

Valley Stream UFSD Thirteen
Annual Professional Performance Review Plan
For Teachers 2014-2015

I. Philosophy

Professional performance encompasses a variety of academic, social and personal efforts for the education of children. The main goal of the APPR is to encourage the professional growth of the educator, which in turn supports student achievement. An essential component of professional growth is periodic review of professional practice. The reflection and inquiry involved in performance review is an opportunity for the educator to realize his/her fullest potential. The process must be a respectful, positive collaboration that encourages the continual exploration of best practices and its implementation, rather than a process designed to only evaluate basic competence.

The pathways for professional development are as diverse as the staff. Growth takes place within a community of educators, and the performance review should be designed so that all members of the community can help one another. Growth is not limited to what takes place within the classroom; professional performance review should consider the educator's activities outside the classroom, including interactions with students, parents, other educators, and the larger community.

II. Guidelines

- A. Criteria has been developed collaboratively by the local unit of VSTA in compliance with the VSTA Contract of 2010-2014, Section 5.20.
- B. The criteria have been developed in accordance with Education Law Section 3012-c.
- C. The criteria will be communicated to all staff.
- D. The review process will provide a wide range of opportunities for professional growth.
- E. Mentoring will continue as per the VSTA Contract Section 5.31.
- F. The APPR document will be available to all staff via the District website, www.valleystream13.com.
- G. The APPR document will be reviewed and/or revised on an annual basis in collaboration with the Superintendent, VSTA, administration, and the APPR Committee members.
- H. As per the NYSED portal, this APPR Plan applies to all teachers for the 2013-2014 and 2014-2015 school year.
- I. This plan shall sunset and become null and void on June 30, 2015.

- J. By the last day of the school year, any teachers who are subject to review will receive their subcomponent scores for the local assessments and the sixty rubric points.

III. Annual Professional Performance Review Criteria: Valley Stream UFSD Thirteen Teaching Standards

- A. The Valley Stream UFSD Thirteen APPR Plan, adopted in 2003 and created by a committee at that time, approved the use of the Charlotte Danielson’s “Eight Domain Framework for Instruction.” This document was the foundation for the draft APPR Plan approved by the Board of Education in August 2011 and is posted on the district website. The plan was reviewed by the District APPR Committee throughout the 2013-2014 year.
- B. Since that time, the Valley Stream UFSD Thirteen 2011-2012 Committee approved the use of the 2007 Danielson’s Rubric which follows the “Four Domain Framework”:
 - i. DOMAIN I: Planning and Preparation
 - ii. DOMAIN II: The Classroom Environment
 - iii. DOMAIN III: Instruction
 - iv. DOMAIN IV: Professional Responsibilities

IV. State Reporting

Valley Stream UFSD Thirteen will work with Nassau BOCES and NYSED to develop a process that aligns its student data management system, TEACH and human resources 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.

The district uses the eSchool Data Student Management System with the assurance that the capacity for reporting student and teacher data will be in place to meet the NYSED requirements in a timely manner. The Assistant Superintendent for Special Services in conjunction with the Coordinator of Curriculum and Assessment will oversee the transfer of data. Teachers of Record for English Language Arts and Mathematics will be identified by the building principal and recorded in our data-reporting system.

The district will work with Nassau BOCES’ Data Warehouse and with NYSED to align the systems and to report to NYSED the individual subcomponent scores and the total composite effectiveness score for each applicable educator.

Total composite scores will be available when NYSED provides the state assessment data.

V. Security of Assessment

State assessments are stored in a safe, secure manner that meets with NYSED’s specifications. As the district chooses and also develops assessments, the security of these assessments will be addressed. It is understood that any standardized assessments used for the purpose of teacher

evaluation will not be disseminated in advance to students, teachers or principals. Scoring of assessments must be done by educators who do not have a vested interest in the assessments they score.

VI. Monitoring of Assessment

Valley Stream UFSD Thirteen agrees to collaborate with NYSED regarding any concerns and/or monitoring of the district evaluation implementation.

VII. APPR Ratings

Pursuant to the Commissioner’s Regulation 100.2 effective July 1, 2012, all teachers will receive an annual performance review ranking aligned with the standards listed above and student performance. The four ratings, as per the regulations, are: Highly Effective, Effective, Developing, and Ineffective (HEDI). A composite score of 0-100 will provide the basis for the HEDI rating.

The HEDI levels as determined by NYSED Regulation are as follows:

Highly Effective	91-100
Effective	75-90
Developing	65-74
Ineffective	0-64

A teacher can receive a rating of 0-60 points for the local criteria; however, it is felt that there should be some correlation between the ranges for the local criteria around the observation of classroom instruction and professional responsibilities and the rating band.

Level	Student Growth on State Assessments/ or Student Learning Objectives	Locally Selected Measures of Student Achievement	Local Criteria Observations and Evaluations
Range	0-20* If value added is available, this will be worth 25 points.	0-20* If value added is available, this will be worth 15 points	0-60

The growth on State Assessments will be calculated by NYSED. The value-added measure, if available for 2012-2013, will be calculated by NYSED.

VIII. Local Assessment:

The NWEA for Math and Reading will be used for the local assessment measure for students in all grades. Each teacher for whom this applies will receive points for his/her class. Only the scores of students enrolled during both the fall testing window and the spring testing window

will be used for the purposes of teacher evaluation. The local assessment scoring ranges are below:

<u>Level</u>	<u>Student Growth Index</u>	<u>Points</u>
Highly Effective	Above the Median	18-20
Effective	At the Median	9-17
Developing	Below the Median	3-8
Ineffective	Below the Median	0-2

The formula for determining the local assessment rating through the use of the local assessment is as follows: Points are determined by dividing the total number of students that demonstrated growth, as measured by the fall and spring RIT scale of the NWEA MAP assessments in reading and mathematics, by the total number of math NWEA RIT scores and reading NWEA RIT scores. This number will be multiplied by 100 to develop a percent.

The conversion chart below will be used to convert the percent to local assessment points.

Local Assessment Point Conversion Chart

*Percent Met/Exceeded Spring Target RIT	Only if State makes local worth 15 points 2013-2014	If the State has the local worth 20 points for 2013-2014
0	0	0
1-3	1	1
4-5	2	2
6-10	3	3
11-15	4	4
16-20	5	5
21-25	6	6
26-30	7	7
31-35	8	8
36-40	9	9
41-45	10	10
46-50	10.5	11
51-55	11	12
56-60	11.5	13
61-62	12	14
63-65	12	15
66-68	13	16
69-70	13.5	17
71-80	14	18
81-90	14.5	19
91-100	15	20

IX. Student Growth on State Assessments/Student Learning Objectives.

- A. The APPR Plan for the evaluation of teachers applied to all teachers for the 2012-2013 school year. This revised plan applies to all teachers for the 2013-2014 school year. The evaluation is based on a composite score of sixty points. This includes teachers in Kindergarten through grade three, special area teachers (library, art, music, and physical education) and teachers whose caseload is less than fifty percent of students taking the New York State Assessments. These grades will develop Student Learning Objectives (SLO) as described by the New York State Education Department.
- i. The composite rating was phased in during the 2013-2014.
 - ii. For teachers in grades 4-6 and for those teachers of AIS reading, math, and special education whose caseload is fifty percent or higher, twenty percent of the rating for teachers in these state assessment grades will be based on student growth on the NYSED assessment and will be provided by NYSED as per the date indicated by NYSED.
 - iii. For teachers of all other grades and subjects, the twenty percent rating will be based on the results of the Student Learning Objectives as described by the New York State Education Department.
- B. All teachers requiring evaluations based on Student Learning Objectives (SLO) will develop the SLO for their class(es) no later than November 1, 2014 or any date after that as indicated by the Superintendent.
- i. All Student Learning Objectives will include Common Core Learning Standards as they relate to the subject and academic vocabulary.
 - ii. The Student Learning Objectives for classroom teachers in Kindergarten through grade three, reading, and special education teachers, as applicable, will be based on district-developed assessments.
 - iii. The Student Learning Objectives for music teachers will be based on the measures developed by NYSSMA. If no criteria exist, the teachers and the district will develop Student Learning Objectives for the Music Department.
 - iv. The Student Learning Objectives for art will be based on the measures developed by NYSATA. If no criteria exist, the teachers and the district will develop Student Learning Objectives for the Art Department.
 - v. The Student Learning Objectives for school librarians will be developed by the department and the district.
 - vi. The Student Learning Objectives for physical education teachers will be developed by the department and the district.
 - vii. The Student Learning Objectives for support personnel (reading and math specialists, resource room teachers, ESL teachers) for whom the state

assessment does not apply will use the NWEA and district-developed assessments.

- viii. The Student Learning Objectives for speech-language teachers will be based on the NWEA and on specific assessments for speech and language. These will be developed by the speech language teachers and the district in accordance with ASHA guidelines for assessment. Speech Language Pathologists do not require Student Learning Objectives as per NYSED Guidelines. They will be evaluated as per current practice.

- C. The Superintendent and/or a designee will verify the rigor and comparability of Student Learning Objectives.

X. Local Criteria: Observations and Evaluations

- A. Observations and evaluations are based on a composite score of sixty points for all teachers. This will be based on multiple measures: including forty points based on observation of classroom instruction using the district criteria for teacher evaluation as per the Commissioner's Regulations.

B. Observations

- i. The forty points will come directly from announced and unannounced observations. Evaluators will collect evidence throughout the year through observations and will record such evidence under the appropriate subcomponent of Danielson's Rubric to develop a rating for Domains I, II and III. This evidence will be available in writing and discussed during post-observation conferences.
- ii. A minimum of two observations and one written evaluation report will be conducted each year for tenured staff. At least one observation shall be announced, and at least one observation shall be unannounced as per the NYSED guidelines.
- iii. A minimum of four observations and two written evaluation reports will be conducted each year for non-tenured staff.
- iv. Teachers who are in their tenure year will have two observations and a written mid-year evaluation completed by February 15, unless otherwise indicated and approved by the Superintendent. Teachers in their tenure year shall complete a portfolio which will be submitted to the respective building principal on or about March 1. The principal, after review, will submit the portfolio to the Superintendent two weeks prior to the March meeting of the Board of Education. The Superintendent will meet with each teacher being recommended for tenure prior to the March meeting of the Board of Education. Any teacher whose tenure date is different must discuss with their principal, who in consult with the superintendent, will determine the due dates. The due dates will be sent to the teacher in writing.

- v. Teachers who may not be asked back for a second or third year will have concerns addressed at a mid-year evaluation and should be notified no later than April 15 of the determination of continuance of employment.
- vi. Announced observations will include a pre-observation and a post-observation conference as part of the cycle. Evidence can be collected at these conferences to support the evaluation process.
 - 1. Teachers have two school days, from the time an administrator requests an observation, to schedule the observation as well as the pre-observation conference.
 - 2. The pre-observation conference shall take place within five school days of the scheduled announced observation.
- vii. Unannounced observations will include a post-observation conference. Evidence can be collected as part of the unannounced observation to support the evaluation process. Unannounced observations shall be no shorter than thirty minutes.
- viii. Whenever possible, the administrator will be mindful of the school calendar and events when conducting announced and unannounced observations.
- ix. The principal and designated members of the Valley Stream UFSD Thirteen Administrative Council will act as reviewers for all teachers. No outside reviewers will conduct observations unless so indicated by the New York State Education Department.
- x. The teacher must submit the post-observation forms for any observation within 10 school days of the observation.
- xi. The post-observation conference for both announced and unannounced observations should take place within 15 school days of the appropriate administrator's receipt of the post-observation forms. The written observation summary should be submitted to the teacher within 15 school days of the post-observation conference.
 - 1. The purposes of the post-observation conference shall be to:
 - Review the lesson with a focus on student learning
 - Reinforce the strengths of the teacher
 - Identify areas to strengthen the teaching
 - Identify areas for improvement
 - Offer specific feedback on classroom management, if necessary
 - Provide opportunities for self-reflection
 - Guide the teacher toward relevant professional development

2. At the conclusion of each observation, the teacher and evaluator will discuss the evidence collected and discuss next steps for the teacher's professional growth.
- xii. A formal written summary of the observation should be provided to the teacher within 15 school days of the observation conference. Teachers and observers will sign the observation report. The final observation report will include the observation points for the lesson that was observed.
- xiii. Teachers will be provided with a copy of the observation report.
- xiv. The original, with original signatures, will be forwarded to the Superintendent's Office for filing in the teacher's personnel file.
- xv. The teacher's signature is required. A signature does not mean that he or she agrees with the contents of the observation summary. It means that the teacher is aware of the summary and has been given the opportunity to meet with the observer, read the observation, and respond to it in writing. If the teacher chooses to provide a written response, it must be provided within five school days of receipt of the observer's report and will be placed in the teacher's personnel file located in the District Office.
- xvi. Copies of all observations will also be sent to the supervising Administrative Council Member.
- xvii. Copies of observations will also be maintained in building files.
- xviii. The principal and/or designated members of the Valley Stream UFSD Administrative Council will observe teachers. No outside reviewers will conduct observations unless so indicated by the New York State Education Department.
- xix. All observations will be 'live.' The use of video recording is prohibited for the purpose of the APPR observation/evaluation process.
- xx. Pre-observation and post-observation conferences are required for announced observations.
- xxi. Post-observation conferences are required for unannounced observations.
- xxii. Most observations will be completed by June 1, 2015 if possible.

C. Teacher-Developed Evidence

- i. The remaining twenty points may be based upon a combination of criteria, including but not limited to: a structured review of student work, district assessment grids, teacher artifacts, teacher self-reflection, and professional growth goals.
- ii. Goals will be collaboratively developed and agreed upon by the principal and/or the appropriate administrator and teacher. The goals will be aligned with goals for student learning and district goals.

- iii. The twenty points will be based on Domain IV of the Danielson Framework.
- D. The principal and/or designated members of the Valley Stream UFSD Administrative Council will act as reviewers for teachers. No outside reviewers will conduct Annual Performance Professional Reviews unless so indicated by the New York State Education Department.
- E. Mid-Year and Final Evaluations
- i. Non-tenured teachers must receive at least two written evaluations per year; tenured teachers must receive one written evaluation per year.
 - 1. Non-tenured teachers who do not have a HEDI rating from NYSED will have at least two written evaluations per school year.
 - 2. Tenured teachers who do not have a HEDI rating from NYSED will have at least one written evaluation per school year.
 - ii. Evaluation conferences shall be held with each non-tenured teacher and at least one reviewer to discuss mid-year and end-of-year evaluations.
 - iii. Evaluation conferences with teachers who are required to have a “Teacher Improvement Plan” will be determined as part of the teacher’s “TIP”; however, there must be at least one evaluation in November, March and May for teachers on a TIP.
 - iv. Conferences shall be held with each tenured teacher and at least one reviewer to discuss the end-of-year evaluation. Teachers whose overall rating is “Highly Effective” or “Effective” can choose to have only a written evaluation and not a conference. Either party can choose to have an end-of-year evaluation conference.
 - v. Original signed evaluations are to be sent to the district office for inclusion in the district personnel file for all teachers.
 - vi. A copy of the signed evaluation will be sent to the appropriate member of the Administrative Council.
 - vii. Copies of signed evaluations for all teachers will be maintained in each building.
 - viii. The teacher shall receive a copy of the signed evaluation.

F. District Distribution of the Sixty Points

Highly Effective	58-60
Effective	46-57
Developing	39-45
Ineffective	0-38

G. Appeals Process

- i. A teacher may appeal their APPR rating if the rating is “Ineffective” or “Developing” in accordance with 3012-c of the Education Law and according to the VSTA contract. Any unit member aggrieved by an APPR rating of “Ineffective” or “Developing” may challenge that APPR.
- ii. The appeals procedure referred to in Educational Law 3012-c will be as follows for members of the VSTA Teacher Bargaining Unit:
 1. Appeals shall be limited to those evaluations which have resulted in a rating of “Ineffective” or “Developing.”
 2. Within five school days of the receipt of an annual evaluation providing a rating as set forth in subparagraph (1.) above, a teacher may appeal the annual evaluation to the Superintendent of Schools or his/her designee. The appeal shall be in writing and shall articulate in detail the basis of the appeal. Appeals shall be limited to:
 - a) the substance of the Annual Professional Performance Review;
 - b) the school district’s adherence to the standards and methodologies required for such reviews pursuant to Section 3012 (c) of the Education Law;
 - c) the school district’s adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures;
 - d) the school district’s issuance and/or implementation of the terms of the teacher’s improvement plan;
 - e) any issue not raised in the written appeal shall be deemed waived; and
 - f) notwithstanding item d) above procedural issues which are, or will be set forth at Section 5.20 of the contract, shall be subject to this contract’s grievance procedure.

3. Within five school days of receipt of the appeal, the Superintendent of Schools or his/her designee shall render a written determination with respect thereto.
- iii. The Superintendent must submit a written response. The response must include any and all additional documents or written materials that are specific to the points of disagreement and/or are relevant to the resolution of the appeal. Material not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal.
- iv. The determination of the Superintendent of Schools, or his/her designee, as to the substance of the evaluation shall not be grievable, arbitrable, nor reviewable, in any other forum. However, nothing shall prevent a teacher from challenging the substance of an evaluation within the context of a proceeding pursuant to Education Law Section 3020-a.
- v. The time frames referred to herein may be extended by mutual agreement of the parties.

XI. Teacher Improvement Plan

- A. A Teacher Improvement Plan must be developed for any teacher receiving a rating of “Developing” or “Ineffective.”
- B. The Teacher Improvement Plan must be implemented no later than ten days after the teacher’s first day of school for the school year following the “Ineffective” rating.
- C. The Teacher Improvement Plan will be developed by the principal and the teacher involved. The principal and the teacher may each select an additional person employed by the district to be part of the TIP implementation.
- D. The Teacher Improvement Plan will provide a clear expectation of professional learning activities that must be completed.
- E. The Teacher Improvement Plan will identify artifacts needed to measure the teacher’s improvement in each area.
- F. The Teacher Improvement Plan must consist of the following:
 - i. Specific areas for improvement
 - ii. Specific goals for improvement
 - iii. Suggested strategies and identification of support systems
 - iv. Suggested resources
 - v. Evidence of student achievement
 - vi. A Timeline for Achieving the Goal

1. September – The TIP will be developed within the first ten days of school as per Section 3012-c.
2. Conferences to discuss the teacher’s progress in meeting the goals of the Teacher Improvement Plan will take place, at a minimum of three times, in November, March and May of the school year in which the Teacher Improvement Plan is implemented. The conferences will include at least the following: a review of progress towards meeting the goals; a review of the teacher’s use of resources; and a review of the teacher’s student achievement. Every effort will be made to schedule TIP meetings in a timely manner.

District Rubric/Point Chart to Determine Teacher Rubric Points

Rubric Sub Component	Domain	Criteria	H	E	D	I
Observations	I	a	1.5	1.4	1.2	0
		b	1.5	1.4	1.2	0
		c	1.5	1.4	1.2	0
		d	1.5	1.4	1.2	0
		e	1.5	1.4	1.2	0
		f	1.5	1.4	1.2	0
	II	a	2	1.9	1.5	0
		b	2	1.9	1.5	0
		c	2	1.9	1.5	0
		d	3	2.65	2.4	0
		e	2	1.9	1.5	0
	III	a	4	3.85	3	0
		b	4	3.85	3	0
		c	4	3.85	3	0
		d	4	3.85	3	0
		e	4	3.85	3	0
Sub-totals:			40	37.9	30.6	0
Artifacts-Performance	IV	a	4	3.9	2.9	0
		b	4	3.9	2.9	0
		c	4	3.9	2.9	0
		d	3	2.75	2.1	0
		e	2	1.9	1.5	0
		f	3	2.75	2.1	0
Sub-totals:			20	19.1	14.4	0
Totals(observations/evidence):			60	57	45	0
Total Rubric Points:			58-60	46-57	39-45	0-38