

APPR for 2016-2017

Central Square School District and CSTA

Changes to State law (3012-d)

- State provided growth scores for grades 3-8 will be used for advisory purposes only through June 2019
- Teachers in grades 3-8 will receive both a transition rating and a composite rating
- The composite rating cannot be used for purposes of employment decisions

APPR

Teacher Observations

| STUDENT PERFORMANCE | | Highly Effective | Effective | Developing | Ineffective |
|------------------------|------------------|------------------|-----------|------------|-------------|
| | Highly Effective | H | H | E | D |
| | Effective | H | E | E | D |
| | Developing | E | E | D | I |
| | Ineffective | D | D | I | I |

Observation Process

- Observation scores will be averaged for the year
 - 90% is the building principal(s)
 - 10% is the outside evaluator
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- Outside Evaluator visitation for everyone
 - Erin Phillips – Elementary
 - Connie Galvan- Secondary
 - Tom Colabufo- Elem and Secondary
 - Teresa Ross- Special Education

STAR – Growth Score

K-8 teachers will have their score derived using STAR.

Why?

- Quick
- Historically proven to be favorable (14-18 points/20)
- The risk of using two assessments is too great

Student Performance

New HEDI band:

Teacher and Principal Performance Scoring Ranges²³: SLOs

| Highly Effective | Effective | Developing | Ineffective |
|---|--|--|---|
| 18-20 points | 15-17 points | 13-14 points | 0-12 points |
| 90-100% of students meeting or exceeding expected growth targets determined by the superintendent | 75-89% of students meeting or exceeding expected growth targets determined by the superintendent | 60-74% of students meeting or exceeding expected growth targets determined by the superintendent | 0-59% of students meeting or exceeding expected growth targets determined by the superintendent |

Old HEDI band: no longer in use

| HIGHLY EFFECTIVE | | | EFFECTIVE | | | | | | | | | DEVELOPING | | | | | | INEFFECTIVE | | |
|------------------|-------|---------|-----------|---------|---------|---------|-----------|---------|---------|---------|---------|------------|---------|---------|---------|---------|---------|-------------|--------|-------|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | <u>13</u> | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 87 – 100 | 74-86 | 61 – 73 | 58 – 60 | 55 – 57 | 53 – 54 | 51 – 52 | 49 – 50 | 47 – 48 | 45 – 46 | 43 – 44 | 41 – 42 | 37 – 40 | 33 – 36 | 30 – 32 | 27 – 29 | 24 – 26 | 21 – 23 | 14 – 20 | 7 – 13 | 0 – 6 |

Changes to note:

- Timeline has been altered
- Every attempt will be made to have your Reflection and Observation aligned at least 24 hours prior to your post-observation
- If a teacher isn't in receipt of the scores ahead of time he/she may choose to reschedule the post-observation

STEPS FOLLOWING OBSERVATION

1. Teacher submits reflection and any supporting artifacts for lesson (within 3 days after observation)
2. Evaluator schedules Post-conference (within 8 days after reflection)

POST-CONFERENCE DATE: _____

STEPS FOLLOWING POST-CONFERENCE

1. Evaluator assigns evidence to specific indicators in OASYS (within 4 days following postconference)
2. Teacher can respond with additional evidence, if desired (within 7 days following post-conference)

Streamlined NYSUT rubric

Observable evidence:

- 1.2, 1.3, 1.6
- 2.1, 2.2, 2.4, 2.5
- 6.2, 6.4,
- 7.1, 7.2, 7.3

Only one indicator needs to be observed for Standards 1, 2, 6 and 7.

Only one indicator needs to be observed for each element in Standards 3, 4 and 5.

5.4 and 5.5 will no longer be scored.

Standards



Elements



Indicators

Standard 3

Element 3.6 Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.

NYSED Indicators: Utilize various types of formative assessment during instruction to monitor and check for student understanding and assess progress. Seek and provide feedback during and after instruction. Adjust the pace of instruction, focus of instruction, and method of delivery based on student progress.

| | Indicators | Ineffective | Developing | Effective | Highly Effective |
|----|--|--|--|--|--|
| A. | Uses formative assessment to monitor and adjust pacing | Teacher does not use formative assessment during instruction to monitor student learning. Teacher does not adjust the pace, focus, or delivery of instruction. | Teacher occasionally uses formative assessment to monitor student learning. Teacher occasionally uses student progress to adjust the pace, focus, or delivery of instruction with uneven results | Teacher frequently uses formative assessment to monitor student learning. Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction. | Teacher always uses a variety of formative assessment to monitor the progress of individual students. Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction. Students self-assess progress and suggest adjustments to instruction. |
| B. | Provides feedback during and after instruction | Teacher's feedback to students is limited, infrequent and/or irrelevant. | Teacher's feedback to students is inconsistent in timeliness, frequency and/or relevance. Feedback inconsistently advances student learning. | Teacher's feedback to students is timely, frequent, and relevant. Feedback frequently advances student learning. | Teacher's feedback to students is timely, frequent, and relevant. Feedback consistently advances student learning. Students use the feedback to advance their own learning. |

One indicator or the other

Questions ?

