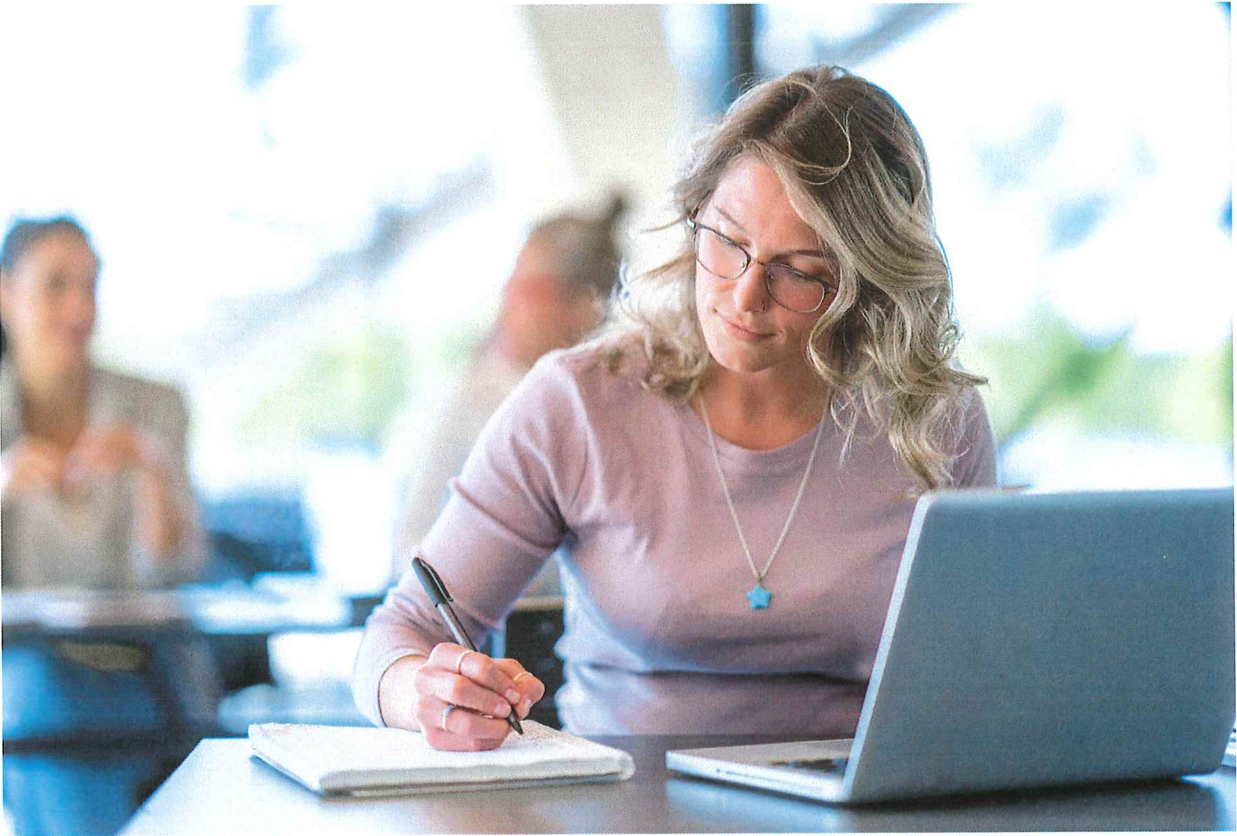
You may write a rebuttal using evidence from your observations and other data to argue that you should be scored higher. When you receive your APPR score (normally the following September), you can file an appeal that is heard by a third party.

\*The 2022-23 Teacher Evaluation Guide is available on the District website. It contains the Danielson Rubrics. It is currently being updated.



**Are there any special requirements for probationers?**

Yes, you must achieve Effective ratings three out of your four years as a probationary teacher including the additional requirement of being rated Effective during your final year.



# Quick GLANCE A FRAMEWORK FOR COMPONENTS OF PROFESSIONAL PRACTICE

<p style="text-align: center;"><b>Domain 1: Planning and Preparation</b></p> <p>1a. Demonstrating knowledge of content and pedagogy</p> <ul style="list-style-type: none"> <li>▪ <i>knowledge of content and the structure of the discipline</i></li> <li>▪ <i>knowledge of prerequisite relationships</i></li> <li>▪ <i>knowledge of content-related pedagogy</i></li> </ul> <p>1b. Demonstrating knowledge of students</p> <ul style="list-style-type: none"> <li>▪ <i>knowledge of child and adolescent development</i></li> <li>▪ <i>knowledge of the learning process</i></li> <li>▪ <i>knowledge of students' skills, knowledge and language proficiency</i></li> <li>▪ <i>knowledge of students' interests and cultural heritage</i></li> <li>▪ <i>knowledge of students' special needs</i></li> </ul> <p>1c. Setting instructional outcomes</p> <ul style="list-style-type: none"> <li>▪ <i>value, sequence and alignment</i></li> <li>▪ <i>clarity</i></li> <li>▪ <i>balance</i></li> <li>▪ <i>suitability for diverse learners</i></li> </ul> <p>1d. Demonstrating knowledge of resources</p> <ul style="list-style-type: none"> <li>▪ <i>resources for classroom use</i></li> <li>▪ <i>resources to extend content knowledge and pedagogy.</i></li> <li>▪ <i>resources for students</i></li> </ul> <p>1e. Designing coherent instruction</p> <ul style="list-style-type: none"> <li>▪ <i>learning activities</i></li> <li>▪ <i>instructional materials and resources</i></li> <li>▪ <i>instructional groups</i></li> <li>▪ <i>lesson and unit structure</i></li> </ul> <p>1f. Designing student assessments</p> <ul style="list-style-type: none"> <li>▪ <i>congruence with instructional outcomes</i></li> <li>▪ <i>criteria and standards</i></li> <li>▪ <i>design of formative assessments</i></li> <li>▪ <i>use for planning</i></li> </ul>	<p style="text-align: center;"><b>Domain 2: Classroom Environment</b></p> <p>2a. Creating an environment of respect and rapport</p> <ul style="list-style-type: none"> <li>▪ <i>teacher interaction with students</i></li> <li>▪ <i>student interactions with one another</i></li> </ul> <p>2b. Establishing a culture for learning</p> <ul style="list-style-type: none"> <li>▪ <i>importance of the content</i></li> <li>▪ <i>expectations for learning and achievement</i></li> <li>▪ <i>student pride in work</i></li> </ul> <p>2c. Managing classroom procedures</p> <ul style="list-style-type: none"> <li>▪ <i>management of instructional groups</i></li> <li>▪ <i>management of transitions</i></li> <li>▪ <i>management of materials and supplies</i></li> <li>▪ <i>performance of non-instructional duties</i></li> <li>▪ <i>supervision of volunteers and paraprofessionals</i></li> </ul> <p>2d. Managing student behavior</p> <ul style="list-style-type: none"> <li>▪ <i>expectations</i></li> <li>▪ <i>monitoring of student behavior</i></li> <li>▪ <i>responses to student misbehavior</i></li> </ul> <p>2e. Organizing physical space</p> <ul style="list-style-type: none"> <li>▪ <i>safety and accessibility</i></li> <li>▪ <i>arrangement of furniture and use of physical resou</i></li> </ul>
<p style="text-align: center;"><b>Domain 4: Professional Responsibilities</b></p> <p>4a. Reflection on Teaching</p> <ul style="list-style-type: none"> <li>▪ <i>accuracy</i></li> <li>▪ <i>use in future teaching.</i></li> </ul> <p>4b. Maintaining accurate records</p> <ul style="list-style-type: none"> <li>▪ <i>student completion of assignments</i></li> <li>▪ <i>student progress in learning</i></li> <li>▪ <i>non-instructional records</i></li> </ul> <p>4c. Communicating with families</p> <ul style="list-style-type: none"> <li>▪ <i>information about the instructional program</i></li> <li>▪ <i>information about individual students</i></li> <li>▪ <i>engagement of families in the instructional program</i></li> </ul> <p>4d. Participating in a professional community</p> <ul style="list-style-type: none"> <li>▪ <i>relationships with colleagues</i></li> <li>▪ <i>involvement in a culture of professional inquiry</i></li> <li>▪ <i>service to school</i></li> <li>▪ <i>participation in school and district projects</i></li> </ul> <p>4e. Growing and developing professionally</p> <ul style="list-style-type: none"> <li>▪ <i>enhancement of content knowledge and pedagogical skill</i></li> <li>▪ <i>receptivity to feedback from colleagues</i></li> <li>▪ <i>service to profession</i></li> </ul> <p>4f. Showing professionalism</p> <ul style="list-style-type: none"> <li>▪ <i>integrity and ethical conduct</i></li> <li>▪ <i>service to students</i></li> <li>▪ <i>advocacy</i></li> <li>▪ <i>decision-making</i></li> <li>▪ <i>compliance with school and district regulations</i></li> </ul>	<p style="text-align: center;"><b>Domain 3: Instruction</b></p> <p>3a. Communicating with students</p> <ul style="list-style-type: none"> <li>▪ <i>expectations for learning</i></li> <li>▪ <i>directions and procedures</i></li> <li>▪ <i>explanations of content</i></li> <li>▪ <i>use of oral and written language</i></li> </ul> <p>3b. Using questioning and discussion techniques</p> <ul style="list-style-type: none"> <li>▪ <i>quality of questions</i></li> <li>▪ <i>discussion techniques</i></li> <li>▪ <i>student participation</i></li> </ul> <p>3c. Engaging students in learning</p> <ul style="list-style-type: none"> <li>▪ <i>activities and assignments</i></li> <li>▪ <i>grouping of students</i></li> <li>▪ <i>instructional materials and resources</i></li> <li>▪ <i>structure and pacing</i></li> </ul> <p>3d. Using assessment in instruction</p> <ul style="list-style-type: none"> <li>▪ <i>assessment criteria</i></li> <li>▪ <i>monitoring of student learning</i></li> <li>▪ <i>feedback to students</i></li> <li>▪ <i>student self-assessment and monitoring of progress</i></li> </ul> <p>3e. Demonstrating flexibility and responsiveness</p> <ul style="list-style-type: none"> <li>▪ <i>lesson adjustment</i></li> <li>▪ <i>response to students</i></li> <li>▪ <i>persistence</i></li> </ul>





## NEW YORK STATE CLE

Beginning with the summer (school year) AFTER you complete Professional certification, you start a five-year cycle during which NYS Education Department can audit that you have completed 100 hours of Professional Development. The District keeps records on TruNorth Logic. Download annually for your records. Currently, all of the Superintendents Days (6 hours each) and ½ days (at least three hours) count toward this requirement. This should mean that all of the required 100 hours occur while you are on payroll.

## CAREER IN TEACHING

You will work with a mentor for a full school year to guide and initiate you into teaching. Once you have finished 7 years of teaching, YOU can become a mentor to help others.



1. Walking off the job (grieve don't leave)
2. Quitting without speaking with the RTA
3. Ignoring Substance Abuse/Other medical conditions
4. Using computers for Personal Use
5. Leaving students unsupervised
6. Texting/emailing: vacations/jokes, comments
7. Calling in sick and posting yourself on vacation