

ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN (APPR) FOR CERTAIN TEACHERS SUBJECT TO EDUCATION LAW §3012-c

MENANDS SCHOOL DISTRICT

I. INTRODUCTION

Any existing Annual Professional Performance Review (“APPR”) procedures pursuant to Section 100.2(o) of the Rules and Regulations of the Commissioner of Education (“Commissioner’s Regulations”) remain in effect for teachers and principals who are not subject to Section 3012-c of the New York State Education Law (the “Education Law”).

Beginning with the 2011-12 school year, this APPR Plan (“Plan”) shall apply to all classroom teachers of common branch subjects or English Language Arts or mathematics in grades 4 to 8 and the building principal.

This Plan shall be in effect for the 2011-12 school year. The Plan will be continually amended as additional information from the State of New York is forthcoming, and/or, as items are determined or negotiated with the Menands Association of Teachers pursuant to relevant New York State Law and Regulations. In addition to the achievement and performance assessed pursuant to this Plan, other criteria and factors will be used in making employment decisions.

II. AVAILABILITY OF DISTRICT’S APPR PLAN

The District will file the APPR Plan in the Superintendent’s Office and make the APPR Plan publicly available on its website (www.menands.org) within 10 days of the APPR Plan’s adoption by the Board of Education. Given continuing negotiations on the APPR with the Menands Association of Teachers, the plan will be posted on the school website within the same timeframe as the plan is amended and subsequently approved by the Board. Any required certifications shall be filed and maintained with the Plan. A hard copy of the approved APPR will be available for public review in the Superintendent’s Office during normal and customary business hours.

III. TRAINING OF EVALUATORS AND LEAD EVALUATORS

A. Training of Evaluators and Lead Evaluators

Evaluators and lead evaluators will be trained by the BOCES Network Team. The Superintendent and the Principal will participate in two days of training in October 2011. The information garnered from lead evaluator training that will be used to observe and evaluate Menands teachers will be shared with the faculty in advance of the initial implementation of this APPR process.

At this point, the total number of days of training for evaluators and lead evaluators is unknown. The District’s intent is to base all such training upon the recommendations of New York State, as delivered by the BOCES Network Team. The Superintendent and the Principal will participate in training on inter-rater reliability provided by the BOCES Network Team. Additionally, the Superintendent and the Principal will conduct periodic comparisons of the observations and evaluations of the same classroom teacher.

B. Process for Certifying Lead Evaluators

Upon successful completion of appropriate training, as defined by the BOCES Network Team, the District will consider that the Superintendent and the Principal are certified as lead evaluators. A copy of such certifications will be maintained with the APPR plan in the Superintendent's Office.

C. Process for Periodically Re-certifying Lead Evaluators

The Superintendent and the Principal will be re-certified by the BOCES Network Team. The process and timeline for re-certification is yet to be determined.

IV. ANNUAL TEACHER EVALUATIONS

The District's method of measuring a teacher's composite effectiveness score shall be determined in accordance with Commissioner's Regulations (Subpart 30-2). Generally speaking, the total effectiveness score is determined out of 100 points, which is the sum of the three subcomponent scores: (A) student growth on State assessments or other comparable measures; (B) locally selected measures of student achievement; and (C) other measures of teacher practice in accordance with the NYS Teaching Standards.

A. Measuring Student Growth on State Assessments

The District shall use the following scoring methodology for the assignment of points to the student growth subcomponent, which shall comprise 20% of the teacher's composite effectiveness score in accordance with Commissioner's Regulations (Subpart 30-2):

<u>Score on Student Growth Subcomponent</u>	<u>Rating</u>
18-20	Highly Effective
12-17	Effective
3-11	Developing
0-2	Ineffective

B. Measuring Student Achievement on Locally Decided Assessments

The District shall use the following scoring methodology for the assignment of points to the student achievement on locally selected assessments subcomponent, which shall comprise 20% of the teacher's composite effectiveness score in accordance with Commissioner's Regulations (Subpart 30-2):

<u>Score on Student Achievement Subcomponent</u>	<u>Rating</u>
18-20	Highly Effective
12-17	Effective

3-11 Developing

0-2 Ineffective

C. Measuring Teacher Practice in Accordance with the NYS Teaching Standards

Sixty percent of a teacher's composite effectiveness score is based upon multiple measures of a teacher's practice, including multiple classroom observations. Probationary and part-time teachers will be observed a minimum of three times during the year, with the first observation of the year on an announced date and time. Tenured teachers will be observed a minimum of two times during the year as scheduled on a monthly calendar that is rotated on an annual basis. Additional classroom observations will be conducted at the discretion of the administrator or at the request of the teacher. Classroom observations will be assessed using the Pearson Framework for the Observation of Effective Teaching, a rubric that has been approved by the State Education Department for this purpose.

The portion of the sixty points that will be based upon classroom observations is still being negotiated. The remaining portion of the sixty points will be allocated to an assessment of factors related to professional responsibilities, professional collaboration, and professional growth, pending continued negotiations with the Menands Association of Teachers.

The District shall use the following scoring methodology for the assignment of points to the teacher practice subcomponent, which shall comprise 60% of the teacher's composite effectiveness score in accordance with Commissioner's Regulations (Subpart 30-2).

Score on Teacher Practice Subcomponent	
If the teacher's overall performance and results exceed the New York State Teaching Standards - Highly Effective	-
If the teacher's overall performance and results meet the New York State Teaching Standards - Effective	-
If the teacher's overall performance and results need improvement to meet the New York State Teaching Standards - Developing	-
If the teacher's overall performance and results do not meet the New York State Teaching Standards - Ineffective	-

D. Reporting Individual Subcomponent Scores and Total Composite Effectiveness Score for each Classroom Teacher to the State Education Department

Data will be exported to the State Education Department in a form and by a process prescribed by the Commissioner of Education, in accordance with State Department of Education protocols and timelines and/or those of the BOCES/Northeastern Regional Information Center. Additional training and direction will be forthcoming once all specifics are known.

E. Ensuring Accurate Teacher and Student Data

The District shall 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 regulations of the Board of Regents by providing such data in a

format and on a timeline prescribed by the Commissioner of Education. This process shall also provide an opportunity for every classroom teacher and the principal to verify the subjects and/or student rosters assigned to them.

F. Ensuring the Security and Scoring of Student Assessments

The District shall ensure that assessments used to evaluate teachers and principals are not disseminated before they are administered to students. The District also ensures that scoring procedures for State assessments follow protocols established by the State Education Department and that scoring procedures for locally decided assessments follow procedures established by the publisher of the given assessment.

V. TEACHER IMPROVEMENT PLANS AND THE APPEAL PROCESS

A. Timely and Constructive Feedback in the Evaluation Process

Timely and constructive feedback will be provided throughout the observation and evaluation process. Details related to timeframes are currently being negotiated.

B. Teacher Improvement Plans

A teacher whose composite effectiveness score at the end of the year falls within the ineffective or developing range will be provided with a Teacher Improvement Plan (TIP). The TIP will identify the following information: areas of needed improvement; tasks/activities to support or document improvement; time frame; manner of assessment; person(s) responsible for each part; and a sign-off on the delivery of the TIP and the final determination of the TIP. Additional procedures related to teacher improvement plans are currently being negotiated and will be in compliance with regulations of the State Education Department.

C. Appeals of Annual Professional Performance Reviews

The APPR appeals process is currently being negotiated with the Menands Association of teachers.

Date of Adoption: September 19, 2011

Date of Amendment #1:

Date of Amendment #2:

Date of Amendment #3: