

APPR Newsletter

MCTA APPR Committee

Volume 2 - September 2013

"Standards Corner"

Standard III: Instructional Practice

You will be observed on this standard

Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards by...

- Communicating clearly and accurately with students to maximize their understanding and learning
- Setting high expectations and creating challenging learning experiences for students
- Exploring and using a variety of research-based instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement
- Engaging students in the development of multi-disciplinary skills, such as communication, critical thinking and use of technology (21st century skills) Monitoring and assessing student progress, seeking and providing feedback, and adapting instruction to student needs
- Using standards based instruction and evidence of learning

Resources

NYSUT Rubric Help

<http://www.nysut.org/resources/special-resources-sites/tea>

NYSUT Rubric Placemat (cheat sheet for the standards)

<http://www.engageny.org/resource/new-york-state-teaching-standards-and-elements-placemat>

Professional Development Opportunities (Elementary)

ESB Literacy and Learning Institute

http://www2.esboces.org/scd/Propics/LJL_2013_Flyer.pdf

Reading and Writing Project

<http://readingandwritingproject.com/institutes/to-saturday-reunion.html>

"The mission of the Middle Country Central School District at Centereach is to empower and inspire all students to apply the knowledge, skills and attitudes necessary to be creative problem solvers, to achieve personal success, and to contribute responsibly in a diverse and dynamic world."

Save the Dates!

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- An APPR panel discussion will take place on Friday September 20th and Monday September 23rd. There will be two sessions on both days (3pm and 4:15pm) at the union office. The information will be the same on both days so please attend one of the four sessions.



FYI ...

- Be on the lookout for the MC Teacher Center Messages bulletin. Workshops on various APPR related topics will be offered throughout the year! More information to follow.

State Portion of your HEDI Score (20%)

- This is either a state assessment or SLO
- 4-8 ELA and MATH is a state assessment
- All other subjects have a SLO
- Whether you have a state assessment or a SLO is determined by the district
- You CANNOT grade your own SLO assessment
- You can however, input student grade in PowerTeacher for student FINAL EXAM (X1)



Local Measure (20%)

- A change made this year to all local measures is that in order for you to get the 20 points for your HEDI score, 20% of students must pass the local measure
- You CANNOT grade your own
- A colleague that scores your local measure must sign off on your local measure. THAT PERSON CAN LOSE THEIR LICENSE FOR SIGNING OFF ON THE WRONG OR INCORECTLY ADMINISTERED LOCAL MEASURE
- It is your responsibility (NOT your administrator) to know when to administer your local measure

- You must make sure that it's been scored by a colleague and the confirmation form gets to your administrator by the appropriate date

Observations & Evaluations (60%)

- Based on the NYSUT rubric
- 31% are your actual classroom observations
- 29% is based on your end of the year observation and Appendix N



NYSUT's Teacher Practice Rubric * 2012 Edition *
Aligned with the New York State Teaching Standards

Standard 1: 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. It is not enough for teachers to have and understand (defined as sufficient developmental) content. Teachers must also know their students, their strengths and weaknesses, their interests, their readiness levels and skill sets, and the needs that influence their ability to learn. Teachers demonstrate, reflect on, and assess student progress. Furthermore, teachers must know and demonstrate this knowledge and understanding and also recognize appropriate (or unique) skills for the planning and preparation of their lessons.

Element 1.1: Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical development levels.

Indicator	Proficiency	Developing	Emerging	High Efficacy
1.1.1: Describe and apply knowledge of developmental characteristics of students, including the development of the physical, cognitive, language, social, emotional, and physical characteristics of the age group, and the manner in which individual students differ from the general population.	Acquire a variety of ways to apply knowledge of the developmental characteristics of the age group.	Apply knowledge of the developmental characteristics of the age group.	Apply knowledge of the developmental characteristics of the age group.	Apply knowledge of the developmental characteristics of the age group, and the manner in which individual students differ from the general population, to plan and deliver differentiated instruction to meet the needs of all students.

600

Approved by the NYS Education Department - August 2012

1

APPR Emails: Please use the following emails for any specific questions you may have.

General questions mctaappr@aol.com
 Local measures mctalm@aol.com
 SLOs mctaslo@aol.com
 Observations mctaobs@aol.com
 Prof. Development mctapd@aol.com

APPR Contact People:

Nancy Houghton - SMS Liz Catz - SMS
 Debbie Drespel - SMS Rebecca Kollar - SMS
 Jaelyn Rose - SMS Amanda Mott - NHS
 Deb Wright - Stage Julia Conlon - NC
 Kelly Fitzgerald - BPS



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