APPR Process
Board of Education Meeting
October 9, 2012
We know, (and there’s a lot of research on the matter), that of all the factors that contribute to student learning, the single most important one, that happens in the school, is the quality of teaching.

Charlotte Danielson
Talk About Teaching!
“After 30 years of doing such work, I have concluded that classroom teaching ... is perhaps the most complex, most challenging, and most demanding, subtle, and frightening activity that our species has ever invented. ..The only time a physician could possibly encounter a situation of comparable complexity would be in the emergency room of a hospital during or after a natural disaster.”

Lee Shulman, The Wisdom of Practice
Regents Reform Initiatives

Common Core

Data Driven Instruction (Inquiry Teams)

APPR
Enhancing Professional Practice

- **Education Law 3012–c**
  - On May 28, 2010, section 3012–c was added to the Education Law establishing a comprehensive evaluation system for classroom teachers and building principals.

- **HEDI**
  - The 2010 law requires each classroom teacher and building principal to receive an annual professional performance review (APPR) resulting in a single composite effectiveness score and a rating of:
    - Highly Effective
    - Effective
    - Developing
    - Ineffective
Working Together to Enhance Professional Practice: Components of the APPR

- Other Measures of Effectiveness (Danielson Rubric / Observations) - 60%
- Locally Selected Measure - 20%
- Growth Using State Assessments or Comparable Measure (SLO) - 20%
Developing the Composite Score

The composite score will be generated by adding the three components together:

\[ \text{Rubric 60*} + \text{Growth 20} + \text{Local 20} = \text{Composite} \]

* Other Measures of Effectiveness
Other Measures of Effectiveness (60%)

- Other Evidence: 29 points
- Classroom Observations: 31 points
Other Measures of Effectiveness (60%)

- **Rubric:** Charlotte Danielson’s (2011) *Framework for Teaching*
  - Teachers will demonstrate proficiency levels on four domains:
    - *Planning and Preparation*
    - *The Classroom Environment*
    - *Instruction*
    - *Professional Responsibilities*

- At least a majority (31) of the 60 points must be completed through classroom observation
Other Measures of Effectiveness (60%)

- Evidence of performance is gathered and aligned with rubric language to determine level of proficiency:
  - Tenured teachers: A minimum of two observations a year by a trained administrator and walkthroughs until evidence collection is completed
    - At least one observation must be unannounced
  - Probationary teachers: Three formal observations, one unannounced observation, and walkthroughs until evidence collection is completed
  - Substitution of video observation for one formal observation is approved
Other Measures of Effectiveness (60%)

- Evidence collected outside of classroom through:
  - Portfolio
  - Action Research
  - Published Work
  - Reflective Teaching Partners
  - Exemplary Lessons / Units
  - National Board Certification
  - Peer Review
  - Student Work
  - Lesson Study
  - Study Group
  - Professional Development
  - Other

- Composite score to determine HEDI rating

<table>
<thead>
<tr>
<th>Ratings</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective</td>
<td>60–59</td>
</tr>
<tr>
<td>Effective</td>
<td>58–57</td>
</tr>
<tr>
<td>Developing</td>
<td>56–50</td>
</tr>
<tr>
<td>Ineffective</td>
<td>49–0</td>
</tr>
</tbody>
</table>
## Domain 1: Planning and Preparation

<table>
<thead>
<tr>
<th>Rubric Scores</th>
<th>Domain 2: Classroom Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Demonstrating Knowledge of Content and Pedagogy</td>
<td>2a. Creating an Environment of Respect and Rapport</td>
</tr>
<tr>
<td>1b. Demonstrating Knowledge of Students</td>
<td>2b. Establishing a Culture for Learning</td>
</tr>
<tr>
<td>1c. Setting Instructional Outcomes</td>
<td>2c. Managing Classroom Procedures</td>
</tr>
<tr>
<td>1d. Demonstrating Knowledge of Resources</td>
<td>2d. Managing Student Behavior</td>
</tr>
<tr>
<td>1e. Designing Coherent Instruction</td>
<td>2e. Organizing Physical Space</td>
</tr>
<tr>
<td>1f. Designing Student Assessments</td>
<td></td>
</tr>
</tbody>
</table>

**Domain 1 Rubric Scores** /6  
**Domain 2 Rubric Scores** /5

**Domain 1 Average**  
**Domain 2 Average**

See APPR Plan, p. 5.
<table>
<thead>
<tr>
<th>Domain 4: Professional Responsibilities</th>
<th>Domain 3: Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a. Reflecting on Teaching</td>
<td>3a. Communicating With Students</td>
</tr>
<tr>
<td>4b. Maintaining Accurate Records</td>
<td>3b. Using Questioning and Discussion Techniques</td>
</tr>
<tr>
<td>4c. Communicating with Families</td>
<td>3c. Engaging Students in Learning</td>
</tr>
<tr>
<td>4d. Participating in a Professional Community</td>
<td>3d. Using Assessment in Instruction</td>
</tr>
<tr>
<td>4e. Growing and Developing Professionally</td>
<td>3e. Demonstrating Flexibility and Responsiveness</td>
</tr>
<tr>
<td>4f. Showing Professionalism</td>
<td></td>
</tr>
<tr>
<td>Domain 4 Rubric Scores</td>
<td>/6</td>
</tr>
<tr>
<td>Domain 3 Rubric Scores</td>
<td>/5</td>
</tr>
<tr>
<td>Domain 4 Average</td>
<td></td>
</tr>
<tr>
<td>Domain 3 Average</td>
<td></td>
</tr>
</tbody>
</table>
## Putting it all together

<table>
<thead>
<tr>
<th>Domains</th>
<th>Rubric Average (from above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Planning and Preparation</td>
<td></td>
</tr>
<tr>
<td>2. Classroom Environment</td>
<td></td>
</tr>
<tr>
<td>3. Instruction</td>
<td></td>
</tr>
<tr>
<td>4. Professional Responsibilities</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Divide by the number of Domains (divided by 4)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>FINAL RUBRIC SCORE</strong></td>
<td></td>
</tr>
</tbody>
</table>

Final Rubric Score is converted to 60-point scale (p.6).
District Provided Supports

- Teachers received resources to help them better understand each of the components in the Danielson (2011) rubric
District Provided Supports

- Teachers were also provided with the resource, *The Framework for Teaching Evaluation Instrument*, by Charlotte Danielson, 2011
District Provided Supports

All teachers will have access to

- Online tool that supports the Danielson rubric
  - designed to help manage the APPR process for both teacher and evaluator
  - provides clarity around the criteria of each of the components through professional development videos and articles
  - serves as an evidence collection area
  - provides a vehicle to schedule and view observations
Professional Development?

- Training on the Framework for Teaching began on August 28 and will continue throughout the school year
Teachers of grades 4–8 ELA and math will receive a Student Growth Percentile (SGP) score between 0–20 points based on student growth on NYS ELA and Mathematics assessments.
All other teachers will earn the growth score using a comparable measure by creating a Student Learning Objective (SLO).

How does an SLO work?
- Provide students with a pre-assessment (created regionally through BOCES).
- Use the data collected through this assessment to identify greatest area of need in instruction and set a target.
- Use this greatest area of need to help guide instruction.
- Provide students with a post-assessment (created regionally through BOCES).
- Determine student growth – the change in student performance.

Growth on State Assessments / Growth Using Comparable Measures (20%)
What are the first steps?

- Teachers were provided with the courses where they will write Student Learning Objectives (SLOs) on Wednesday, August 29.
- Teachers worked with principals in September to schedule the pre-assessment for the courses where they will write SLOs.
- Teachers were guided in the writing of the SLOs at the October 5 Conference Day.
District Provided Supports

- Monroe 2 BOCES facilitated the development of both pre- and post-assessments
- *Superintendent’s Conference Day* on October 5 provided training on how to write a *Student Learning Objective* (SLO)
Locally Selected Measure (20%)

- Common district-wide goal: LITERACY

- Rationale:
  - Aligned with Common Core Learning Standards
  - Encourages collaboration and team work
  - Increases student success in all classes

- What do teachers need to do?
  - All teachers will infuse literacy and comprehension strategies into the instruction of their content area to assist students in accessing informational text
District Provided Supports

- STAR (Renaissance Learning)
  - Students took baseline assessment in September
  - Teachers will be provided with the scores of students on their roster
  - Individual student targets will be established using baseline results
  - Students will take end-of-year assessment in May/June
  - Baseline and end-of-year data will be compared to determine growth
  - Training will be provided on Thursday, August 30, and Friday, October 5
District Provided Supports

ACHIEVE 3000

- Web-based literacy intervention that targets students at their individual reading levels
- Students are constantly challenged, allowing them to achieve the next level of success
- ACHIEVE's differentiated online instruction = significant reading gains (measured by Lexiles)
- Training will be provided on Thursday, August 30, and in October
The composite score will be generated by adding the three components together:

\[
\text{Rubric 60} + \text{Growth 20} + \text{Local 20} = \text{Composite}
\]

The composite score will be placed in the scoring band below to categorize the teacher’s HEDI rating:

<table>
<thead>
<tr>
<th></th>
<th>Rubric 60</th>
<th>Growth 20</th>
<th>Local 20</th>
<th>Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective</td>
<td>59–60</td>
<td>18–20</td>
<td>18–20</td>
<td>91–100</td>
</tr>
<tr>
<td>Effective</td>
<td>57–58</td>
<td>9–17</td>
<td>9–17</td>
<td>75–90</td>
</tr>
<tr>
<td>Developing</td>
<td>50–56</td>
<td>3–8</td>
<td>3–8</td>
<td>65–74</td>
</tr>
<tr>
<td>Ineffective</td>
<td>0–49</td>
<td>0–2</td>
<td>0–2</td>
<td>0–64</td>
</tr>
</tbody>
</table>
Teacher Improvement Plans (TIP)

- A Teacher Improvement Plan is required to be in place for any teacher that has a composite rating of “Ineffective” or “Developing” for their annual professional performance review.

- The implementation of the TIP must begin within the first ten school days of the following school year.

- The TIP must:
  - identify the needed area(s) for improvement,
  - provide a timeline for achieving improvement, and
  - state the procedures for assessing improvement.
An appeal may be filed for the following reasons:

- Substance of the teacher’s annual professional performance review
- District’s failure to adhere to the standards and methodologies required for:
  - i. the annual professional performance review under Education Law §3012(c)
  - ii. applicable rules and regulations of the Commissioner of Education, or
  - iii. the procedures negotiated with the Federation for the annual professional performance review
- District’s issuance or implementation of a Teacher Improvement Plan (TIP) issued pursuant Education Law §3012(c)
- Score of Developing of Ineffective on an APPR component where agreement between the unit member and administrator cannot be reached
Questions?