

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

July 1, 2011 – June 30, 2012

### **Introduction**

On May 28, 2010, the Governor signed Chapter 103 of the Laws of 2010, which added a new section 3012-c to the Education Law, establishing a comprehensive evaluation system for classroom teachers and building principals.

By September 1, 2011, the governing body of each school district and BOCES shall adopt a plan, which may be an annual or multi-year plan, for the annual professional performance review of its teachers providing instructional services or pupil personnel services.

The superintendent, in collaboration with a joint committee of professional staff members and administrators, developed this professional performance review plan. The members of the committee included three teachers selected by the teacher's association president, three teachers and two administrators selected by the Superintendent of Schools, the association president and the Assistant Superintendent for Instruction. Once approved by the Board of Education of the school district, the plan will be filed in the district office and posted to the district website no later than September 10<sup>th</sup> of each year. If work on the development of the plan needs to continue after September 10<sup>th</sup>, revisions to the plan will be posted as approved by the Board of Education.

The Board of Education shall ensure that the performance of all teachers providing instructional services or pupil personnel services is reviewed annually.

For the 2011-2012 school year, this APPR plan only applies to classroom teachers of the common branch subjects, English language arts or mathematics in grades 4-8.

### **Teacher Evaluation**

#### **New York Teaching Standards**

The professional performance review plan for teachers is based on the *New York State Teaching Standards* (see appendix for complete set of *Teaching Standards* and the accompanying performance indicators). These, therefore, are the criteria that will be used to evaluate teachers:

- **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.

- **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.
- **Instructional Practice:** Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.
- **Learning Environment:** Teachers work with all students to create a dynamic learning environment that supports achievement and growth.
- **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 nutrition needs, or other student characteristics affecting learning) when providing instruction
- **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
- **Professional Growth:** Teachers set informed goals and strive for continuous professional growth.

### **Teacher Effectiveness**

Annual professional performance reviews shall differentiate teacher effectiveness using a composite effectiveness score. Based on such a composite effectiveness score a classroom teacher shall be rated as Highly Effective, Effective, Developing, or Ineffective. The composite score is determined as follows: **To Be Determined**

### **Student Growth Measures**

20% is based on student growth on State assessments or other comparable measures of student growth (increased to 25% upon implementation of a value-added growth model). Student growth means the change in student achievement for an individual student between two or more points in time. Student growth percentile score shall mean the result of a statistical model that calculates each student's change in achievement between two or more points in time on a State assessment or other comparable measure and compares each student's performance to that of similarly achieving students. Value-added growth score shall mean the result of a statistical model that incorporates a student's academic history and may use other student demographics and characteristics, school characteristics and/or teacher characteristics to isolate statistically the effect on student growth from those characteristics that are generally not in the teacher's control.

Data that are provided by SED will provide the number of points (out of the possible 20 or 25) toward the composite score a teacher will be awarded for the student growth portion. The state will assign a score of 0-20 points for this subcomponent, which will contribute to the educator's composite effectiveness score using the standards and scoring ranges for this subcomponent as prescribed in regulation.

Assessments will be secure and not disseminated to students prior to the assessment administration.

### **Student Achievement Measures**

20% of the composite effectiveness score is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner (decreased to 15% upon implementation of value-added growth model). For purposes of this section:

A district committee will recommend to the superintendent the mechanism for determining the student achievement portion of the composite effectiveness rating. The mechanism will be the same across subjects and/or grade levels within the district. Accompanying each recommended assessment will be a recommended scoring mechanism that will identify the relationship between achievement on the test and the translation to the subcomponent composite scoring ranges. The following scale will be employed (or equivalent): **To Be Determined**

Assessments will be secure and not disseminated to students prior to the assessment administration.

### **Multiple Measures of Effectiveness**

The remaining 60% (or 60 out of the total 100 point composite score) of the composite effectiveness score is based on other measures of teacher effectiveness consistent with standards prescribed by the Commissioner in regulation. Based on its inclusion of the SED-approved list of rubrics, the *Framework for Teaching* rubric will be used to evaluate classroom teachers. That rubric is included in the appendix.

In order to support continuous professional growth, 45 of these 60 points shall be based on classroom observations. These observations will provide the evaluator with the data to complete rubric for Domains 2 (Classroom Environment) and 3 (Instruction) on the rubric. For at least one evaluation, a pre and post observation conference will occur, at which time the teacher will provide the evaluator of evidence of Domain 1 on the rubric (Planning and Preparation).

Non-Tenured teachers will receive a minimum of three observations by February 15. Tenured teachers will receive a minimum of two observations during the school year. Teachers may request additional observations. Administrators may also conduct additional observations. The first observation will be announced. The remaining observation or observations may be announced, may have a pre-conference, or may be unannounced. A post-conference will be

conducted within four school days of all observations and the teacher will receive a copy of the evaluation. Observations will be averaged to result in a composite score.

The remaining 15 out of the 60 points will be used to assess Domain 4 (Professional Responsibilities) on the rubric. The classroom teacher will prepare a portfolio or collection of evidence that will serve as artifacts for this domain. Any action research, leadership projects, or learning projects may be submitted as evidence for this Domain. Non-tenured teachers will be required to compile a portfolio to show growth during their probationary period.

The following formula will be used to calculate the number of points for the teacher effectiveness composite score (the rubric is a four point rubric) for each domain. The four domain scores are totaled which comprises the number of points (out of 60) for the multiple measures component of the composite score.

$$\left( \frac{3(\# \text{ items rated highly effective}) + 2(\# \text{ items rated effective}) + (\# \text{ items rated developing})}{3(\# \text{ items in the domain})} \right) 15 \text{pts}$$

## Rubrics

The *Framework for Teaching* rubric will be used to evaluate classroom teachers.

### Professional Development

Professional development objectives for the teacher will be based on the evaluation, in addition to school and/or district priorities.

### Timely Provision of Feedback

At least one pre-observation meeting will occur at which time the teacher will present artifacts that pertain to the Planning and Preparation Domain. Following all observations a post-observation meeting will occur at which time Domains 1, 2 and 3 of the rubric will be discussed. The post-observation meeting will occur within four days of the observation. Following the post-conference, teachers may provide written comments to be attached to the observation form. The summative evaluation, including composite effectiveness score, will be provided to the teacher by the last day of attendance for the teacher, provided that the student growth measure composite score is available from the State Education Department.

## **Evaluator Training**

The superintendent will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize BOCES Network Team evaluator training and lead evaluator training and certification 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 student growth percentile model and the value-added growth model;
- 4) Application and use of the teacher rubric, including training on the effective application of such rubrics to observe a teacher's practice;
- 5) Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers, including but not limited to, structured portfolio reviews;; professional growth goals, etc.;
- 6) Application and use of any locally selected measures of student achievement used by the district to evaluate its teachers;
- 7) Use of the Statewide Instructional Reporting System;
- 8) The scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's overall rating and their subcomponent ratings; and

The superintendent will ensure that lead evaluators participate in annual training and are re-certified on an annual basis. The BOCES Network Team will be utilized to provide the training and recertification. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations.

## **Data Linkage**

Working with the Central New York Regional Information Center, the district will provide all of the data elements described by SED. Data will be submitted to the SED through the portal each year. This includes information a comprehensive course catalog, assessment scores, student enrollment information, and evaluation component scores.

## **Professional Improvement Plans**

If a teacher's performance is evaluated as "ineffective" or "developing", the supervisor shall be required to develop a Professional Improvement Plan in consultation with the staff member. Such Plan will be shared with and implemented within ten days of the start of the school year within which the Plan will be applied. The Plan shall include, but not be limited to, an identification of the areas in need of improvement, a timeline for achieving improvement, suggestions for improvement, support to be provided, and measurable outcomes to be evaluated.

The plan will: **To Be Determined**

### **Appeals**

The following procedures are the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher or principal's performance review, and/or improvement plan: **To Be Determined**

### **Principal Evaluation**

**To Be Determined**

**Approved by Chittenango Board of Education, August 9, 2011**