

Valley Stream District 24

Annual Professional Performance Review

2013-2014

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Attachments:

1. NYSUT Teacher Practice Rubric
2. NYS Teaching Standards
3. Lesson Observation Instrument
4. Tenured/Non-Tenured Teacher's Scoring Worksheet
5. Measures of Effectiveness Conversion Chart – 60%
6. List of School and Community Activities Template
7. Professional Development Activities Template
8. Communication Log Template
9. Teacher Improvement Plan (TIP) Template

Statement of Purpose

The Valley Stream UFSD Twenty-Four is committed to improving the quality of teaching for the students in the district. This plan outlines clear expectations to enable teachers to better assist students. A committee of teachers and administrators developed the Annual Professional Performance Review Plan with guidelines set by §3012-C of the Education Law. This plan was finalized under the direction of the Superintendent of Schools and will be revised in conjunction with the bargaining unit on or before June 30, 2014 to reflect the current Comprehensive District Educational Plan (CDEP).

Teachers' performance during observations, state assessments and a locally selected instrument will provide data to inform their reflective practice and promote continuous professional development.

Description of District

Valley Stream Union Free School District 24 is a unique elementary school district. Our approximately 1,100 students are in Kindergarten through Sixth Grade. There are 360 students at the Brooklyn Avenue School, 349 students at the William L. Buck School, and 426 students at the Robert W. Carbonaro School. Upon completion of the sixth grade, our students continue their education in the junior and senior high schools of the Valley Stream Central High School District. Twenty thousand residents make their home in Valley Stream Union Free School District 24, which is located in the Village of Valley Stream. The School District also includes a portion of the Village of Lynbrook. The residents of the community have long supported its schools with their involvement and with their approval of our annual budget.

A District with high expectations for excellence from its staff and its students, Valley Stream 24 employs over 133 professional staff members and 86 civil service personnel. Dr. Edward M. Fale, Superintendent of Schools, provides the educational leadership. The administration and evaluators includes one Assistant Superintendent, Director of Curriculum and Instruction, one Director of Special Education, and three Building Principals. Valley Stream Union Free School District #24 is a forward-looking district that meets the high expectations for educational excellence defined by a population that includes many professionals.

We take pride in our schools, our high scholastic standards, our administration, our faculty, our support staff and the support of our residents. We offer the convenience of cosmopolitan living with the pleasures of suburban life, and we believe our community stands tall.

Data Reporting

In accordance with guidelines set by New York State Education Commissioner King, the Valley Stream School District #24 will report all student and teacher data. This will include enrollment, attendance and student/teacher linkage data. These data will be transmitted through the BEDS, NexGen, School Nurse Attendance Program (SNAP), and BOCES Data Warehouse on-line reporting system. The data elements that will be reported include student enrollment in all grades linked to state assessments, duration of student attendance, indicators that note assessment exemption, and evaluation-scale/level scores. For inclusion classrooms, the inclusion teacher and general education teacher will be recognized equally as the teacher of record.

The District Data Coordinator maintains data between Nassau BOCES and the school district. Classroom teachers and administrators have the ability to reference and verify student placement using the NexGen student management system.

Subcomponent and total composite scores for teachers and building principals will be reported to the State Education Department according to deadlines set by the Commissioner.

Assessment Development and Security

The District follows the directions for administration and distribution of New York State Assessments outlined in the Teacher Directions Manual and School Administrator's Manual Procedures and routines for facilitating; collecting and storing these assessments are outlined in these manuals. The building principals are charged with ensuring the integrity and security of the assessments. All materials remain sealed until the administration dates in a vault or locked storage area. Upon completion, used and unused materials are returned to these secure locations until scoring.

Scoring

The New York State English Language Arts (3-6), Mathematics (3-6), and Science (4) Assessments are scored through BOCES.

Testing materials are shipped to designated waste management sights for secure destruction in compliance with the New York State Education Department.

The students in grades K-6 will take the Northwest Evaluation Association assessment (NWEA) two times a year to measure progress in ELA and Math. Progress will be measured using the Rasch Scale (RIT). These assessments will be administered in the fall and spring. Student progress and growth will be determined using data gathered from the fall and spring assessments.

The NYSESLAT assessments that are administered to our English as a Second Language (ESL) students are scored locally.

The NWEA assessments will be administered by designed staff under the supervision of the building principals. Students and staff do not see these assessments prior to administration.

Teacher Evaluation System

I. Measures of Effectiveness - (60%)

Classroom Observations – 40 points

Using the first five teaching standards outlined in the NYSUT Teacher Practice Rubric, the district will determine the points allotted from 40 points. This will be determined through announced and unannounced observations. Announced observations will include a pre-observation and post-observation conference with the teacher. Unannounced observations will include a post-observation conference. An allocation of 40 of the 60 points shall be based on multiple (at least 2) classroom observations by the principal, or other trained administrator, at least one of which must be unannounced. Best efforts will be made to avoid unannounced observations one day before and after holidays. No observations shall be electronically recorded without the express approval of the teacher being observed. The timely return of the written observation report will not exceed 15 days from the date of the observation. Written feedback will be provided to the teacher on one observation before additional observations take place.

- 40pts: Rubric –The NYSUT Teacher Practice Rubric contains four levels of performance ratings: “Highly Effective,” “Effective,” “Developing,” and “Ineffective.” These rating

categories directly align with the four (4) rating categories developed by the New York State Education Department. The category ratings will be determined using the NYSUT Score of Professional Practice. A score will be determined by averaging all items on the observation tool. The total number of observations will represent 40% of the composite score (refer to attachment 1).

Tenured Observation:

Tenured teachers will have at least two observations during the academic year, one of which will be unannounced. The announced observation(s) will be weighted at 70% while the unannounced will be weighted at 30%. For example, an announced observation average of 3.5 and an unannounced observation of 3.2 will be calculated as follows:

$$3.5 \times 0.7 = 2.45$$

$$3.2 \times 0.3 = \underline{0.96}$$

3.41 (This score represents the total observation score.)

Non-tenured Observation:

Non-tenured teachers will have at least four observations during the academic year, one of which will be unannounced. The announced observation(s) will be weighted at 80% while the unannounced will be weighted at 20%. For example, an announced observation average of 3.5 and an unannounced observation of 3.2 will be calculated as follows:

$$3.5 \times 0.8 = 2.80$$

$$3.2 \times 0.2 = \underline{0.64}$$

3.44 (This score represents the total observation score.)

- 20pts: Other Measures of Effectiveness -

Teachers will submit four different items from the following list to achieve a score for other measures of effectiveness. A score for this component will be calculated by satisfactory submission of these four items.

Rubric Score	Items Submitted
4	4
3	3
2	2
1	1
0	0

1. Communication: Teachers will submit examples of communication with parents which may include a communication log, newsletters, and emails.
2. Activities: Teachers will submit a list of school activities that the teachers were involved in outside of the classroom which may include clubs, school events, committees, and PTA.
3. Lesson Plans: Teachers will submit two sample plans that reflect targeted instruction.
4. Professional Development: Teachers will submit examples of professional development which may include titles of courses, conferences, workshops, awards received, professional organizations, and committees.
5. Student Artifacts: Teachers will submit a collection of artifacts which may include written documents, written samples, class projects, and oral interpretations (primary grades) demonstrating the efforts of two students.
6. Photographs: Teachers will submit photos of various activities which may include lessons, bulletin boards, trips, and school activities.

Scores obtained from measures of effectiveness sub-components will be combined and converted to the overall rubric average score using attachment 5. The observation score will represent 2/3 and other measures of effectiveness will represent 1/3 of the total score.

II. New York State Assessments – 20%

The District will use the New York State English Language Arts and Mathematic Assessments for classroom teachers of grades 4-6 for 20% of their composite score. The State Education Department will determine this portion of the composite score.

Student Learning Objectives (SLO) 20%

The State-determined District-wide student growth goal-setting process will include teachers that do not have State-provided growth or value-added measures for the growth subcomponent. SLOs will be developed by targeted teachers with guidance from the District following regulations set by the State.

III. Locally – Selected Measures of Academic Progress (MAP) – 20%

The District will use the Northwest Evaluation Associates (NWEA) assessments in English Language Arts and Mathematics for classroom and special area teachers in grades K-6.

The NWEA (Math and Reading) will be used for the local assessment measure.

Formula for determining points through the use of a local assessment: Points are determined by averaging the percentage of student growth on both the ELA and Math combined.

<u>Percentage of Student Growth</u>	<u>ELA (x/10pts.)</u>	<u>Math (x/10pts.)</u>
100% - 80%	10	10
79% - 60%	8	8
59% - 40%	6	6
39% - 20%	4	4
19% - 6%	2	2
5% - 0%	0	0

Student Learning Objectives (SLO) 20%

The locally selected measures of student growth goal-setting process will include teachers that do not have locally-provided growth or value-added measures for the growth subcomponent. SLOs will be developed by targeted teachers with guidance from the District following regulations set by the State.

Total Composite Score

This will be calculated by totaling the points from all sub-component areas. The overall composite rating will be calculated as follows:

<u>Points</u>	<u>Rating</u>
0-64	Ineffective
65-74	Developing
75-90	Effective
91-100	Highly Effective

Decisions regarding evaluation will be based upon the rating categories of **Highly Effective, Effective, Developing** and **Ineffective** and discussions between the administration and the employee.

Professional Development

The information gathered through this plan will be used by the Professional Development Committee to make decisions about offerings and trainings. The focus will be to address the areas of pedagogical need and to provide areas to meaningful professional development opportunities. The focus will be to provide assistance in improving student performance and alignment in the New York State Teaching Standards.

Timely and Constructive Feedback

Each teacher's and principal's score and rating on the Locally-selected Measures of subcomponent and on the Other Measures of Effectiveness subcomponent must be computed and provided to the teacher or principal in writing no later than the last day of the school year. The entire evaluation must be completed and provided to each teacher and principal as soon as practicable, but in no case later than September 1st of the school year next following the school year for which the classroom teacher or building principal's performance is being measured. Teachers that are rated ineffective or developing will begin the Teacher Improvement Plan (TIP) process.

Teacher Improvement Plan

The Teacher Improvement Plan (TIP), a written document, will provide support and address identified areas of concern. Teachers that receive APPR ratings of Ineffective or Developing will participate in developing and implementing a TIP with VSTA representation. A TIP must be implemented no later than ten days after the teachers'

first day of work for the school year following the ineffective rating. The TIP plan will include but is not limited to identification of specific areas needing improvement, a timeline for achievement, suggested strategies and identification of support systems. These scheduled meetings will take place a minimum of three times in the course of the school year. Teachers will receive at least 3 days notice of these meetings and a tentative agenda will be provided. The plan (see attachment 9) will provide a clear expectation of professional learning activities that must be completed. In addition, it will specifically identify artifacts needed to measure the teachers' improvement in these areas. The teachers will meet with the evaluator(s) during the final stage of the TIP and a review of artifacts and evaluation(s) will take place. This will provide the necessary information to make a final rating for the teacher as it relates to the district's measure of effectiveness.

The district will provide a certified mentor to assist and collaborate with teachers rated Ineffective or Developing. Mentors will work with teachers for 30-60 hours during the school year. These hours and compensation will be subject to provisions defined in the VSTA Contract.

Principal Evaluation System

Refer to the Principals' Annual Professional Performance Review Plan.

Principal Improvement Plan (PIP)

Refer to the Principals' Annual Professional Performance Review Plan.

Appeals

Teachers may appeal their annual professional performance reviews, if the ratings are Ineffective or Developing. Pursuant to §3012-c of the Education Law and according to VSTA contract provisions, teachers may challenge these ratings within five school days of receipt of the APPR. Concerns not included in the appeal will be deemed waived. The Superintendent will render a decision within five days of receipt of the appeal and that decision is not subject to appeal.

The parties will continue to meet to discuss observations, evaluations, and teacher improvement plan procedures as required by Educational Law Section 3012(c). The resolution of the issues discussed by the parties shall be in writing, be placed within Section 5.20 of the collective bargaining agreement, said section modified accordingly, and this writing shall constitute compliance with the requirements of Education Law Section 3012(c).

The appeals procedure referred to in Educational Law Section 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 (a) 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 (4) above, procedural issues which are or will be set forth at section 5.20 of this 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.

4. The determination of the Superintendent of Schools or his/her designee as to the substance of the evaluation shall not be grievable, arbitratable, not 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.
5. The time frames referred to herein may be extended by mutual agreement of the parties.

(VSTA Contract July 1, 2010-June 30, 2014)

Committee Members

This plan was developed in collaboration with the Valley Stream UFSD Twenty-four's APPR Committee. The dedication and diligence of the following committee members enabled this plan's completion:

Scott J. Comis	Principal
Lisa Conte	Director of Curriculum and Instruction
Neil MacDermott	VSTA Unit Leader/Challenge Teacher
Joseph Mangini	Physical Education Teacher
Kathleen Murray	English as a Second Language Teacher
Mark Onorato	Principal
Jean Rennhack	Classroom Teacher
Patricia Werner	Classroom Teacher