

Wyoming Central School

**Guide to the Annual Professional
Performance Review**

2017-2019

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Introduction to the 2015-2016 APPR Plan

The goal of this document is to present an outline of the Annual Professional Performance Review (APPR) which is consistent with the new education laws of the State of New York (3012-d) and the Commissioner of Education's regulations. This plan is set forth by the Wyoming Central School District in order to comply with the mandates of the law. The APPR committee met to develop the APPR plan to present to the district and the Wyoming Teachers' Association. The committee worked collaboratively to develop an outline of the APPR plan based on the multiple measures of the new requirements under the law.

Members of the APPR Committee

Mrs. Kathleen Schuessler, Interim Superintendent of Schools

Mr. Pete Terbuska, WTA - President

This APPR procedure will result in teachers of the Wyoming Central School District receiving an annual rating of Highly Effective, Effective, Developing or Ineffective. Ratings will be determined by the following measures:

-Student Performance: This portion of the plan is based upon student growth measured by New York State assessments and/or Student Learning Objectives (SLO).

-Teacher Observation: This portion of the plan includes teacher observations by school administrators. Each teacher will be observed multiple times throughout the school year via walk-through observations and/or formal observations. These observations will be rated using the Revised Danielson Framework for Teachers.

All portions of this plan will be explained in the pages that follow.

Please note that this document is a user-friendly summary of the APPR plan for teachers and administrators in the Wyoming Central School District. The document that will be submitted to the State Education Department is quite lengthy and complex. Therefore, the committee believed it necessary to create a more accessible document for teacher and administrator use. The district will submit the original document to the State Education Department for approval and that document will become available on the school website once it has been approved.

Explanation of Student Performance Component

-This portion of the APPR has been dictated by the state and is centered on student growth measured by New York State assessments or student learning objectives (SLO). As a teacher, you will fall into one of three areas for student performance:

-Group 1: Grades 4-8 ELA and Math New York State Growth Score

-Group 2: Courses ending in a New York State assessment in which you must write a SLO specific to the New York State assessment

-Group 3: Group SLO

-Group 1: For Teachers of Grades 4-8 ELA and Math:

-Teachers of grades 4-8 ELA and math will receive a New York State assigned growth score at the conclusion of the instructional year after all New York State assessments are scored. If the State does not provide a growth score, then you will be placed into Group 3.

-Group 2: For all teachers who have a New York State assessment at the end of the school year (ie: New York State Regents Exams, New York State 4th grade science, New York State 8th grade science, New York State 3rd ELA and Math):

-If your class ends in a New York State assessment, such as a New York State Regents Exam, New York State Science assessment or 3rd New York State ELA and Math assessment, you must create a Student Learning Objective (SLO). All students will meet the minimum target on the New York State Assessment as determined by the District.

-Once you receive scores for the New York State assessment at the end of the year, the district will analyze the data to determine if your students met the target.

-SLOs will be based on the following:

-New York State High School Regents Exams, 3rd grade ELA and Math, or 4th and 8th grade Science Exams: Your SLO must be based on the New York State assessment that is given at the end of the year. Your SLO, for example, can be based on the percentage of students who meet the target student performance on the New York State assessment. *Please note that if 50% or more of your students DO NOT take the New York State assessment, your student performance component will be prorated based upon the New York State assessment and the group SLO explained in Group 3.*

3rd -8th grade ELA and Math: *The SLO you create is only to serve as a backup in case the state cannot determine a growth score.* Your SLO will be based on the New York State assessment for your course. All students will meet the minimum target of a year's worth of growth on the New York State assessment.

-Group 3: For all teachers who DO NOT have a New York State assessment at the end of the year (ie: PE, art, music, LOTE, FACS, K-2, etc):

-If you do NOT have a New York State assessment at the end of the school year, you will be assigned a Group SLO.

K-8 Teachers: The Group SLO is the percentage of students who meet the target on the following state assessments:

- 4th grade Science assessment
- 8th grade Science assessment
- Living Environment Regents Exam
- Common Core Algebra I Exam

-Once all New York State assessments have been completed and scored, your HEDI rating will be determined using the chart below.

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

Explanation of Teacher Observations

- Observations:

-All teacher observations will be made up of the following components:

- 1 Formal Observation
- 1 Informal Observation

-The weighting of observations will be as follows:

- 90% based on formal observation completed by the primary evaluator.
- 10% based on informal observation completed by the independent evaluator.

-Explanation of Observations:

- As per New York State Regulations, all teachers must be observed multiple times throughout the school year. You will be observed by a district certified evaluator via unannounced informal observation or announced formal observation. All observations will be assessed using the Danielson Revised Framework for Teachers, Domains 1-4.

-Formal Observation: This scheduled observation method is made up of a pre-observation meeting in which you and your evaluator discuss the plans for a full period of classroom instruction. You are asked to complete a lesson plan write-up with accompanying documents for the pre-observation meeting (see forms that follow). Within five school days after the observation the post-observation meeting must be conducted.

-Informal Observation: All teachers will have an unannounced informal observation. Written feedback will be provided to the teacher within 5 school days. Either the teacher or the evaluator can initiate a meeting regarding the observation.

-Who will Observe Teachers:

New York State requires that teachers are observed by multiple certified evaluators

-Domain 4: Education law 3012-d requires that evidence of Domain 4 be collected in a different manner. Domain 4 evidence will be documented within classroom observations, pre-observation meetings/conversations and post-observations meetings/conversations. (End of year portfolio development and review is no longer permitted as part of the APPR process.) The following are state guidelines regarding Domain 4:

- Observations must be based only on observable rubric subcomponents and all observable teaching standards must be addressed across the total number of annual observations. However, not every element or indicator needs to be observed or included in each observation.
- Teaching standards that are part of the rubric but are not observable during the classroom observation may be observed during any optional pre-observation or post-observation review or other natural conversations between the teacher and evaluator and incorporated into the observation score.
- Under Education Law 3012-d, artifacts are a prohibited element of teacher evaluations. However, an artifact may be documented as part of an observation cycle (e.g., a lesson plan viewed during the course of the observation cycle may constitute evidence of professional planning).

The new law contains a list of elements prohibited from being used in teacher evaluation. These include:

- Evidence of student development and performance derived from lesson plans and student portfolios that is not part of an approved rubric
- Parent and student surveys
- Professional goal setting
- Any district or regional assessment not approved by SED
- Any growth or achievement target that does not meet minimum standards

-How Observations will be rated:

-Each observation will receive an average rating of each Danielson component that is observed/discussed during observation. From each observation your scores (each ranging from 1 to 4) will be averaged together based on the percentages described in each observation method.

	Observation HEDI Ranges
Highly Effective (H)	3.5 - 4
Effective (E)	2.5 - 3.49
Developing (D)	1.5 - 2.49
Ineffective (I)	0 - 1.49

Overall Performance Rating

-A teacher’s overall performance rating will be determined using the following matrix that combines the Student Performance HEDI rating and Teacher Observation HEDI rating:

		Teacher 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

-A teacher’s overall performance rating will become available when all state testing data has been returned to the school district by the Department of Education.

Teacher Improvement Plan (TIP)

-If a teacher receives an annual rating of “developing” or “ineffective” through the Annual Professional Performance Review, a Teacher Improvement Plan (TIP) shall be developed. According to the regulations, a district must develop and implement a teacher improvement plan for teachers receiving a rating of developing or ineffective from an APPR conducted under section 3012-d by October 1st, in the school year following the school year the teacher received the rating. The improvement plan “shall be developed by the superintendent or his or her designee in the exercise of their pedagogical judgment” and must include at a minimum:

- The identification of areas that need improvement
- Differentiated activities to support improvements in these areas
- A timeline for achieving improvement, with the following individuals present at all meetings: teacher, supervisor and union representative
- An initial meeting to discuss the areas in need of improvement
- A follow up meeting(s) to monitor the progress of the teacher
- The manner in which achievement will be assessed
- The plan will clearly describe the professional learning activities that the teacher must complete. These activities should be connected directly to the areas needing improvement.
- The additional assistance and support that the teacher will receive will be clearly stated in the TIP.

-Please see the attached TIP form that will be completed should a TIP need to be implemented.

Teacher Improvement Plan (TIP) Form

(To be completed jointly by the teacher and the administrator)

Name: _____

School: _____

TIP is based on the overall performance rating from the _____ school year.

Grade/Subject: _____

School year TIP will be implemented: _____

Grade/Subject: _____

Date of initial TIP conference: _____

Date(s) of Follow-up Meeting(s): _____

GOAL (S) FOR IMPROVEMENT	ACTION PLAN (Detail Steps to be taken)	TIMELINE FOR COMPLETION

Teacher Comments:

Administrator Comments:

-To be signed when Teacher Improvement Plan is initiated:

Teacher Signature: _____ Date _____

Union Representative Signature: _____ Date _____

Administrator Signature: _____ Date _____

Appeals Process

Appeals of Annual Professional Performance Reviews are limited to those that receive a rating of Ineffective or Developing only. A teacher CANNOT appeal a rating of Effective or Highly Effective. Appeals are limited to the following subjects:

- the substance of the APPR and rating given, including, but not limited to:
- in the instance of the teacher/principal rated ineffective on the student performance category but rated highly effective on the observation/school visit category based upon an anomaly, as determined locally.
- the district's adherence to the standards and methodologies required for such reviews
- adherence to the commissioner's regulations
- the district's compliance with its procedures for conducting the APPR
- the school district's issuance or implementation of the terms of the Teacher Improvement Plan under Education Law 3012-d
- and/or any appeal allowed to the State of New York Education Department as set forth in the regulations issued by the New York State Board of Regents

WTA Presidents

Board of Education President

Superintendent