

DeRuyter School District
Annual Professional Performance Review Plan (APPR) §3012-d

Introduction

Education Law §3012-d, was added by Chapter 56 of the Laws of 2015. At the June 2015 meeting of the Board of Regents, proposed amendments were adopted to amend Subpart 30-2 and add a new Subpart 30-3 to the Rules of the Board of Regents, which relates to annual professional performance reviews of classroom teachers and building principals, in order to implement Education Law §3012-d, as enacted by Chapter 56 of the Laws of 2015, Subparts D and E of Part EE.

On December 10, 2015, the Governor's Common Core Commission issued 21 recommendations about Common Core related issues. The 21st recommendation targeted the use of Common Core Assessments for teacher evaluation and suggested a four-year moratorium on the use of Common Core assessments and derived growth scores for evaluation purposes. On December 14th NYSED suggested regulatory changes to the Board of Regents in order to implement the Commission's 21st recommendation. These regulatory changes label the interregnum between now and the 2019-2020 school year as a "transition period". As a result sections 30-2.14-30-3.17 of the Rules of the Board of Regents were adopted by the Board of Regents at its December 2015 meeting and two new sections were added to the regulations to provide a four year transition period for APPR while the State completes the transition to higher level learning standards through new State assessments aligned to those standards and revise the growth score model.

An APPR committee was formed by DCS to develop a new APPR plan aligned with Education Law §3012-d in the spring of 2015. The district applied for and was approved for a Hardship Waiver that was in effect for the 2015-2016 school year. Throughout the year, the committee met to develop a plan that not only meets the regulatory requirements of §3012-d, but also for use during the transition period (subpart 30-3).

A detailed version of the plan will be kept on file and a copy of such plan will be provided to NYSED upon request for review of compliance with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents. The plan, once approved by the DFA, DCS Board of Education and NYSED, will be posted on the DCS website no later than September 10th of each school year, or within 10 days after the plan's approval by the Commissioner, whichever shall occur later.

APPR Committee:

The APPR committee is comprised of a representative group. The members of the committee that worked on the development of this plan are:

Donna Barber, HS Social Studies Teacher and Chief Negotiator for DFA

Erin Brown, PK-6 Art Teacher

Shari Elliott, Kindergarten Teacher

Molly Hastings, Special Education Teacher

Kimberly O'Brien, PK-5 Principal/Curriculum Director

Doug Pelton, HS Social Studies Teacher

Regina Raleigh, 1st Grade Teacher

Charles Walters, Superintendent

Teacher Evaluation

Teacher Effectiveness

The administration and DFA agree that the process of evaluation should foster continual growth and development of all teachers. With that in mind, the APPR committee has developed a plan that is intended to be a fluid document. Teachers will be evaluated using two main criteria; Student Growth and Observation.

The plan will be reviewed and updated by the APPR committee yearly, and changes will be submitted to the BOE and the DeRuyter Faculty Association for approval no later than September 30th of each school year.

Annual Professional Performance Reviews shall differentiate teacher effectiveness using a composite effectiveness score. Based on the composite effectiveness score a classroom teacher shall be rated as Highly Effective, Effective, Developing, or Ineffective. The composite score is determined as follows:

Scoring Bands:

Student Performance: HEDI Scoring Bands for Student Performance

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

HEDI ratings must be assigned based on the point distribution below:

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

Teacher Observation: HEDI ratings must be assigned based on the point distribution below:

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

Scoring Matrix for Overall Rating

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

Student Performance Measures

50% of the overall evaluation is based on student growth on the 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 represent 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.

For **classroom teachers of 4-8 ELA and Math**, state assessment data will be used. SED will provide the number of points (0-20) toward the student performance portion of the score. Those points will then be placed on the matrix and a rating of Highly Effective, Effective, Developing or Ineffective for the student performance section will be assigned.

For **classroom teachers who teach one of the core subjects** (English language arts, math, science, and social studies) that **lead to a State or Regents examination**, the Student Learning Objective or SLO process (student growth goal-setting process) will be used with a state assessment score as a measure. Teachers will work collaboratively with their lead evaluator to set growth goals, based on the state process (template with required SLO content included in appendix). 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 end using the SLO process. Teachers will earn points on the HEDI scale based on the percentage of students that meet the goal that was set on the SLO (see SLO template for the full breakout of points on this scale). A common SLO format is included in the appendix.

For **teachers that have classes where State assessments/Regents examinations does not exist** for these subjects/ grade level, there will be either a building or district SLO to determine their HEDI rating. For teachers who teach at the K-5 level, the SLO will be based on the State provided Building Growth Score + the % of students passing the NYS Grade 4 Science Assessment. For teachers who teach at the 6-12 level, the SLO will be based on the State Provided Building Growth Score + the % of students passing the NYS Grade 8 Science, CC ELA Regents, CC Algebra Regents, Living Environment Regents and the US History Regents. Those teachers that cross over buildings will have their score computed on a District Wide SLO that includes the Elementary Building Growth Score + % passing NYS Grade 4 Science+ the 6-8 Building Growth Score + % passing NYS Grade 8 Science + % passing the CC ELA Regents, CC Algebra Regents, Living Environment Regents and the US History Regents.

Student Performance During Transition Period 2016-2017 through 2018-2019:

During the transition period (school years of 2016-2017 through 2018-2019), pursuant to the requirements of 30-3.17 of the Rules of the Board of Regents, grades 3-8 NYS ELA/math assessments and any State Provided Growth Scores may only be used for advisory purposes and may not be used for the purpose of calculating the transition scores and ratings.

If the grades 3-8 ELA/math assessment and any State Provided Growth Scores are the entirety of the Student Performance Category, districts must also develop an alternate SLO based on assessments that are not grade 3-8 ELA/math State assessments and/or non- State Provided Growth cores for the required subcomponent of the Student Performance Category during the transition to higher standards through new State assessments aligned to revised learning standards and a revised State-approved growth model.

Starting in the 2016-2017 school year and continuing through the 2018-2019 school years, all teachers in the district that do not have a NYS science assessment or regents examination as their SLO, will be rated on a District Wide SLO that includes the % passing NYS Grade 4 Science + % passing NYS Grade 8 Science + % passing the CC ELA Regents, CC Algebra Regents, Living Environment Regents and the US History Regents.

HEDI Scoring Bands for Student Performance

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

Scores of students identified by the CSE as having a disability will be adjusted in the following manner: Raw scores will be increased by a factor of 1.17. This is being done because students with disabilities, by virtue of their designation of requiring an individualized education plan, have different goals and instructional supports in the educational setting than the general population. Students identified as English Language Learners and assigned to the K-12 Instructional Program for English Language Learners will have their raw scores adjusted in the same manner as students with a disability because achievement of their learning goals is compromised by their lack of facility with the English language; thus requiring different instructional supports and modified learning goals. A

student with a disability who is also an English Language Learner will have the raw score adjusted just once by a factor of 1.17. We see no potentially problematic incentives associated with this adjustment.

Currently the only allowable controls or adjustments are those used in State Growth measures which include: student prior academic history, students with disabilities, English language learners, students in poverty, and in the future, any other students-classroom-and school level characteristics approved by the Board of Regents.

In no case will more than 2 points be added to the teacher's HEDI score based on any local control.

We believe that students must be in class to reach their potential. The teachers in collaboration with administration and counseling office work with families of students that have regular attendance issues. Each day a student is absent a staff member phones the parents regarding the absence. In addition, attendance is reported to the parent on each progress report. When a student is chronically absent, parents are contacted in writing by an administrator regarding the student's attendance record, the state's compulsory attendance law, and possible consequences and penalties for failing to comply. Counselors work with the families on strategies to increase attendance, and set up interventions to assist with missed assignments. If these attempts are unsuccessful and there is no change in the pattern, a notice will be sent certified mail and when circumstances warrant, directly to the courts.

In addition, teacher staffed after school program is available to students to receive extra help for any reason, including assistance in completing missing work from absence. Students that are absent for a significant number of days for medical or suspension issues will have tutoring available to them to keep them current with class instruction and assignments.

Back Up SLO:

For any teacher that is supposed to receive a State Provided Growth Score, but does not receive a score for any reason will receive their student performance score using the Building Wide or District SLO score.

Teacher Observation:

The remaining 50% of the composite effectiveness score is based on other measures of teacher effectiveness consistent with the NYS Teaching Standards prescribed by the Commissioner in regulation.

The **New York Teaching Standards** (see appendix for complete set of *Teaching Standards* and the accompanying *Standards* performance indicators) that will be used are:

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.
2. **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.
3. **Instructional Practice:** Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.
4. **Learning Environment:** Teachers work with all students to create a dynamic learning environment that supports achievement and growth.
5. **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
6. **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; and
7. **Professional Growth:** Teachers set informed goals and strive for continuous professional growth.

DeRuyter Central School recognizes that effective assessment of teacher practice is a progression and has agreed to a cyclical teacher evaluation and development process supported by the collection and analysis of evidence. The criteria of teacher effectiveness will be based on a teacher-practice rubric that is aligned to the seven NYS Teaching Standards (listed above).

Based on its inclusion on the SED-approved list of rubrics, **Silver & Strong's The Thoughtful Classroom Rubric** will be used to evaluate classroom teachers. The rubric is included in the appendix.

Two types of observation will be used in the evidence gathering process. The first is a 'formal' observation. This will include a pre-conference between the teacher and evaluator. The teacher will supply a lesson plan prior to the conference. Following the observation (typically a class period in length), the teacher and the evaluator will meet to review the lesson within 10 school days and a written report (see forms) will be provided to the teacher within a reasonable period of time following the conference. If the evidence from the observation indicates that the teacher may be falling within the developing or ineffective range on the rubric, the conference will take place within 5 school days and written evaluation will be provided within 5 school days following the conference. At the conference, the teacher will have the opportunity to provide additional evidence that may not have been observed directly, but support any of the standard areas.

The second type of observation will be 'informal'. These observations will be unannounced and typically last 10-15 minutes. A follow-up conversation will take place within 10 school days and written report will follow within a reasonable period of time from the conference. During this conversation, the teacher will have the opportunity to provide additional evidence that may not have been observed directly, but support any of the standard areas.

A teacher may bring other evidence of their effectiveness (such as unit or lesson plans, parent communication logs etc.) to a pre and/or post conference to be considered when scoring on the rubric.

The teacher will be observed by a Lead Evaluator and an Independent Evaluator. Each observer will score the observation on The Thoughtful Classroom Rubric on a 0-4 scale. The Lead Evaluator's score will comprise 90% and the Independent Evaluator's score will count as 10% of the rubric score. The rubric score will then be converted to the HEDI scale provided above. **All formal observations will be conducted by the Lead Evaluator.**

No unannounced observations will occur the day before or after a vacation period, or on a holiday.

No mechanical or electronic recording devices shall be used to record an observation without the specific and clear consent of the teacher in advance of such use. A laptop or other electronic device may be used by the evaluator for the purpose of documenting their observations.

Should the need arise; a teacher or administrator may request additional observation(s) which may be conducted by a trained district or external evaluator other than the teacher's Lead Evaluator.

Observation Cycle:

Tenured Teachers:

Tenured teachers will be placed on a three year cycle (A-C). During the first year of this plan (2016-2017) teachers will be placed on the cycle that they would naturally move to from the current 3012-C plan.

Teachers in year A will receive one formal observation and one unannounced informal observations. As stated earlier, teachers may provide additional evidence to support their scores on the rubric at pre and or post conferences.

Teachers in year B & C will receive two unannounced informal observations, ideally, one in each semester. Teachers may provide additional evidence to support their scores on the rubric at pre and or post conferences.

Non-Tenured Teachers:

Probationary teachers will receive two formal and one unannounced informal observation each year of their probation. In addition, the teacher may provide the evaluator with artifacts to serve as evidence for criteria not seen in observation during pre and or post conferences.

The year following their tenure appointment, teachers will be placed in year C of the observation cycle.

Summative Evaluation (June-September):

The summative evaluation includes the teacher's annual rating of effectiveness and the rationale supporting the rating. Both areas of strength and areas for growth should be identified and specific recommendations made to improve effectiveness. The summative evaluation will be based teacher observation as well as the measures of student performance.

By the last day of school, all teachers will be provided with their observation HEDI rating which is based on the score from the rubric. The score and HEDI rating for student performance will

be provided to the teacher as soon as practicable, but not later than September 15th of the following school year (unless the state score is not received in time in which case within 10 days after the score is received). Once the district receives the completed SLO and/or the State Provide Growth score, the HEDI rating for Student Performance will be completed. That score, along with the HEDI rating for Teacher Observation, will be applied to the Scoring Matrix for Overall Rating HEDI rating to determine the composite HEDI score for the teacher. Where the summative score can be completed prior to the start of the following school year, the teacher will be provided the option to come in to meet with the lead evaluator over the summer to receive their completed summative evaluation which will include a comprehensive explanation of the composite score. Teachers will be compensated for one hour to attend the summative conference if attending after the last day of school and prior to the first day of the next school year.

Professional Development

Professional development objectives for the teacher will be based on the evaluation, in addition to school and/or district priorities.

Evaluator Training

The Board of Education will ensure that lead evaluators, including impartial and independent observers and peer observers, have appropriate training prior to conducting a teacher's evaluation. In addition, the BOE shall ensure that all lead evaluators, will be trained and certified in accordance with regulations. The district will utilize OCM BOCES for training of all evaluators.

Lead evaluator/evaluator training will include training on:

- 1) The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable;
- 2) Evidence-based observation techniques that are grounded in research;
- 3) Application and use of the student growth percentile model and any other growth model approved by the Department as defined in section 30-3.2
- 4) Application and use of the teacher or principal rubric(s) selected by the district for use in evaluations including training on the effective application of such rubrics to observe a teacher or principal's practice;
- 5) Application and use of any assessment tools that the school district utilizes to evaluate its classroom teachers or building principals;

6) Application and use of any locally selected measures of student growth used in the optional subcomponent of the student performance category used by the district to evaluate its teachers or principals;

7) Use of the Statewide Instructional Reporting System;

8) The scoring methodology utilized by the department and/or the district to evaluate a teacher or principal under this Subpart, including the weightings of each subcomponent within a category; how overall scores/ratings are generated for each subcomponent and category and application and use of the evaluation matrix(es) prescribed by the commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their category ratings; and

9) Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

Independent and impartial evaluators and peer observers shall receive training on the following elements:

1) The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable;

2) Evidence-based observation techniques that are grounded in research; and

3) Application and use of the teacher or principal rubric(s) selected by the district for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice; The initial training for all evaluators will consist of six half day sessions.

Upon completion of the initial training for all evaluators, administrators will be certified. The BOE will certify/re-certify lead evaluators on a yearly basis with proof of continued training completion. All evaluators responsible for teacher evaluation will continue training on an annual basis through participation in the annual follow-up training for evaluators/lead evaluators and peer observers provided by the OCM BOCES. The follow up training will consist of a minimum of three half day sessions per year. This training will support the continued growth and understanding of the nine elements of performance review listed above. All evaluators who complete the annual follow-up training will be re-certified as lead evaluators.

The BOE designates the Superintendent to ensure that the all evaluators participate in the initial training for all evaluators and then participate in on-going training on an annual basis for purposes of continued growth and understanding of the teacher performance evaluation process. The OCM BOCES will be utilized to provide the initial and ongoing annual training. The initial training for all evaluators and annual training, thereafter, for the purposes of continued

growth combined with biweekly administrative meetings will maintain inter-rater reliability of evaluations over time.

Data Linkage

Working with the Central New York Regional Information Center, the district will provide all of the data elements described by SED. Teachers will be responsible for verifying class rosters using the NYSED Portal at least annually, or on the schedule provided by the district. Data will be submitted by the district to the SED through the portal each year. This includes information from the comprehensive course catalog, assessment scores, student enrollment information, and evaluation component scores.

Professional Improvement Plans

A Professional Improvement Plan must be put in place for any teacher receiving a composite score of 'developing' or 'ineffective'. The purpose of this plan is to provide the support the teacher needs in order to receive an 'effective' rating.

The plan must be developed within 10 school days after the teachers are required to report to work for the school year. The plan will be developed in consultation with the teacher and allow for the teacher to have a union representative participate in the plan development.

The plan must clearly specify in writing:

- Identification of area(s) needing improvement
- A timeline for achieving improvement
- The manner in which the improvement will be assessed; and, where appropriate
- Differentiated activities to support a teacher's improvement in those areas.

The district will afford the teacher access to appropriate differentiated professional development opportunities, resources and supports including time within the school day to meet with administrators and/or peer coaches. Activities offered outside the school day are voluntary. Professional development/courses taken as part of the PIP may be eligible toward salary adjustment per the current collective bargaining agreement between the DeRuyter Faculty Association and the District.

Appeals

The following procedure is the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher's performance review and/or the issuance or

implementation of a teacher improvement plan. A teacher who receives an APPR composite rating of 'ineffective' or 'developing' may appeal his or her performance review. Ratings of 'highly effective' or 'effective' cannot be appealed.

Pursuant to Education Law 3012-d, a teacher may only challenge the following in an appeal to their district/BOCES:

(1) the substance of the APPR; which shall include the following

(i) in 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 district's adherence to the standards and methodologies required for reviews, pursuant to Education Law 3012-d; and

(3) The adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's issuance and/or implementation of the terms of the teacher improvement plan, as required under Education Law 3012-d

Stage I:

A teacher may request a resolution meeting with his/her lead evaluator within 10 school days of receiving the evaluation or professional improvement plan for teachers (PIPT).

A meeting with the teacher and a union representative (upon teacher request) will be scheduled within 3 school days after the request is made. At that meeting the teacher will bring their specific concerns to the evaluator and have the right to present additional evidence that supports their area of concern.

If the lead evaluator and the teacher agree that the new evidence warrants a change in the overall APPR composite rating, the change will be made and both will sign the new summative evaluation. If no resolution is met, a formal appeal may be filed.

Stage II:

A teacher may not file multiple appeals regarding the same performance review or improvement plan; all grounds for appealing a particular performance review or improvement plan must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

Appeals concerning a teacher's performance review or improvement plan must be filed no later than fifteen (15) school days from the date of the resolution meeting.

A teacher wishing to initiate an appeal must submit, in writing, to the Superintendent a detailed description of the precise point(s) of disagreement over his or her performance review or improvement plan, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal. Within 10 school days of its receipt a copy of the appeal, the lead evaluator or school district member who issued the performance review or were responsible for either the issuance and/or implementation of the terms of the teacher's improvement plan must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal.

The teacher initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the school district files its response. Under this process the teacher bears the burden of proving the merits of his or her appeal.

The teacher filing the appeal must specify if they would like the appeal to be heard and decided upon by the Superintendent only or by a three person review panel. If a panel is chosen, the Superintendent, working with the DeRuyter Faculty Association President, will appoint the panel comprised of the Superintendent, one lead evaluator (not the teacher's lead evaluator), and one district teacher. The Superintendent or the panel (depending on the route chosen by the teacher or principal) will issue a written decision on the merits of the appeal no later than 30 calendar days from the date when the teacher filed his or her appeal. The decision of the Superintendent or the panel shall be final and an appeal shall be deemed completed upon issuance of that decision. It shall set forth the reasons and factual basis for each of the specific issues raised in the appeal. A copy shall be provided to both the teacher and the evaluator, and the teacher shall have the option of providing a written response to be placed in their personnel folder.

The decision of the Superintendent or panel shall not be subject to further appeal. A decision sustaining an appeal regarding the substance of a particular performance review and/or the issuance of an improvement plan shall require that the school district revise the performance review and/or improvement plan, as appropriate, in accordance with the decision. A revised version of the performance review and/or improvement plan shall be placed in the teacher/principals' file and the original successfully appealed performance review and/or improvement plan shall be removed. A decision sustaining an appeal regarding implementation of the terms of an improvement plan shall require the school district to take appropriate steps to ensure compliance and the achievement of those terms.

NYSED Approved 8/2016

FORMS Attached:

Appeals Form

Professional Improvement Plan

SLO Template

FORMS to Be Developed:

Pre-Observation Form

Observation Form

Summative Form