Onondaga-Cortland-Madison BOCES
Annual Professional Performance Review Plan (APPR)
Teachers under Education Law 3012-d
2018-2019

Introduction

On May 28, 2010, the Governor signed Chapter 103 of the Laws of 2010, which added a new section 3012-c to the Education Law, establishing a comprehensive evaluation system for classroom teachers.

By September 1, 2011, the governing body of each school district and BOCES shall adopt a plan, which may be an annual or multi-year plan, for the annual professional performance review of its teachers providing instructional services or pupil personnel services. The Governor signed Chapter 56 of the Laws of 2015, establishing a revised evaluation system for teachers and principals (Education Law §3012-d).

The District Superintendent, in collaboration with teachers, pupil personnel professionals, and administrators developed this professional performance review plan. Once approved by the governing body of the school district, the plan will be filed in the district office and posted to the district website no later than September 10th of each year. If work on the development of the plan needs to continue after September 10th, revisions to the plan will be posted as approved by the governing body.

The governing body of each school district and BOCES shall ensure that the performance of all teachers providing instructional services or pupil personnel services is reviewed annually.

Background

A committee of 16 people met to develop the Annual Professional Performance Review Plan. The committee was comprised of eight administrators appointed by the District Superintendent and eight staff members appointed by the Onondaga-Cortland-Madison BOCES Federation of Teachers. Over the course of 7 full days in the 2011-2012 year, the committee designed an evaluation system that gives effective feedback to teachers in order to maximize professional growth and improve student learning. The committee meets each school year to review and revise the APPR plan.

Applicability

Section 3012-d applies to certified teachers. All other represented employees will be evaluated pursuant to the provisions of that employee's collective bargaining agreement. Non-represented employees will be evaluated pursuant to procedures approved by the District Superintendent or his/her designee.

Teacher Evaluation

New York Teaching Standards

The professional performance review plan for teachers is based on the *New York State Teaching Standards* (see appendix for complete set of *Teaching Standards* and the accompanying performance indicators). These, therefore, are the criteria that will be used to evaluate teachers:

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

Teacher Effectiveness

Annual professional performance reviews shall differentiate teacher effectiveness using the matrix provided by the State Education Department. As such, classroom teacher shall be rated as Highly Effective, Effective, Developing, or Ineffective. The composite score is determined as follows:

		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

Student Performance

As outlined in the matrix about, part of the APPR evaluation system is based on student learning. State provided growth scores may be provided on state assessments.

For all teachers for which there is no growth data provided by the state, the Student Learning Objectives (SLO-growth) process will be employed as described by SED. Teachers will work

with their principals using the state process. Principals will assess student learning at year end using the Student Learning Objectives (SLO-growth) process.

Department committees (comprised of teachers and administrators) will recommend to the District Superintendent the assessments which will be used in the Student Learning Objectives (SLO-growth) process. The assessments will be the same across subjects and/or grade levels within the district.

Assessments will be secure and not disseminated to students prior to the assessment administration. Teachers will not score their own students' work if the results of the assessments will factor into their evaluation.

Teacher Observation

Educator practice is the other component of the APPR evaluation system outlined in the above matrix. The teacher's rating is based on teacher observation consistent with standards prescribed by the Commissioner in regulation.

Evidence of the NYS Teaching Standards will be collected by the Lead Evaluator or trained observer via observations and mini-observations. There will be at least three unannounced mini-observations for all teachers. For probationary teachers, there will be at least one extended observation (pre-conference, observation, post-conference) to be completed within the first semester of each year. For tenured teachers, extended observations may occur at the request of the teacher or at the Lead Evaluator's discretion.

Within the first two months of each school year, the teacher and Lead Evaluator will meet to discuss the school year which will include Student Learning Objectives as applicable. Within the last two months of the school year, a reflection meeting between the teacher and Lead Evaluator will occur, addressing Student Learning Objectives, the NYS Teaching Standards and the rubric scoring. The local assessment shall also be made available by the end of the school year if the data is available. An electronic system is utilized for the provision of timely feedback.

Rubric

Based on its inclusion of the SED-approved list of rubrics, the NYSUT Teacher Practice rubric will be used to evaluate certified teachers. The rubric is included in the appendix.

Every teacher will be annually assessed on each of the seven Standards and the Elements, but not necessarily on all of the Indicators of each Standard. Indicators will be evaluated by observation.

Within each Teaching Standard, all of the levels for the observed indicators on the rubric are averaged together (adding the scores for each indicator and dividing the total of the indicator levels by the number of observed indicators). This provides an average score for a Standard.

The process is repeated for each Standard. Finally, the individual Standard scores are averaged.

All of the NYS Teaching Standards will be weighted equally. In other words, the scores on each of the Teaching Standards will be averaged.

Overview Observation Category Score and Rating for OCM BOCES		
	Min.	Max.
H	3.5	4.0
E	2.5	3.49
D	1.5	2.49
I	0	1.49

Summative Evaluation

The composite evaluation rating will be determined by taking the student performance rating from the state or SLO process and applying it to the matrix along with the observation rating noted above.

The matrix provided by the State Education Department will be utilized to determine the rating as “highly effective,” “effective,” “developing,” or “ineffective.”

Timely Provision of Feedback

Mini-observations are unannounced and will occur on multiple occasions during the course of the school year. Written feedback and/or the collected evidence as well as the verbal feedback should be shared with the teacher within 10 school days of the mini-observation, unless there are extenuating circumstances. It is preferable for verbal feedback to be given as soon as possible after the mini-observation. Post-conference and written feedback from the extended observations will be provided to the teachers within 10 school days, unless there are extenuating circumstances. Teachers and Lead Evaluators will be encouraged to frequently discuss aspects of the NYS Teaching Standards.

The summative evaluation, including the teacher rating will be provided by September 1. The scores will be made available to teachers with the opportunity for the teacher to meet with the Lead Evaluator.

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 District Superintendent will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize BOCES evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Lead 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 the value-added growth model;
4) Application and use of the teacher or principal rubric(s), 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 or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent. teacher and/or community surveys; professional growth goals and school improvement goals, etc.;
6) Application and use of any locally selected measures of student achievement used by the district evaluate its teachers or principals;
7) Use of the Statewide Instructional Reporting System;
8) The scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings; and
9) Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

The District Superintendent will ensure that lead evaluators participate in annual training and are re-certified on an annual basis. The BOCES will be utilized to provide the training and recertification. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations.

Data Linkage

Working with the Central New York Regional Information Center, the district will provide all of the data elements described by SED. Data will be submitted to the SED through the portal each year. This includes information a comprehensive course catalog, assessment scores, student enrollment information, and evaluation component scores. Teachers will be expected to verify their data to ensure its accuracy and notify the administrator if errors are identified so they can be corrected.

Professional Improvement Plans

If a teacher's summative performance is evaluated as "ineffective" or "developing", the Lead Evaluator shall be required to develop a Professional Improvement Plan in consultation with the teacher. Such Plan will be shared with and implemented within ten days of the start of the school year within which the Plan will be applied. The Plan shall include, but not be limited to, an identification of the areas in need of improvement, a timeline for achieving improvement, suggestions for improvement, support to be provided, and measurable outcomes to be evaluated. If a concern or issues arises at any time during the school year, a Lead Evaluator may determine it necessary for an improvement plan to be initiated.

The plan will describe the professional learning activities that the educator must complete. These activities will be connected to the areas needing improvement. The artifacts that the teacher or Lead Evaluator must produce that can serve as benchmarks of their improvement and as evidence for the final stage of their improvement plan will be described and could include items such as lessons, student work, or unit plans. The Lead Evaluator will state in the plan the additional support and assistance that the educator will receive. In the final stage of the improvement plan, the teacher should meet with their supervisor to review the plan alongside any artifacts or evidence from observations in order to provide a final, summative rating for the teacher.

Appeals

Appeals of annual professional performance reviews are limited to those that rate a teacher as ineffective or developing only.

What may be challenged in an appeal: The appeal procedures allow the scope of the appeals under Education Law 3012-d to the following subjects:

1. The Onondaga-Cortland-Madison BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-d;
2. The adherence to the Commissioner's regulations, as applicable to such reviews;
3. Compliance with any locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
4. The Onondaga-Cortland Madison BOCES' issuance and or implementation of the terms of the teacher improvement plan under Education Law 3012-d.

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 proving by substantial evidence the merits of his or her appeal.

Timeline for filing an appeal: All appeals must be submitted in writing to the Lead Evaluator no later than ten (10) calendar days from the date when the teacher receives his/her annual summative professional performance review. All information and evidence the teacher wants to have considered must be included in the written appeal. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

Appeal process: Upon receipt of the written appeal from the teacher, the Lead Evaluator shall have ten (10) calendar days from the date of receipt to reply. If the Lead Evaluator does not concur with the appeal and make any necessary and appropriate changes to the summative evaluation, the appeal will be forwarded to the District Superintendent. A recommendation about the appeal will be rendered by a three person review panel for an appeal concerning a teacher's performance review. The District Superintendent, working with the Association President will appoint the panel comprised of the District Superintendent or his/her designee, one district lead evaluator, and one district teacher. The district teacher and the district lead evaluator on the panel will not work in the same program as the teacher making the appeal. The panel shall issue a written recommendation on the merits of the appeal no later than twenty (20) calendar days from the date when the teacher filed his or her appeal to the District Superintendent, who will, within ten (10) calendar days issue a written, final decision about the appeal. The written decision will be provided to the teacher and to the Lead Evaluator.

The decision will be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the District Superintendent shall not be subject to any further appeal.