

ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN

August 29, 2011

S-E APPR Committee Members:

Jennifer Moore, SETA President and Elementary Teacher

Liz Swistak, Elementary Teacher

Jacque Buddenhagen, Elementary Teacher

Marie Hall, High School Teacher

Karen Murray, SETA Vice-President and Elementary Teacher

Sheila Cooman, Middle School Teacher

Harmon Hoff, High School Teacher

Ginger Rinaldo, Chief Information Officer

John Douchinsky, Elementary Principal

Gayle Hellert, Superintendent

The APPR Committee met on the following dates:

July 12, July 18, July 26, August 8, August 24, 2011

Committee goal:

By August 24, the Committee will develop a plan to present to the Board of Education on August 29 in order to be in compliance with the requirements from the State Education Department with the understanding that some aspects of the plan will continue to be negotiated though the school year.

Requirements for the APPR as outlined in section 30-2.3

Applicability:

Definition of Covered Teachers

1. By September 1, 2011, the Sherburne-Earlville CSD shall adopt a plan in accordance with the requirements of this Subpart for the annual professional performance review of its classroom teachers of common branch subjects, ELA or Math in grades 4-8 and building principals in which such teachers are employed. To the extent that any of the items required to be included in the APPR are not finalized by 9/1/11 pending collective bargaining negotiations, the District shall file an amended plan upon completion of such negotiations.
2. By September 1, 2012, the Sherburne-Earlville CSD shall adopt a plan in accordance with the requirements of this Subpart, which may be an annual or multiyear plan for the annual professional performance review for all of its classroom teachers and building principals. To the extent that any of the items required to be included in the plan are not finalized by 9/1/12 or by 9/1 of any subsequent year, as a result of pending collective bargaining negotiations, the plan shall identify those specific parts of the plan and the school district shall file an amended plan upon completion of such negotiations.

Filing and Publication of APPR Plan

3. The APPR plan will be approved by the S-E Board of Education, filed in the District Office and made available on the District's Web Site no later than 9/10 of each school year or within ten days after its adoption, whichever shall later occur.

Content of the Plan:

Ensuring Accurate Teacher and Student Data

1. The District will ensure that the State Education Department receives accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course and teacher/student linkage data necessary to comply with the Subpart, in a format and timeline prescribed by the Commissioner. This process will also provide an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them. The first verification will occur on 9/30 of each school year by all teachers and principals from UPK to Grade 12. Verification will then take place every five weeks for teachers and principals in grades 6-12 and quarterly for each teacher and principal in UPK –5. A specific verification process will be determined.

Reporting Individual Subcomponent Scores

2. The District will report to the State Education Department the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in the district in a format and timeline prescribed by the Commissioner.

Development, Security and Scoring of Assessments

3. Any Assessments and/or measures used to evaluate teachers and principals under this section will not be disseminated to students before administration. In addition, teachers and principals will not have a vested interest in the

outcome of the assessments they score. Assessments will be developed or chosen by grade level teams or departments. Developed assessments will insure rigor and will be comparable to the Common Core Standards. All assessments will be kept secure.

Local Measures of Student Achievement

4. Local measures of student achievement that will be used for the evaluation of teachers and principals will be determined on an annual basis before the beginning of the school year by grade levels and/or departments to include, but not be limited to; State Assessments, Common Assessments, and other locally developed and approved assessments and/or measures.

The SED approved practices rubric that will be used for the evaluation of teachers is Danielson's Framework for Teaching.

The observation/evaluation process for probationary staff will continue to be implemented as described in the SETA contract.

The SED approved practices rubric that will be used for the evaluation of principals is to be determined through the negotiations process with the administrative bargaining unit.

Other instruments will be used to evaluate a teacher's or principal's performance for the remaining 60 points of the evaluation (such as observation, surveys, self-assessment, portfolios).

The following is the scoring methodology for the assignment of points to the following subcomponents: locally selected measures of student achievement and other measures of teacher or principal effectiveness.

Level	Measures of Student Growth	Local Measures of Student Achievement	Other 60 Points	Overall Composite Score
Ineffective	0-2	0-2	0-48	0-64
Developing	3-11	3-11	49-50	65-74
Effective	12-17	12-17	51-54	75-90
Highly Effective	18-20	18-20	55-60	91-100

Details of Timely and Constructive Feedback Provided

5. Timely and constructive feedback will be provided to tenured teachers on their APPR by June 30 of each school year and by August 15 of each school year for principals. Extenuating circumstances are to be resolved between the administrator and teacher which will be mutually agreed upon in writing if the aforementioned date is not able to be met.

Appeals Process

6. The following is the developed Appeals Procedure that the district is using under section 30-2.11 of this section for teachers:

APPEALS PROCESS FOR APPR FOR TEACHERS

Evaluation appeals are limited to tenured teachers who have received a rating of ineffective or developing.

A teacher may not file more than one appeal on the same evaluation.

The Superintendent will be the final determiner of all appeals. The written determination from the Superintendent is a final and binding decision. The appeals process is not subject to the grievance or other dispute resolution process included in the SETA contract. The rating of the evaluator is not a basis for an appeal. However, inability to follow the specified timeline may be subject to the filing of a grievance.

The tenured teacher has five school days from receipt of the written observation to appeal in writing to either the established Appeals Committee or directly to the Superintendent.

Level 1:

Within ten school days, the Appeals Committee or the Superintendent will meet with the teacher and may meet with the Evaluator. During this time period, the Evaluator must respond in writing to the appeal.

The Appeals Committee may recommend that the appeal be brought to the Superintendent or may determine another course of action with the Evaluator.

If the Appeal is unable to be resolved at Level 1, the Appeal will proceed to Level 2.

Level 2:

Upon receipt of the appeal, the Superintendent has ten school days to meet with the Evaluator and the Appeals Committee and the teacher and make a determination.

Level 3:

Within sixty school days from the initial filing date of the Appeal, a final determination will be made by the Superintendent.

The membership of the Appeals Committee will be determined by the Association. The three SETA members chosen will receive additional training in the observation-evaluation process by the Superintendent or designee. Training will be provided in a timely manner to insure a thorough understanding of the observation-evaluation process.

7. The following is the developed Appeals Procedure that the district is using under section 30-2.11 for principals:

Under negotiation at this time. Upon completion of the negotiations, this APPR plan will be amended to reflect the agreed upon procedures.

Development of Improvement Plans for Identified Professionals

8. As per the regulations for the APPR Plan all school districts must include provisions for the development of a Teacher Improvement Plan (TIP). Teachers rated as ineffective or developing, must have a TIP developed by the school district in consultation with the teacher.

Ideally, intensive supervision is characterized by the recognition on the part of the staff member and the administrator that the individual needs assistance to be successful. Observations and supervision will be frequent (a minimum of monthly) and all observations will be used as the basis for summative evaluation. Feedback will be immediate and specific. All available and appropriate resources will be utilized to support the teacher.

The development of a Teacher Improvement Plan regarding any teacher rated as developing or ineffective should be collaborative. It should maintain the supportive climate inherent in the supportive supervision process for as long as is feasible to foster growth.

The TIP will include the following:

- Identification of the specific areas in need of improvement
- The expectation is that the goals will be met in accordance with the specified timelines
- Monthly benchmarks will be identified and monitored according to the timeline
- Improvement is measured by the use of the designated rubric

The following is a timeline for development and review of the TIP:

- In the event a teacher's performance is found to be ineffective or developing, the teacher shall be given written notice to such effect within ten (10) school days of the post observation meeting.

- Within five (5) school days of the receipt of the written notice a meeting will be set up between the teacher, mentor if applicable, Principal, Association President, and Superintendent of Schools or designee. The purpose of the meeting is to develop specific recommendations that, if satisfactorily implemented by the teacher should lead to continuous professional improvement. All members participating in the conference can provide input.
- The administrator will observe the teacher and review the TIP every four (4) weeks until deficiencies are corrected. Revisions to the plan can be discussed at any of these meetings. The administrator will provide written feedback and specific suggestions after each set of formal observations as indicated in the SETA contract. In addition, monthly meetings will also be held with the teacher, Superintendent, evaluator, mentor, and Association President.
- The TIP will be signed and dated by the professional and the evaluator after each monthly review and placed in the professional's permanent record folder.
- Adjustments and refocusing of the TIP can occur at anytime during the above process in response to the staff member's growth.
- If it is determined that the staff member is not able to meet the District's professional standards, the administrator will share his/her recommendation with the staff member, the Superintendent and the Association President.
- The TIP process is to be kept confidential among the members of the improvement team. The effort is a cooperative commitment to professional growth and development.

Training Process for Evaluators and Lead Evaluators

9. Lead evaluators and evaluators will complete a training course that meets the requirements prescribed in Chapter 103 and Section 30-2.9. Such training shall include application and use of the state approved practice rubrics as selected by the District. Once trained, the evaluator will be deemed certified as a lead evaluator.

Evaluators and lead evaluators will participate in recertification programs to insure inter rater reliability every two years.

Training Process for Teachers

10. All teachers will be trained on the observation-evaluation system and its components including the NYS Teaching Standards and the designated performance rubric, the Danielson Model, prior to implementation.

Definitions of Commonly Used Terms

Classroom Teacher:

Defined as a teacher in the classroom teaching service with teaching certification who is the teacher of record.

Common Branch Subjects:

Defined as those subjects that are included in the daily program of an elementary school.

Composite Effectiveness Score:

Defined as a score based on a 100-point scale assigned to a teacher or principal that includes three subcomponents – student growth, locally selected measures, and other measures.

Student Growth – as measured on State Assessment or other comparable measures, 0-20 points for 2011-2012 and 0-25 points in subsequent years for those grades/subjects where a value-added growth model is approved by the Board of Regents.

Locally Selected Measures of Student Achievement – Based on locally selected measures, 0-20 points for 2011-2012 and 0-15 points in subsequent years for those grades/subjects where a value-added growth model is approved by the Board of Regents.

Other Measures of Teacher Effectiveness – Defined as 0-60 points for the 2011-2012 school year and all subsequent years.

Evaluator:

An individual who conducts an evaluation (observation) of a classroom teacher or building principal.

Lead Evaluator:

The primary individual responsible for conducting and completing an evaluation of a classroom teacher or building principal. To the

extent practicable, the building principal, or his or her designee, will be the lead evaluator of a classroom teacher.

Leadership Standards:

These are the Educational Leadership Policy Standards (ISLLC 2008) used to evaluate Principals.

Principal:

Defined to mean the principal of a registered public school or an administrator in charge of an instructional program of the school district.

Ratings – HEDI:

H – HIGHLY EFFECTIVE

A rating received by a teacher or principal that falls in the range for the composite effectiveness score.

E – EFFECTIVE

A rating received by a teacher or principal that falls in the range for the composite effectiveness score.

D – DEVELOPING

A rating received by a teacher or principal that falls in the range for the composite effectiveness score.

I – INEFFECTIVE

A rating received by a teacher or principal that falls in the range for the composite effectiveness score.

Rubric:

The District will utilize an approved teacher or principal practice rubric that has been approved by the Commissioner and included on the State’s list of approved rubrics. The approved teacher rubric – Danielson’s Framework for Teaching. The approved principal rubric – To be Determined

Student Assessment:

A standardized student assessment on the list approved by the Commissioner for the locally selected measures subcomponent and/or the measures of student growth in non-tested subjects for the State assessment or other comparable measures subcomponent.

Student Growth:

Student growth is the change in student achievement for an individual student between two or more points in time.

Student Growth Percentile Score:

This percentile score is 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.

Subcomponents of the Composite Effectiveness Score:

Defined as the three subcomponents of a Teacher's or Principal's evaluation (student growth on State Assessment, locally selected measures, and other measures of teacher/principal effectiveness) of the composite effectiveness score.

Teacher or Principal Student Growth Percentile:

Defined as a measure of central tendency of the student growth percentile scores for a teacher's or principal's students after one or more of the following student characteristics are taken into consideration: poverty, students with disabilities, and English language learners.

Teacher of Record for 2011-2012:

Defined as those teachers who are primarily and directly responsible for a student's learning activities that are aligned to the performance measures of a course consistent with guidelines prescribed by the Commissioner.

Teacher of Record for 2012-2013 and After:

Defined in a manner that will be prescribed by the Commissioner.

Testing Standards:

Means the “standards for educational and psychological testing.”

The Governing Body of the School District:

Defined as the Board of Education.

Value – Added Growth Score:

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 or principal’s control.

Adoption Date: August 29, 2011

Publication Date : By September 10, 2011

Review of Plan: Annually