



APPR
Annual Professional Performance Review of Classroom Teachers
 2013-2014

APPR OVERVIEW

Education Law 3012-c

Requires each classroom teacher and building principal to receive an annual professional performance review (APPR) resulting in

- ❖ a single Composite Effectiveness Score (CES) ranging from 0 to 100 points
- ❖ A quality rating category (HEDI)
 - ❖ Highly Effective
 - ❖ Effective
 - ❖ Developing
 - ❖ Ineffective

Which Teacher are you?

<p>Probationary & Tenure Teachers</p> <ul style="list-style-type: none"> • K-6 Common Branch • 7-12 Teachers • ESL • Special Area Teachers • LOTE <p>3012c Teachers</p>	<ul style="list-style-type: none"> • Pre-K Teachers • Librarians • Pupil Personnel services (Psychologists, Social Workers) • Adult Ed. Or Continuing Ed. Teachers • Any teacher performing instructional support services more than 40% of their time (e.g., Reading coach, Math coach) • Speech language pathologists (different from speech teachers) • District support teachers, Guidance, Coordinators, Elem. Alternate Ed • Temporary and Replacement Teachers <p>Non 3012c Teacher</p>
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Non 3012c Teacher APPR process

<p>1 Formal Observation</p> <ul style="list-style-type: none"> ▶ Pre Conference ▶ Observation ▶ Post Conference ▶ Written Feedback <p>Final Summative Assessment in June.</p> <p>Tenured Teachers</p>	<p>Each Semester:</p> <p>1 Formal Observation</p> <ul style="list-style-type: none"> ▶ Pre Conference ▶ Observation ▶ Post Conference ▶ Written Feedback <p>Final Summative Assessment in Jan. & June.</p> <p>Probationary & Temporary Teachers</p>
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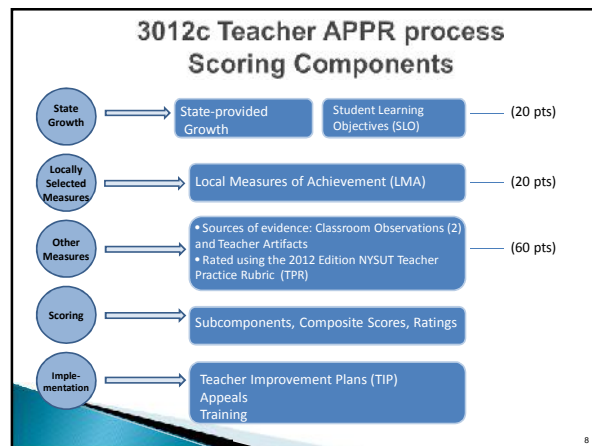
Eight Teaching Criteria

- Content knowledge** of subject matter and curriculum. The teacher shall demonstrate appropriate.
- Preparation** by employing necessary pedagogical practices to support instruction.
- Instructional delivery** that results in active student involvement and meaningful lesson plans* that result in student learning.
- Classroom management** supportive of diverse student learning needs which creates an environment conducive to student learning.
- Knowledge of student development**, an understanding and appreciation of diversity, and regular application of developmentally appropriate instructional strategies for the benefit of all students.
- Student assessment** techniques based on appropriate learning standards.
- Collaborative relationships** that are effective with students, parents or caregivers, and appropriate support personnel as needed.
- Reflective and responsive practice** that demonstrates adjustments are made on a continuing basis to improve the effectiveness of instruction

Non-3012c APPR Summative Evaluation Form

Written and delivered in June (Jan for non tenured)

Criterion 1: Content knowledge of subject matter and curriculum	Place the numerical indicator under the appropriate level of performance:			
	Highly Effective	Effective	Developing	Ineffective
1.1 The teacher displays an understanding of subject matter and curriculum as evidenced by effective instruction*				
Comments: <i>Why is an assessable area.</i>				
Criterion 2: The teacher shall demonstrate appropriate preparation by employing necessary pedagogical practices to support instruction	Place the numerical indicator under the appropriate level of performance:			
	Highly Effective	Effective	Developing	Ineffective
1.2 The teacher's lesson plans align with New York State Learning Standards, the District's Academic Achievement Plans, and the curriculum.				
2.1 Planning and/or collaboration are employed to develop instruction through the use of various resources and/or documents such as the District curriculum framework and District pacing plan*. Where applicable, the Individualized Education Plan* will be utilized.				



Growth Score 20pts

- All Tenured and Probationary Teachers who do not receive State Growth Score
- Grades K-12
- Teachers of Record for all subjects
- Reviewed and Rated by the administrator
- Written in PGS
- No Pre-Test
- Use Multiple past data points to set targets

Combined score for all subjects

State Growth Score | SLO

Student Learning Objective (SLO)

Represents the most important learning for the year (or, semester, where applicable).

Based on available prior student learning data.

A Student Learning Objective (SLO) is an academic goal for a teacher's students set at the start of a course.

Specific and measurable.

Aligned to Common Core, State, or national standards, as well as any other district and school priorities.

Local Measures of Achievement

LMA | Locally-selected measures of student growth or achievement | 20 pts

Written by EVERY teacher
Target the lowest 50% (4-8 ELA/Math-whole group)
Combined Score
Same template as the SLO
Reviewed & Accepted by the supervising administrator.

Evaluation of Other Measures-60pts

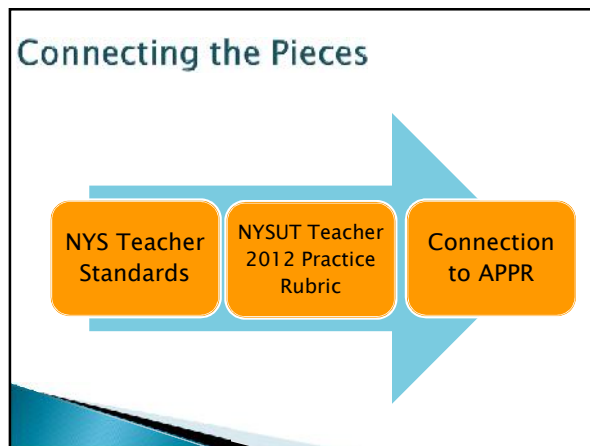
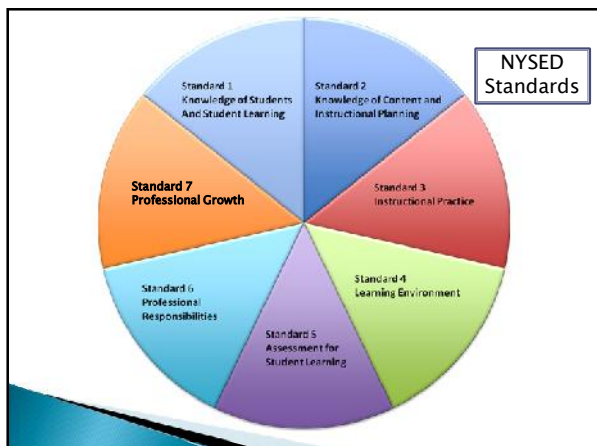
40 POINTS
Minimum of 2 per year

- Announced observation
 - Pre-conference
 - Classroom observation
 - Post-conference
 - Written Feedback in PGS
 - Rated in PGS*
- Unannounced Observation
 - Classroom observation
 - Written Feedback in PGS
 - Rated in PGS*

20 Points

- Artifacts
 - Submitted by the teacher
 - Rated by the administrator in PGS*

Classroom observations and structured review of artifacts are conducted by a certified lead evaluator and rated using the NYSUT Teacher Practice Rubric.



NYSUT's Teacher Practice Rubric * 2012 Edition *
 Aligned with the New York State Teaching Standards

Teacher Performance Rubrics are used to:

- identify what quality teaching looks like;
- identify where a teacher or subgroups of teachers are in applying key teaching skills;
- generate a professional growth process that allows the teacher to close the gap between where they are and where they want to be.

The Rubric as a Tool

- ▶ Evaluators collect evidence by observing practice, examining work products and student work, conferencing with the educator, and other means.
- ▶ Evaluators align this evidence with the rubric and share it with the educator as part of their constructive feedback.
- ▶ The rubrics are not to be used in the classroom as an observation rating tool.

NYSUT Teaching Practice Rubric 2012

7 Standards – 36 Elements – 78 Indicators

Generally Standards I, II, VI, VII are *not* observable in the classroom

- I Knowledge of Students and Learning
- II Knowledge of Content and Instructional Planning
- VI Professional Responsibility & Collaboration
- VII Professional Growth

Generally Standards III, IV, V are observable in the classroom

- III Instructional Practice
- IV Learning Environment
- V Assessment for Student Learning

NYSUT's Teacher Practice Rubric * 2012 Edition *
 Aligned with the New York State Teaching Standards

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. *It does not mean for teachers to know and understand individual or individual developmental needs. Teachers need also know their students' self strengths and weakness, their interests, their readiness levels and skill sets, and the social influences that affect their learning: family dynamics, social conditions, and socio-economic status. Furthermore, teachers must demonstrate this knowledge and understanding and also incorporate appropriate differentiated strategies in the planning and preparation of their lessons.*

Indicator 1.1: Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, and physical developmental levels.

NYSUT Indicators: Describe clearly and in writing an understanding of the developmental characteristics of their students; create developmentally appropriate lesson that address student learning differences and needs; Teachers implement lesson and modify instruction based upon student developmental needs.

Indicator	Ineffective	Developing	Effective	Highly Effective
A. Describes and plans using knowledge of developmental characteristics of students	Teacher is unable to describe effectively or apply in planning the developmental characteristics of the age group.	Teacher demonstrates an accurate knowledge of the developmental characteristics of the age group.	Teacher demonstrates an accurate knowledge of the typical developmental characteristics of the age group as well as exceptions to the general patterns.	Teacher demonstrates an accurate knowledge of the typical developmental characteristics of the age group, and exceptions to the general patterns; teacher describes clearly and applies in planning the extent to which individual students follow the general patterns and how 21 st Century skills fit into this knowledge base.

60 Point Other Measures

Teachers Effectiveness



A teacher must be evaluated on all 7 teaching standards, defined by observed NYSUT Elements and Indicators.

All the indicators under each standard will be available for use to the extent they are observed.

Artifacts

Structured Review of Teacher Artifacts

20 pts of the 60 pts will consist of a structured review of teacher presented artifacts. This was negotiated with the BTF

Definition

*“Artifact” means evidence of instruction provided by the teacher to the evaluator; it may include such things as student work, course outlines, lesson plans, teacher created materials, written feedback to students, written communication to parents, or any other resources used to facilitate student learning.**

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Artifacts - Teacher Practice or Student Learning

- Artifacts can take the form of, but are not limited to:
 - student assessment data,
 - student work,
 - lesson plans (**with modification**),
 - teacher-made assessments,
 - Plans for addressing student absenteeism
 - types of parent communication and reports on performance based on conferences and team meetings.

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Artifacts

- ▶ Examples of relevant teacher practice could include but are not limited to:
 - What evidence does the student work or teacher artifacts give about the alignment of lessons to State learning standards?
 - Is there evidence of a teacher’s use of assessment data in designing lesson plans that address the needs of all students?
 - Is there evidence of high quality feedback from the teacher to the students?
 - Is there evidence that instruction is leading to student learning progress?

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Teacher Evaluation Formula for Composite Effectiveness Score*



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Four (4) Quality Rating Categories of Teacher Effectiveness (HEDI)

Based on scoring ranges established by regulations

Total Composite Effectiveness Score (CES)

Points	HEDI Rating
91-100	Highly Effective
75-90	Effective
65-74	Developing
0-64	Ineffective

Time Line for delivery of APPR

Training 2013-14

- ▶ APPR Process - New Teachers
- ▶ SLO/LMA Using Multiple Data Points to write Rigerous Targets
- ▶ SLO/LMA writing in PGS
- ▶ Selecting Artifacts

A schedule will be coming soon

