



Annual Professional Performance Review

2016-2017

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APPR

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Introduction

Chapter 103 of 3012-d Education Law requires that annual professional performance reviews be conducted for each teacher on faculty. The law mandates the structure, categories, and the scoring system to be utilized for the annual professional performance reviews. Within some of these required areas, local decision-making has been provided. This document intends to clarify the Annual Professional Performance Review at the Phoenix Central School District.

The annual professional performance review is a useful tool in evaluating teacher performance and may be used in employment decisions including, promotion, retention, tenure determination, and termination, the APPR in no way diminishes the district's rights within the existing contract and Education Law, to make these decisions based on legally allowable data without the use of the APPR. Further, the goal of evaluations, first and foremost, must continue to be to help improve professional growth and, as such, the APPR should also be seen as a tool to assist in developing professional development opportunities for individuals and groups of teachers.

Timeline for Implementation

All grade-levels, subjects, and principals in the district will be required to have this annual evaluation starting in 2016-2017.

Annual Professional Performance Review Evaluation Criteria

New York Teaching Standards

The professional performance review plan for teachers is based on the *New York State Teaching Standards*. 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.

Professional Growth: Teachers set informed goals and strive for continuous professional growth.

Teacher Practice Rubric

The NYSUT Teacher Practice Rubric (2012 Edition), see appendix A, shall be used as the instrument to collect evidence that comprises the 50 points of the overall rating. All Teaching Standards in the rubric will be evaluated over the progression of a school year. At least one indicator will be evaluated for each Teaching Standard each school year; however, teachers can be evaluated on more indicators for which evidence is observed collected through observations, pre-conference, post-conference, etc.

Multiple Observations

Multiple observations will be conducted by trained evaluators for the purpose of evidence collection in accordance to the *NYSUT Teaching Practice Rubric (2012 Edition)*. Observations will be either building evaluations or independent.

Building Observations (80%)

All building observations will be conducted by the building principal and/or assistant principal for duration of at least 30 minutes. Building observations will include a pre-observation and post-observation.

Independent Observations (20%)

Independent observations will be conducted for the purpose of evidence collection. Independent observations will take place in accordance with chapter 103 of the 3012-d legislation. Such observations will be conducted for duration of at least 10 minutes as needed for evidence collection. Any evidence collected during such informal observations will be shared with the teacher via a post-conference, note or email.

Pre-Observation Conference

All building observations will include a pre-observation (as outlined in Article VII of the CBA) session in which evidence connected to the rubric will be discussed between the evaluator and the teacher. Every effort will be made to conduct the pre-conference one week prior to an announced formal observation. The use of a pre-observation form is optional.

Post-Observation Conference

All building observations will include a post-conference (which will take place within two (2) weeks of each observation) as outlined in Article VII of the Collective Bargaining agreement associated with the APPR Plan.

On June 14th of each school year, any evaluations that have not been finalized will be finalized by the District Office (as these scores are needed for NYS reporting purposes).

Effective September 1, 2013, any evaluation not finalized two (2) weeks after a post-conference, note or email (depending on the APPR Plan procedures) may be finalized by a building / district administrator.

Rubric Scoring

Teachers will earn points based on evidence submitted, collected and evaluated using the NYSUT Practice Rubric (2012 Edition). Points for each evaluated indicator will be assigned as follows:

Highly Effective	4
Effective	3
Developing	2
Ineffective	1

A raw score will be calculated to the nearest hundredth or thousands by the following method:

$$\frac{\text{Total Points Collected}}{\text{Number of Indicators evaluated}}$$

Example: Raw score = 255 points / 79 indicators = 3.22

A final teacher performance score will be calculated using the following method:

Total Points Collected (a)	Number of Indicators Evaluated (b)	Raw Score (a/b) (c)	Weighted %	Weighted Sub Total
255	79	3.22	80	25.76
49	14	3.5	20	7.0
			Final Observation Score	$32.76 / 40 = 81.90\% \times .04 =$ <u>3.276 =</u>

The following matrix band will then be used to determine the teacher’s final teacher performance rating:

	Overall Observation Category Score and Rating	
H	3.5	4.0
E	2.5	3.49
D	1.5	2.49
I	0	1.49

In the example above, 3.276 = Effective

Final Teacher Performance Rating

Teachers will receive their final teacher performance rating by the last day of school each school year.

Student Growth Measures

50% is based on student growth on **State** assessments or other comparable measures of student growth. 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.

Data that are provided by SED will provide the number of points (out of the possible 20) 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 overall rating using the standards and scoring ranges for this subcomponent as prescribed in regulation.

For non-core subject areas for which there is no growth data provided by the state, the state determined District-wide growth goal setting process (Student Learning Objectives) will be employed as described by SED. Teachers will work with their principals to set growth goals based on the state process. Goals will identify how progress will be measured as well as the level of mastery. Principals will assess the teacher’s evidence of student learning at year’s end using the state scoring guidelines.

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.

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 overall rating is determined using the following matrix:

		Teacher Performance			
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
Student Performance	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D*	D*	I	I

The overall rating will be provided to the teacher by September 1 of the school year following the school year for which the classroom teacher is being measured. If State data is not available by September 1, overall ratings will be provided by the district as soon as practicable, after receiving teacher data from NYSED.

Appeals

A teacher's or principal's APPR rating must be used as a significant factor in employment decisions including, but not limited to, supplemental compensation. Teachers rated effective or highly effective will not appeal their rating. Therefore, teachers with such a rating will be afforded the opportunity to write a written response to be added to the annual evaluation.

A teacher may only challenge the following in an appeal:

1. The substance of APPR which shall include: the instance of a teacher rated ineffective on the student performance category, but rated highly effective on the observation category based on an anomaly as determined locally.
2. The school districts adherence to the standards and methodologies required for such reviews.
3. The adherence to the regulations of the commissioner and compliance with any applicable locally negotiated procedures.
4. The school districts issuance and/or implementation of the terms of a TIP, as required under Education Law 3012-d.

If a teacher receives an overall composite rating of developing or ineffective, he/she will have the right to complete an appeal if the following conditions have been met:

1) The teacher has a specific area noted on the evaluation that he/she has documented proof is inaccurate

-and-

2) The maximum number of points that the discrepancy represents has the potential to move a teacher from one rating category to a higher rating category.

In this case, teachers may file a written appeal. All appeals must be filed within 2 weeks of receiving the overall rating. The supportive supervision process (Teacher Improvement Plan) will commence while the appeal process is taking place.

Stage 1) The appeal will first go to the principal of the building for review. If the principal agrees that an error has been made, the changes can be made immediately. If the building principal disagrees with the documentation provided, he/she will let the teacher know of his/her decision in writing within 2 weeks of receiving such appeal.

Stage 2) The teacher may then request the same documentation be reviewed by a review panel. The APPR review panel will be made up of two members of the PCSTA (other than the teacher) selected by the PCSTA President and two evaluators (other than the building principal in Stage 1) selected by the Superintendent. The identity of such a panel will be confidential and not shared with the appealing teacher. The teacher will be notified in writing of the decision of the panel within two (2) weeks of receiving

the Stage 2 appeal. If the panel reaches consensus, the decision is final and may not proceed to Stage 3. If the panel cannot reach a consensus on the appeal outcome, the appeal shall proceed to Stage 3 and the teacher will be notified in writing.

Stage 3) Should consensus not be reached in Stage 2, the same documentation shall then be reviewed together by the APPR panel from Stage 2 and the Superintendent. The Superintendent, or his/her designee (an individual that was not on the Stage 2 panel or the Stage 1 principal), and the APPR review panel will review the documentation provided from Stage 2 and will have the right to make the changes to the teacher's rating. If it is determined that the documentation does not prove the information inaccurate in the evaluation, the appeal may be denied. The teacher will be notified in writing of the decision within 2 weeks of receiving the Stage 3 appeal. In this case, the teacher will have the right to add a response to his/her file, which will be kept with the annual evaluation in the teacher's personnel file. Multiple appeals may not be filed for the same performance review. The Stage 3 decision will be final and not be subject to the grievance procedure.

All steps and the resolution of the appeal will be timely and expeditious within the meaning of Education Law section 3012-d.

Procedures for Communication/Training

The Annual Professional Performance Review committee will develop a presentation to be shared with all necessary personnel. Members of the team will present the plan to the following groups:

- Administrative Leadership Team
- PCSTA Executive Board
- Each building staff during a staff meeting

The committee believes that presenting the plan to the leadership team and building representatives before the entire staff will enhance communication as they will be able to help answer questions.

- After the initial year, the plan will be shared with new teachers and administrators as a part of the district mentor program.
- After the initial year, updates will be shared with staff as determined by the APPR Committee.

Teacher Training

Teachers have / will receive the following training which focuses on one or more aspects of the NYSUT Teacher Practice Rubric (2012 Edition):

- Professional Learning Communities (September 2011)
- Multi-Day Lesson Writing Presentation (October 2011)
- Prioritization of the CCSS ELA College and Career Ready Standards (October 2011)
- Writing CCSS Multi-Day Lessons, Rubrics & Samples (January 2012)
- Overview, NYSUT Teacher Practice Rubric (2012 Edition) and Evidence Gathering (March 2012)
- K-4 Training – Reading Series & the CCSS (March 2012)
- K-4 Unit Writing Training (March 2012)
- K-4 CCSS Math Training (March 2012)
- ELA Shifts – Close Reading & Text Based Questions (ELA, Science and Social Studies Teachers) (March 2012)
- LFS in Light of the CCSS / An LFS Refresher (April 2012)
- Student Learning Objectives (May 2012)

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 the District and Center for Instructional Technology and Innovation (CiTi) Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluator training will include training on:

- The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable;
- Evidence-based observation techniques that are grounded in research;
- Application and use of the student growth percentile model and the value-added growth model;
- Application and use of the teacher or principal rubric(s), including training on the effective application of such rubrics to observe a teacher or principal's practice;
- Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; professional growth goals and school improvement goals, etc.;
- Application and use of any locally selected measures of student achievement used by the district evaluate its teachers or principals;
- Use of the Statewide Instructional Reporting System;
- 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 or principal's overall rating and their subcomponent ratings; and
- Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

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

The district will ensure that all evaluators maintain inter-rater reliability over time (such as data analysis to detect disparities on the part of one or more evaluators; periodic comparisons of a lead evaluator's assessment with another evaluator's assessment of the same classroom teacher or building principal; annual calibration sessions across evaluators) and their process for periodically recertifying all evaluators.

Teacher – Student 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 information includes a comprehensive course catalog, assessment scores, student enrollment information, and evaluation component scores. Teachers will be expected to verify their data to ensure accuracy and notify the data administrator if errors are identified so they can be corrected. Corrections will be available for teachers to review before submission to SED.

Teacher Evaluation

See Article VII of the current collective bargaining agreement between the District and PCSTA for processes and procedures

Other Professional Evaluations

Evaluations for professionals that are not included in chapter 103 of 3012-d, School Psychologists, Librarians, Counselors, and therapists, will be developed and evaluated under the criteria set forth by section 100.2 (o) of the Commissioner's regulations on performance review.

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 developed and implemented by the superintendent or his / her designee. The TIP shall be implemented no later than October 1st.

Should there be concerns about a teacher's performance following a formal evaluation a TIP will be developed within ten (10) school days of the post conference date. 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 by the evaluator at the time the decision is made that a teacher needs to be placed on a TIP and, with the agreement of the teacher, shall be provided with a copy of the TIP.

The TIP will define specific standards-based goals that a teacher must make progress toward attaining within a specific period of time and will include:

- Identification of areas that need improvement
- Performance goals in clear, objective, and measurable terms
- A timeline for achieving improvement, including periodic reviews
- The manner in which improvement will be assessed
- Differentiated activities to support improvement
- Professional learning activities that the educator must complete
- Artifacts that can serve as benchmarks of improvement
- Additional support and assistance that will be made available to the teacher

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.

No disciplinary action predicated upon performance shall be taken by the District against a teacher until a TIP has been fully implemented and its effectiveness in improving the teacher's performance has been evaluated.

Annual Review of Plan

This plan will be reviewed on an annual basis and revised as needed. Such changes will be made through the collective bargaining process required by law. The parties agree that the annual review of this plan will not be considered as reopening any other portion of the collective bargaining agreement.

Appendix A

- Pre-Observation Form
- NYSUT Teacher Practice Rubric (2012 Edition) and Report Form
- Supportive Supervision Form (Informal)
- Supportive Supervision Form (Formal)
- Certification Requirements
- Framework for 21st Century Learning
- Collection of Exemplars