

Schenectady City School District

Annual Professional Performance Review

**Classroom Teachers
and
Building Principals**

PLAN ADOPTED BY THE BOARD OF EDUCATION AUGUST 17, 2011

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INTRODUCTION

The Board of Education of the Schenectady City School District (the “District”), in public session at its meeting of August 17, 2011, adopts this Annual Professional Performance Plan (the “APPR Plan”) commencing with the 2011-2012 school year pursuant to the requirements of Education Law §3012-c and accompanying regulations of the Board of Regents and the Commissioner of Education.

Annual Professional Performance Review (“APPR”) encourages and supports the professional growth and development of our teachers and principals. A successful performance review system will provide timely and valuable feedback to every teacher and principal.

This APPR system will be a significant factor in all employment decisions¹ including but not limited to:

- Retention
- Tenure Determination
- Termination
- Supplemental compensation
- Promotion
- Professional Development
- Coaching

Education Law §3012-c establishes new requirements for a comprehensive performance evaluation system for classroom teachers and building principals, to be phased in commencing with the 2011-2012 school year. In the 2011-2012 school year, the law only applies to classroom teachers of the common branch subjects, English Language Arts (ELA) and Mathematics, in Grades 4-8 and the building principals of schools in which such teachers are employed. The annual professional performance review for all other teachers and principals will remain unchanged during the 2011-2012 school year. Those teachers and principals will be covered by the new system in the 2012-2013 school year.

This APPR Plan, as adopted by the Board of Education, will be filed in the District office, and shall be made available to the public on the District’s website by September 10, 2011, or within ten days after its adoption, whichever shall later occur. Any certifications required by Board of Regents regulations shall be included with the plan.

The District is committed to work diligently to complete all elements of these new systems. Any items required to be included in the Plan, but not yet finalized due to collective negotiations, are specifically identified.

The District agrees to collaborate with SED regarding any concerns and/or monitoring of the district regarding evaluation implementation.

¹ Procedure to be negotiated.

PART I
ANNUAL PROFESSIONAL PERFORMANCE REVIEW

2011-12 SCHOOL YEAR – SELECTED TEACHERS AND PRINCIPALS

A. TEACHERS

For the 2011-2012 school year, this APPR Plan will apply only to classroom teachers of common branch subjects, English language arts or mathematics in grades four through eight. The performance of other teachers within the District will be evaluated in accordance with the District’s pre-existing Annual Professional Performance Review Plan developed and maintained pursuant to §100.2(o) of the Regulations of the Commissioner of Education. Nothing in this APPR Plan will be construed to abrogate any conflicting provisions of any collective bargaining agreements continuously in effect on July 1, 2010, through the present until a successor collective bargaining agreement is negotiated.

Annual Professional Performance Criteria

1. 20 points - State Assessments²
2. 20 points – Locally selected student achievement measure **[Local Assessment to be selected from the State approved list of assessments.]**
3. At least 40 points - Classroom Observation. The District shall assign an appropriately trained evaluator to perform **at least two** classroom observations. These observations may be performed directly or by videotape. **[Rubric for classroom observations to be selected from the State approved list of rubrics]**
4. Up to 20 points to balance **[To be negotiated between the District and the union]**
Options include structured reviews of student work (e.g. portfolios), evidence of teacher effective relationships with students, parents and other; evidence teacher strives to meet professional growth goals (no more than 5%)

Composite Rating System

The rating system shall define the overall categories of performance as follows:

- Highly Effective: Performing at a Higher Level (91-100)
- Effective: Performing at Level Typically Expected (75-90)
- Developing: Not Performing at Level Typically Expected (65-74)
- Ineffective: Performance is Unacceptable (0-64)

Summative Evaluation

[Procedure for timely and constructive feedback to be negotiated]

Teacher Development **[Procedure to be negotiated between the District and the union]**

- Coaching – Induction Support – Differentiated Professional Development

² Baseline for State Assessments will be the 2010-2011 school year.

B. PRINCIPALS

For the 2011-2012 school year, this APPR Plan will apply only to principals in buildings where classroom teachers of common branch subjects, English language arts or mathematics in grades four through eight are employed. The performance of all other principals within the District will be evaluated with the District's pre-existing Annual Professional Performance Review Plan. The Union will be consulted about section 100.2(o) of the Regulations of the Commissioner of Education. Nothing in this APPR Plan will be construed to abrogate any conflicting provisions of any collective bargaining agreements continuously in effect on July 1, 2010, through the present until a successor collective bargaining agreement is negotiated.

Annual Professional Performance Criteria:

1. 20 points – State Assessments³
2. 20 points – Locally selected student achievement measure [**Local Assessment to be selected from the State approved list of assessments.**]
3. At least 40 points – Leadership and Management [**Principal practice rubric to be selected from the State approved list of rubrics**]
4. Up to 20 points – Based on measurable goals [**To be negotiated between the District and the union**]

Rating System: The rating system shall define the overall categories of performance as follows:

- Highly Effective: Performing at a Higher Level (91-100)
- Effective: Performing at Level Typically Expected (75-90)
- Developing: Not Performing at Level Typically Expected (65-74)
- Ineffective: Performance is Unacceptable (0-64)

Summative Evaluation [**Procedure for timely and constructive feedback to be negotiated**]

Principal Development [**Procedure to be negotiated between the District and the union.**]

³ Baseline for State Assessments will be the 2010-2011 school year.

ANNUAL PROFESSIONAL PERFORMANCE REVIEW

FUTURE YEARS

Positions covered

1. All classroom teachers and building principals will be covered

Annual Professional Performance Criteria

1. Performance criteria will remain unchanged from the criteria in place for 2011-12 until the first year that a Value-Added Growth Model is available.
2. The first year that a Value-Added Growth Model is available, student achievement will be based on the value-added student growth. In addition, the points earned on the State Assessments will increase from 20 to 25 points. At the same time, the points earned on the local measure will change from 20 to 15 points.

Composite Rating System

1. The Commissioner will review the specific scoring ranges for each of the rating categories annually before the start of each school year and will recommend any changes to the Board of Regents for approval.

PART II **TRAINING OF EVALUATORS**

The District will ensure that all lead evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities.

To qualify for certification as lead evaluator, an individual must successfully complete a training course that provides training on:

- New York State Teaching Standards and ISSLC Standards
- Evidence-based observation
- Application and use of Student Growth Percentile and Value Added Growth Model data
- Application and use of the state approved teacher or principal rubrics
- Application and use of any assessment tools used to evaluate teachers and principals
- Application and use of state approved locally selected measures of student achievement
- Use of Statewide Instructional Reporting System
- Scoring methodology used to evaluate teachers and principals
- Specific considerations in evaluating teachers and principals of ELLS and students with disabilities

The superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The superintendent will maintain records of certification of evaluators.

Evaluator training will occur regionally in cooperation with BOCES. Training will be conducted by BOCES Network Team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by NYSED. Evaluators will be re-certified on a periodic basis, to be determined by the District.

The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidances and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: data analysis, periodic comparisons of assessments, and/or annual calibration sessions across evaluators.

Evaluator Training for Others

All administrators and peer teachers shall participate in evaluator training. All trained evaluators may perform observations, but are prohibited from preparing summative evaluations until they are appropriately certified.

Re-Certification and Updated Training

The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.

PART III **IMPROVEMENT PLANS**

A. TEACHERS

If a teacher is rated “developing” or “ineffective” the District shall develop and implement a Teacher Improvement Plan (“TIP”).

Process [**Process for developing a TIP shall be negotiated**]

Contents: Each TIP shall contain the following information:

- Identify Areas of Improvement
- Identify Timeline for Improvement
- Identify How Improvement will be Assessed
- Identify Differentiated Activities to Support Improvement
- {Additional Elements May Be Negotiated}

Timing

Each TIP shall be in place no later than ten (10) days after teachers are required to report to the District the next school year.

B. PRINCIPALS

If a principal is rated “developing” or “ineffective” the District shall develop and implement a Principal Improvement Plan (“PIP”).

Process [**Process for developing a PIP shall be negotiated**]

Contents: Each PIP shall contain the following information:

- Identify Areas of Improvement
- Identify Timeline for Improvement
- Identify How Improvement will be Assessed
- Identify Differentiated Activities to Support Improvement
- {Additional Elements May Be Negotiated}

Timing

Each PIP shall be in place no later than ten (10) days after principals are required to report to the District the next school year.

PART IV **APPEALS**

The details of the District's procedure for resolving appeals of annual professional performance reviews cannot be described at this time pending the outcome of collective negotiations with the representative of the classroom teachers or principals of the District. Upon the successful completion of these negotiations, this APPR Plan will be amended to reflect the agreed upon procedures.

Basis

Teacher or Principal may only appeal an overall evaluation for one of the following reasons:

1. the substance of the APPR;
2. adherence to standards and methodologies;
3. adherence to the Commissioner's Regulations;
4. adherence to negotiated procedures; or
5. implementation of an improvement plan.

Procedure

[An agreed upon procedure/process to be described here. The appeal procedures shall provide for the timely and expeditious resolution of any appeal]

Appeal Process to be Exclusive

An evaluation can not be challenged in any other form than this appeals process.

Disciplinary Proceedings

For the purposes of disciplinary proceedings under Education Law §§3020 and 3020-a, the definition of ineffective teaching or performance is two consecutive annual ratings of "ineffective."

Tenured teachers and principals with a pattern of ineffective teaching or performance may be charged with incompetence and considered for termination through an expedited hearing process.

Probationary Teachers or Principals

The District retains its right with respect to probationers.

PART V

DATA MANAGEMENT

The District will work with the State Education Department (the “SED”) to develop a process that aligns its data systems to ensure that SED receives timely and accurate teacher, course and student “linkage” data, as well as a process for teacher and principal verification of the courses and/or student rosters assigned to them.

Ensuring Accurate Teacher and Student Data

The District shall ensure that SED receives accurate teacher and student data, including enrollment and attendance data, plus any other student, teacher, school, course and teacher/student linkage data necessary to comply with the Regulations of the Board of Regents and Commissioner of Education. All data will be provided in a format and timeline prescribed by the Commissioner. This process shall also provide an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them.

The District will verify assignments of classroom teachers of common branch subjects, ELA and Mathematics Grades 4-8. The NYSED *APPR Guidance* provides the following guidance when reporting data for the 2011-2012 school year relating to Teacher of Record:

“For courses included in the 2011-12 school year collection (grades 3-8 ELA and mathematics, grade 4/8 science, and secondary-level courses associated with a Regents exam), the Teachers of Record are those **teachers** who are **primarily and directly responsible** for a student’s learning activities that are aligned to the performance measures of the course consistent with guidelines prescribed by the Commissioner.” (*APPR Guidance, L5*)

The New York State Education Department’s *APPR Guidance* and field memos relating to the Student Information Repository System will provide detailed guidance related to the collection and reporting of data, including student-teacher linkage and student attendance. The District will monitor data and develop additional processes, as needed and consistent with NYSED reporting requirements, to verify that the data submitted to the State are complete and accurate.

Reporting Individual Subcomponent Scores

The District will report to SED 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. The District will develop a process for timely and accurate extraction of such data and will use SIRS data reporting extract protocols for reporting these data to NYSED. Total Composite Effectiveness Scores will not be reported until data on student achievement on State Assessments is transmitted to the District.

Development, Security and Scoring of Assessments

The District shall ensure the development, security and scoring processes of all assessments and/or measures used to evaluate teachers and principals under this section. The District will ensure that assessments are not disseminated to students before administration, and that teachers or principals do not have a vested interest in the outcome of the assessments they score. The District will ensure that all assessments are scored in the manner as prescribed by the assessment.