

Annual Professional Performance Review (APPR)

2015-2016



2015-2016 APPR Summary

The Process

There are now only two components used to determine your final APPR rating: student performance and observations. NYSED has created the following chart to be used to do this. For example, if your observations were rated “Effective” (green arrow) and your Student Performance was rated “Developing” (red arrow), your overall rating would be “Effective” because that is where the two lines meet.

		Observation			
		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

So how are the student performance and observation ratings determined?

STUDENT PERFORMANCE:

STEP 1

Teachers and Principals will earn a Growth Score:

- For teachers whose courses end in a Regents exams –
 - target: percentage of students passing the Regents exam
- For Science 8 teachers–
 - target: percentage of students receiving a level 3 or 4 on the Science 8 Assessment
- For teachers in grades 4-5 –
 - target: state provided growth score for ELA and Math
- For ELA/Math teachers in grades 6-8 –
 - target: state provided growth score for ELA and Math
- For all other teachers:
 - Elementary: state provided building-wide growth score for ELA and Math
 - Middle School: state provided building-wide growth score for ELA and Math
 - High School: state provided building-wide growth score for ELA and Math
- For teachers with fewer than 16 students (back up SLO) –
 - State provided building-wide growth score for ELA and Math
- For principals:
 - State provided building-wide growth score

2015-2016 APPR Summary

The growth score will be a number between 1 – 20 as determined by NYSED and shown on the table below:

SLOs	
Percentage of Students Meeting Target	Score
0-4%	0
5-8%	1
9-12%	2
13-16%	3
17-20%	4
21-24%	5
25-28%	6
29-33%	7
34-38%	8
39-43%	9
44-48%	10
49-54%	11
55-59%	12
60-66%	13
67-74%	14
75-79%	15
80-84%	16
85-89%	17
90-92%	18
93-96%	19
97-100%	20

STEP 2

The growth score will be used to determine your HEDI category for “Student Performance”. This table is set by NYSED and cannot be changed.

Overall Student Performance Category Score and Rating		
	Minimum	Maximum
Highly Effective	18	20
Effective	15	17
Developing	13	14
Ineffective	0	12

2015-2016 APPR Summary

OBSERVATIONS:

STEP 3

Observations:

- Tenured teachers/principals – 2 observations
 - 1 by supervisor – announced (90%)
 - 1 by outside evaluator – unannounced (10%)

- Non-tenured teachers/principals – 3 observations
 - 2 by supervisor – announced (90%)
 - 1 by outside evaluator – unannounced (10%)

You will only be rated on observable categories or on those that come up in a natural conversation with your supervisor. Portfolios for domains 1 and 4 will no longer be collected at the end of the year.

Each category in the rubric that is observed is scored 1-4 (ineffective = 1 and highly effective =4). An average of all categories gives a final score (1-4) and thus a rating for that observation. It is not necessary to have every category included in the average.

The supervisor’s observations count as 90% of the total observation score and the outside evaluator’s observation counts as 10% of the final observation score.

Overall Observation Category Score and Rating		
	Minimum	Maximum
Highly Effective	3.5	4.0
Effective	2.5	3.49
Developing	1.5	2.49
Ineffective	0	1.49

PUTTING IT ALL TOGETHER:

STEP 4

Composite Rubric: Your overall rating will be determined by the chart below.

Observation					
		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

NEWFIELD CENTRAL SCHOOL DISTRICT
Pre-Observation Conference Guideline for Discussion

Teacher: _____

Administrator: _____

Observation: #1 (date) _____ / _____ / _____

#2 (date) _____ / _____ / _____

Jot down key points for each question and bring it with you to the pre-observation conference along with your lesson plan to discuss with your administrator.

1. What is the most important objective in the lesson? To which Common Core Standard is it related?

2. How will you know the students are learning? What adjustments have you made to differentiate?

3. How is the lesson connected to prior/post lessons?

4. What are you excited about in this lesson?

5. Is there anything you would like the administrator to look for during the observation?

Administrator Signature

Date

Teacher Signature

Date

TEACHER NAME:

SCHOOL YEAR: 2015-16

<i>Final Evaluation Teacher Signature:</i>					Date
<i>Administrator Signature:</i>					Date
		Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
Announced observation(s) - 90%					0
Unannounced observation - 10%					0
AVERAGE OBSERVATION SCORE (1-4)					0
OBSERVATION RATING (HEDI)					
STUDENT PERFORMANCE RATING (HEDI)					
COMPOSITE RATING (HEDI)					

Percentage of Students Meeting Target	Score
0-4%	0
5-8%	1
9-12%	2
13-16%	3
17-20%	4
21-24%	5
25-28%	6
29-33%	7
34-38%	8
39-43%	9
44-48%	10
49-54%	11
55-59%	12
60-66%	13
67-74%	14
75-79%	15
80-84%	16
85-89%	17
90-92%	18
93-96%	19
97-100%	20

Overall Student Performance Score and Rating		
	Minimum	Maximum
Highly Effective	18	20
Effective	15	17
Developing	13	14
Ineffective	0	12

COMPOSITE RATING CHART

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

NEWFIELD CENTRAL SCHOOL DISTRICT
Teacher Improvement Plan

Teacher: _____

Date of Initial Meeting: _____ Date of Plan: _____

Areas of Concern based on the Skills and Attributes of Effective Teachers:

DOMAIN 1: Planning and Preparation

- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Setting Instructional Outcomes
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Designing Student Assessments

DOMAIN 2: The Classroom Environment

- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

DOMAIN 3: Instruction

- Communicating with Students
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment in Instruction
- Demonstrating Flexibility and Responsiveness

DOMAIN 4: Professional Responsibilities

- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Participating in a Professional Community
- Growing and Developing Professionally
- Showing Professionalism

Specific Areas of Focus:

Area of Concern	Goal/Strategy	Support Resources & Strategies	Completion of Goal Date(s)

Other Comments:

 Administrator Signature

 Date

 Teacher Signature

 Date

PROGRESS MONITORING NOTES
(to be filled out by supervisor)

Meeting Date	Notes

Appeals Process for Teachers

Appeals of annual performance reviews (“APPR”) shall be limited to those performance reviews for

- Tenured teachers
 - “Ineffective” or “Developing” ratings
 - Substance of the APPR
 - Compliance with any locally negotiated procedures regarding annual professional performance reviews or improvement plans.
 - The District’s issuance and/or implementation of the terms of the Teacher Improvement Plan (not substance) under Education Law 3012-d in connection with an ineffective or developing rating.
- Probationary teachers:
 - “Ineffective” rating
 - Substance of the APPR but limited to Level 1 of the Appeals Process only
 - Compliance with any locally negotiated procedures regarding annual professional performance reviews or improvement plans.
 - The District’s issuance and/or implementation of the terms of the Teacher Improvement Plan (not substance) under Education Law 3012-d in connection with an ineffective rating.

PROHIBITION AGAINST MORE THAN ONE APPEAL

A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

BURDEN OF PROOF

In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which s/he seeks relief.

EXCLUSIVITY OF 3012-d APPEAL PROCEDURE

The appeal procedure outlined above shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher APPR. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.

PROCESS

- I. Level 1 – Evaluator
 - A. *Informal* – Following a qualifying event as defined in the above sections, the teacher should request a follow-up meeting with the lead evaluator to informally discuss any and all related issues in an effort to resolve any differences.
 - B. *Formal* - Any appeal must be submitted to the evaluator in writing no later than ten (10) school days from the date when the teacher receives his/her annual performance professional review or Teacher Improvement Plan.

When submitting an appeal, the teacher must submit a detailed written description of the specific grounds for the appeal as well as the APPR and/or improvement plan being challenged. Along with the appeal, all supporting documentation must be submitted, or specifically noted if pending.

Within ten (10) school days of receipt of an appeal, the lead evaluator must submit a detailed written response to the appeal including all supporting documents, as well as any additional supporting documents or materials relevant to the response. The teacher and Association President will receive copies of the response and documents.

Any supporting documentation/information not submitted or noted by either party in the Level 1 appeal shall not be considered at any further steps of the appeal.

II. Level 2 – Review Board

A Review Board, consisting of one tenured administrator (not the evaluator) appointed by the Superintendent or designee and two tenured teachers appointed by the Association President or designee. The committee shall operate under the consensus model.

If a teacher is not satisfied with his/her level 1 response, s/he must submit a written appeal to the Review Panel within five (5) school days of the receipt of the written Level 1 response.

Within five (5) school days of receipt of the teacher's appeal, the Review Panel will conduct a hearing at which the teacher and his/her union representative (optional) and the evaluator will be allowed to present oral arguments in support of the appeal and the response, respectively.

Within five (5) school days of the Review Panel's hearing, the Review Panel will issue a written determination to the teacher, Teacher Association President, the Superintendent, and the Evaluator. The determination may be to deny the appeal, to sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy.

III. Level 3 – Superintendent

Within five (5) school days of the receipt of the Review Panel's Level 2 response, if a teacher is not satisfied with such response or if consensus is not reached by the Review Panel, the teacher must submit a written appeal to the Superintendent.

Within five (5) school days of the receipt of such appeal, the Superintendent may conduct a hearing at which the teacher and his/her union representative (optional) and the Evaluator will be allowed to present oral arguments in support of the appeal and the response, respectively.

Within five (5) school days of the Superintendent's hearing, the Superintendent shall issue a written determination to the teacher, Teacher's Association President and the

Evaluator. The determination may be to deny the appeal, to sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy.

RECORDS

The entire appeals record will be part of the teacher's APPR.

After entering or noting a document into the record at Level 1 of the Appeals Process, the District shall maintain copies of all the documents/information for further stages of the Appeals Process.

APPR APPEALS FORM

Please submit the signed and completed form to the Lead Evaluator (Level 1), Review Board (Level 2), or Superintendent (Level 3).

Teacher Name _____ Date APPR/Tip Received _____

Authoring Evaluator _____ Date of Appeal _____

By submitting this appeal, I am requesting that the Lead Evaluator, Review Team, or Superintendent review the attached APPR and supporting documents to determine whether to deny the appeal, to sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy.

Teacher Signature Date

LEVEL OF APPEAL (check one)

- Level 1 Level 2 Level 3

TYPE OF APPEAL

- PROCEDURAL:** Please explain why the evaluation process was procedurally flawed (include CBA language, relevant documents and the evaluation or TIP under appeal). Attach additional pages if necessary.

- SUBSTANTIVE:** Please check all the boxes below for areas that are being appealed. Explain why you believe the remedy being sought should be granted. Attach additional pages if necessary.

- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities

REMEDY SOUGHT: _____

Resources for Principal APPR

PRINCIPAL IMPROVEMENT PLAN

Principal: _____

Date of Initial Meeting: _____ Date of Plan: _____

Areas of Concern:

DOMAIN 1: Shared Vision of Learning

- Culture
- Sustainability

DOMAIN 2: School Culture and Instructional Program

- Culture
- Instructional Program
- Capacity Building
- Sustainability
- Strategic Planning Process

DOMAIN 3: Safe, Efficient, Effective Learning Environment

- Capacity Building
- Culture
- Sustainability
- Instructional Program

DOMAIN 4: Community

- Strategic Planning Process: Inquiry
- Culture
- Sustainability

DOMAIN 5: Integrity, Fairness, Ethics

- Sustainability
- Culture

DOMAIN 6: Political, Social, Economic, Legal and Cultural Context

- Sustainability
- Culture

Specific Areas of Focus: _____

Plan of Action:

Area of Concern	Goal/Strategy	Support Resources & Strategies	Completion of Goal Date(s)

Other Comments: _____

 Principal Signature

 Date

 Evaluator Signature

 Date

PROGRESS MONITORING NOTES
(to be filled out by supervisor)

Meeting Date	Notes

Appeals Process for Principals

Appeals Process

- A. Appeals are limited to those identified by Education Law §3012-d, as follows:
 - 1. The substance of the annual professional performance review;
 - 2. The school district's adherence to the standards and methodologies required for such reviews;
 - 3. The adherence to the Commissioner's regulations, as applicable to such reviews;
 - 4. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews.
- B. Appeals of annual professional performance reviews may be brought for ineffective or developing ratings only.
- C. A principal may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.
- D. The burden shall be on the district to establish evidence that the rating given to the appellant was justified.
- E. All appeals shall be filed in writing.
- F. An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review.
- G. When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.
- H. Within fifteen (15) business days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response.

- I. Within ten (10) business days of the district's response, a Review Committee will be formed, consisting of two (2) district level administrators chosen by the District and one (1) Principal chosen by the NAA. The parties agree that:
 - a. The Review Committee shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the hearing officer is selected.
 - b. The hearing shall be conducted in no more than three (3) hours unless extenuating circumstances are present and the Review Committee requests more time.
 - c. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se;
 - d. The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date;
 - e. The principal shall have the prerogative to determine whether the appeal shall be open to the public or not;
 - f. The district shall have the opportunity to present its case supporting the rating and then the principal may refute the presentation. These may include the presentation of material, witnesses and/or affidavits in lieu of testimony.
 - g. The Review Committee's decision will be made by consensus.

- K. A written decision on the merits of the appeal shall be rendered no later than fifteen (15) business days from the close of the hearing. Such decision shall be a final administrative decision. The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The reviewer must either affirm or set aside a district's rating. A copy of the decision shall be provided to the principal and the district representative.

- L. This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a principal performance review. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review.

- M. All legal costs incurred will be the responsibility of the party incurring such costs. Any costs for the Review Committee, other than BOCES services, will be shared between Principal and District.

- N. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business day period in which to file an notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.

- O. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of

the fifteen (15) business days in which to file a notice of appeal does not waive her/his right to file an appeal.