

Annual Professional Performance Review

August 2011

The White Plains Public Schools will continue the APPR model used in the District currently. The components of our model align with the State Education requirements except for the section related to Student Growth. Over the 2011-12 school year, the District will work with the White Plains Teachers' Association to determine the method of implementing the section related to this area. At this time, the White Plains Public Schools and the White Plains Teachers' Association have a negotiated Agreement expiring on June 30, 2012. The additional components related to student growth, Teacher Improvement Plans, as well as the appeals process, will become part of the revised APPR beginning in 2012-13. These specific components must be negotiated in the next Agreement.

Since we have a negotiated agreement with the Administrators signed prior to July 1, 2010, the District will work with the team to determine the APPR parameters for that unit as well.

Teacher Effectiveness

The sections below outline the current components of White Plains Public School District's APPR.

1. Criteria for evaluation of teachers providing instructional services. The professional performance review plan shall describe the criteria that the school district or BOCES shall use to evaluate its teachers providing instructional services, which shall include but not be limited to an evaluation of the following:
 - i. content knowledge, the teacher shall demonstrate a thorough knowledge of the subject matter area and curriculum;
 - ii. preparation, the teacher shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction;
 - iii. instructional delivery, the teacher shall demonstrate that the delivery of instruction results in active student involvement, appropriate teacher/student interaction and meaningful lesson plans resulting in student learning;
 - iv. classroom management, the teacher shall demonstrate classroom management skills

supportive of diverse student learning needs which create an environment conducive to student learning;

- v. student development, the teacher shall demonstrate knowledge of student development, an understanding and appreciation of diversity and the regular application of developmentally appropriate instructional strategies for the benefit of all students;
- vi. student assessment, the teacher shall demonstrate that he or she implements 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;

- vii. collaboration, the teacher shall demonstrate that he or she develops effective collaborative relationships with students, parents or caregivers, as needed, and appropriate support personnel to meet the learning needs of students; and
- viii. reflective and responsive practice, the teacher shall demonstrate that practice is reviewed, effectively assessed and appropriate adjustments are made on a continuing basis.

The section related to Student Growth as described below, will be included in the future.

- ix. student growth, the teacher shall demonstrate a positive change in student achievement for his or her students between at least two points in time as determined by the school district or BOCES, taking into consideration the unique abilities and/or disabilities of each student, including English language learners. For purposes of this subdivision, student achievement means a student's scores on State assessments for tested grades and subjects and other measures of student learning, including student scores on pre-tests and end-of-course tests, student performance

on English language proficiency assessments and other measures of student achievement determined by the school district or BOCES to be rigorous and comparable across classrooms;

Student Growth Component

According to the Regulation, as well as the State Education Guidance Document, locally selected options for the evaluation of teachers include:

Assessments from a list of State-approved or 3rd-party-developed, State, or Regents-equivalent assessments; district-, regional-, or BOCES-developed assessments whose rigor and comparability is verified by the district or BOCES; school-wide, group, or team metrics using State assessments or a district, regional or BOCES-developed assessment; student achievement on State assessments, Regents examinations and/or Department approved alternative examinations (AP, IB, SAT II, etc.) or, structured district-wide goal setting process with any State- or other school- or teacher-created assessment agreed to by an evaluator and teacher.

This area is one of the most significant components of the upcoming negotiations. In an effort to work toward mutual understanding as well as clarity with regard to the value added assessment component, the District's team of teachers and administrators worked during the 2010-11 to review student data. This work will be reviewed with the Board at a future Board of Education meeting to document the information developed to date.

As we work with the model through our consultant, we will begin the process of using student information to inform teacher practices incorporating effective daily instructional practices with the student predictions. Each and every observation will focus on the essential components of instruction as well as determine how students performed in comparison with the expectations based on longitudinal data.

The specifics of the recommendations for the value added component will be determined before the 2012-13 school year begins after consultation with representatives of the Regents Task Force and approval by the Board of Regents. At this time, the State has not issued all of the information required for compliance in this area. Again, we expect that a variance may be necessary to continue our growth model.

Evaluation and observation model

The regulations require that at least 40 out of the 60 points are to be based on classroom observations. The district must include multiple observations, more than one, by a principal or other trained administrator.

Research for Better Teaching (RBT), our observation model, provides administrators with opportunities to view professional practices through a systematic lens. Additionally, with the training conducted over the past several years, administrators have a high level of inter-rater reliability regarding their view of classroom instructional practices.

Although RBT is not an approved State Education rubric at this time, the company plans to work with the State for approval. However, in the event that RBT is not approved as a standalone program, the District plans to submit a variance to use the components of the system under the umbrella of an accepted rubric.

Administrators will continue to use the current APPR and observation schedule to provide timely and constructive feedback to teachers as defined under iv, Professional performance review plan. The current schedule is attached as an Appendix to this document.

Administrator Effectiveness

Section 30-2.5 of the Regulation defines the purpose of the comprehensive evaluation system is to measure teacher and principal effectiveness based on multiple measures, including student achievement to ensure that there is an effective teacher in every classroom and an effective leader in every school. The evaluation system will also foster a culture of continuous professional growth for educators to grow and improve their instructional practices.

The White Plains Public Schools entered into a collective bargaining effective July 1, 2010 with the Administrators and Supervisors Association (ASA). The contractual date allows the district and administrators to use the 2011-12 school year to align the Plan with the State requirements.

Several state requirements are imbedded in our current practices. For example, principals must be evaluated using one or more school visits by a supervisor. Currently, our practices insure that the superintendent visit the school on a much more regular basis.

According to the guidance document issued by the State Education Department, school leaders must be held accountable for supporting each teacher's development, and ensuring that all teachers receive appropriate professional development. Everyone within the system should be focused on the goal of improving student achievement.

The new regulation provides that 20 points of the principal evaluation will be based on student growth on state assessments and 20 points will be based on locally selected measures. As per the State Guidance document, the regulation does not require that 40% of a teacher or principal's evaluation be based on State assessments. Education Law 3012-c requires that 20% of a teacher or principal's evaluation (increases to 25%

with an approved value-added model) be based on student growth on State assessments or other comparable measures.

The statute also requires that 20% be based on other locally selected measures of student achievement (decreases to 15% with an approved value-added model). The regulations provide several local options for the 20% based on locally selected measures of student achievement, including the use of State assessments and several other options as described above. The choice of whether to use State assessments for this portion of the evaluation is a local decision. Evaluations of building principals are to be based on multiple measures, aligned with the Educational Leadership Policy Standards (ISLLC 2008) (See Appendix B) A principal's performance must be assessed using a principal practice rubric approved by the Department or the District may submit for a variance for this rubric.

As indicated, the assessment must incorporate at least one school visit by the principal's supervisor and at least two other sources of evidence from the following options: structured feedback from teachers, students, and/or families; school visits by other trained evaluators; review of school documents, records, and/or state. Options included for the evaluation of principals include: student performance on any of the options listed under the teacher evaluation component; and student achievement levels on State assessments in ELA and/or math in grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced); or student growth or achievement on State assessments in ELA and/or mathematics in grades 4-8 for students with disabilities and ELA in grades 4-8. (State Education, 2011)

As we continue to define this process with teachers, we expect the administrator APPR to align with the teacher APPR. At this time, administrators are part of the team reviewing student performance and they are an integral part of the formative and summative assessments developed in our district.

A team of ASA members and District Office administrators plan to meet in the fall to define the 60% model based on the ISLLC standards (attached) as well as locally developed guidelines.

Superintendent Evaluation

Superintendents are also required to be evaluated under the existing APPR regulations (100.2[o]) on an annual basis by the governing body of the school district or BOCES. When evaluating a superintendent's performance under section 100.2(o) of the Commissioner's regulations, the governing body should take into consideration the effectiveness of the superintendent in implementing the new evaluation system for teachers and principals. The Board provides a yearly review of the Superintendent. However, future reviews may incorporate the student achievement data used for teachers and other administrators.

Informational Technology

The APPR plan must include a description of the school district methods for ensuring that the Department receives accurate teacher and student data and verification of rosters and course linkage data; reporting requirements; assessment development and security and scoring processes. Currently, our Director of Informational Technology is working with the State Ed Department to upload student data to the State. Appendix C identifies the methods by which the district will be in compliance.

Conclusion

White Plains is poised to address the new APPR requirements in a thoughtful, systematic method using data to inform instruction in a meaningful way. We have the 2011-12 school year to complete the requirements and ensure teachers understand the complexity of the data component. We believe all stakeholders will be accountable and responsible for improved student achievement.

Appendix A

Tentative Observation and APPR Schedule

| 3 year Probationary Teachers | <u>YEAR 1</u> | <u>YEAR 2</u> | <u>YEAR 3</u> |
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| Excellent Performance | <p>2 fall observations completed by 11/1</p> <p>1/1</p> <p>2 spring observations completed by 3/1</p> <p>5/1</p> <p>1 APPR at the end of the year by 5/31</p> <p><u>Comments:</u></p> | <p>Excellent evaluations during the First year (as shown by 3 or more superior ratings on the end of the year APPR) will qualify for a reduced number of observations in Year 2.</p> <p>The administrator will conduct:</p> <p>1 fall observation completed by 11/1</p> <p>1 winter observation completed by</p> | <p>In the 3rd year, the administrator will conduct:</p> <p>1 fall observation completed by 11/1</p> <p>1 mid-year observation completed by 1/15</p> <p>and the final APPR by 3/1 of the tenure year.</p> |

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| | <p>When concerns are indicated on the observations, the teacher must show improvement on the next observation or the form will be marked unsatisfactory.</p> <p>Consistently poor observations in the first year will result in a recommendation to terminate.</p> | <p>2/1</p> <p>1 spring APPR submitted by 5/31</p> <p>If a teacher evidences excellence in the first year, but receives an unsatisfactory rating in Year 2, the administrator would ask another evaluator to conduct an observation and the administrator will complete a TIP.</p> | |
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All teachers have an April 1 deadline for notification

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| <p>3 year Probationary Teachers</p> <p>Poor Performance</p> | <p><u>YEAR 1</u></p> <p>2 fall observations completed by 11/1</p> <p>1/1</p> <p>2 spring observations completed by 3/1</p> <p>5/1</p> <p>2 APPR's</p> <p>1 at mid-year (see info below) by 1/15 and 1 at the end of the year by 5/31</p> <p><u>Comments:</u></p> <p>A probationary teacher who received an unsatisfactory rating at the end of the first year or during the second year will receive a TIP in addition to the mid-year APPR. If the person does not make significant improvement, there will</p> | <p><u>YEAR 2</u></p> <p>A probationary teacher who received an unsatisfactory rating at the end of the first year or during the second year will receive a TIP in addition to the mid-year APPR.</p> <p>The administrator will conduct:</p> <p>2 fall observations completed by 11/1</p> <p>1/1</p> <p>2 spring observations completed by 3/1</p> <p>5/1</p> <p>If the person does not make significant improvement, there will be a recommendation by the administrator to terminate.</p> | <p><u>YEAR 3</u></p> <p>If the teacher progresses to his or her 3rd year, the administrator will conduct:</p> <p>1 fall observation completed by 11/1</p> <p>1 mid-year observation completed by 1/15, an APPR must be done by 12/1 and the final APPR by 3/1 of the tenure year.</p> <p>For the teacher experiencing difficulty, there will be 2 APPR's in the tenure year.</p> |
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| | <i>be a recommendation by the administrator to terminate.</i> | | |
| <i>All teachers have an April 1 deadline</i> | | | |

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| 2 year Probationary Teachers Excellent Performance | <u>YEAR 1</u> | | |
| | 2 fall observations completed by 11/1 1/1 2 spring observations completed by 3/1 5/1 1 APPR at the end of the year by 5/31 | | |

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| | <p><u>Comments:</u></p> <p>Teachers on a 2 year track will follow the procedures set forth for the first and third year probationary teachers.</p> | | |
| <p>All teachers have an April 1 deadline</p> | | | |

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| <p>2 year Probationary Teachers</p> <p>Poor Performance</p> | <p><u>YEAR 1</u></p> <p>2 fall observations completed by 11/1</p> <p>1/1</p> <p>2 spring observations completed by 3/1</p> <p>5/1</p> <p>2 APPR's</p> | <p><u>Tenure Year</u></p> <p>If the teacher progresses to his or her 2nd year, the administrator will conduct:</p> <p>The administrator will conduct:</p> <p>1 fall observation completed by 11/1</p> <p>1 mid-year Observation by 1/15, an APPR must be</p> | |
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| | 1 at mid-year (see info below) by 1/15 and 1 at the end of the year by 5/31 | done by 12/1 and the final APPR by 3/1 of the tenure year. For the teacher experiencing difficulty, there will be 2 APPR's in the tenure year. | |
| All teachers have an April 1 deadline | | | |

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| Tenured Teachers | 1 observation completed by 5/31 No APPR required if the teacher performs above satisfactory. Excellent tenured teachers are not required to have a year-end APPR. | | |
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| Part-Time Teachers | 1 fall observations completed by 12/15 1 spring observations completed by 5/31 No APPR required | | |
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SPECIAL NOTES:

- Observations **MUST** be completed and submitted in a timely fashion
- Administrators must inform the teacher as to the status of his or her performance
- Teachers experiencing difficulty should not progress to their tenure year

Appendix B

ISLLC Standards

Interstate School Leaders Licensure Consortium (ISSLC) Standard

- **Standard 1:** A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- **Standards 2:** A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- **Standard 3:** A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- **Standard 4:** A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- **Standard 5:** A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
- **Standard 6:** A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Appendix C

IV. OTHER REQUIREMENTS FOR THE DISTRICT'S APPR PLAN

A. The process by which the DISTRICT will ensure that the State Education Department receives timely and accurate teacher, course and student "linkage" data

The district has an Office of Management and Information Systems (MIS), that works with the SWBOCES/Lower Hudson Regional Information System (LHRIC) to upload all required file extracts from our central student information system, Infinite Campus to level 0 and level 1, which includes course and student "linkage" data on a monthly basis.

B. The process for teachers to verify the courses and/or student rosters assigned to them

Teachers have access to the district's central student information system, Infinite Campus, for reviewing rosters, inputting grades and taking attendance.

C. The assessment development, security and scoring processes utilized by the DISTRICT to ensure that assessments are not disseminated to students before administration and that teachers do not have a vested interest in the outcome of the assessment they score.

NYS exams grades 3-8 are delivered to a central location and locked in a secure testing room only area, with access only available to the Testing Coordinator and related office staff. The Testing Office then distributes the exam booklets and answer sheets to the schools in accordance with the SED testing schedule.

Once the exams are completed, the test booklets and answers sheets are collected at each school and delivered back the central location and locked in a secure testing room only area. Scoring teams are then established to score the exams per the instructions distributed by the SED.

NYS Regents and RCT exams are delivered to White Plains High School and locked in a secure testing room only area. The regents testing coordinator then distributes the exam booklets and answer sheets to the proctors in accordance with the SED testing schedule. Once the exams are completed, the test booklets and answers sheets are collected and given to the scoring teams to score the exams immediately upon completion.