

Valley Stream Central High School District

APPR PLAN Preliminary Draft for the Evaluation of Teachers

Statement of Purpose:

It is the intent of the Valley Stream Central High School District to foster ongoing professional growth and development, reflection, and refinement of professional practice for all of its faculty and staff in order to improve teaching and learning. The protocols, instruments, and rubrics included in this document are to be considered a framework for a cycle of continuous improvement and efficacy for all students, faculty, and staff. Negotiations regarding the final terms of the APPR process are ongoing and this document reflects the parameters being discussed. This does not constitute a final agreement nor imply that one has been reached.

Rationale:

In accordance with 3012c, the evaluation processes herein are based on the New York Teaching and ISLLC Standards (APPR Criteria if still applicable) provided by the Commissioner of Education pursuant to the (revised if applicable) Regulation 100.2. However, the ultimate purpose of a quality Annual Professional Performance Review plan (APPR) is much more than fulfilling a State mandate. It is an essential process by which the entire learning organization can achieve its mission and vision for all students.

The Valley Stream Central High School District is committed to focusing its efforts and resources to bring about a meaningful evaluation process as an important means to achieve this goal. As prescribed by the regulations, a committee consisting of teachers and administrators was convened to develop the APPR Plan pursuant to Chapter 103 of the Laws of 2010. The following committee members met throughout the 2011-12 school year to develop the Valley stream Central High School District's APPR:

Administrators: Dr. Thomas Troisi, Dr. Tracey Nekulak, Ms. Maureen Henry

Teachers: Mr. Richard Adams, Ms. Marianne Barberra

Pupil Personnel:

Demographic Information:

The Valley Stream Central High School District is one of only three in New York State that covers grades 7-12 exclusively. The District operates one junior high school, grades 7-9 (Memorial Junior High School); one senior high school, grades 10-12 (Central High School); and two combined junior and senior high schools, grades 7-12 (North High School and South High School). The four buildings are located on approximately 58 acres of land.

Students enter the District's secondary schools after graduation from one of the 10 schools maintained by Elementary Districts Thirteen, Twenty-Four and Thirty, whose combined outer boundaries are coterminous with the boundary of the High School District. In addition to the major portion of the Village of Valley Stream and most of North Valley Stream, the District includes parts of Elmont, Franklin Square, Lynbrook and Malverne.

Approximately 4,600 students in grades 7 through 12 are enrolled in the schools and are served by a professional staff of approximately 450 teachers, specialists, administrators, social workers, and registered nurses. Demographically, the district is a multicultural community of students from diverse backgrounds. According to the most recent School Report Card, 32% are classified as white, 28% as African American, 24% as Hispanic and 16% as Asian.

The District is governed by a nine member Board of Education composed of three appointees from each of the elementary district boards. The board members receive no salary or any other financial compensation, either direct or indirect, for their services.

The Annual Professional Performance Review Plan

The Valley Stream Central High School District Board of Education will approve an APPR plan on an annual basis by September 1 and make it public on the district website (www.vschs.org) by September 10.

All educators will receive timely and constructive feedback as part of the evaluation process.

- Each non-tenured teacher will receive (contractual language regarding observation cycle(s), including, if applicable, pre and post conference procedures and/or timelines).
- Each tenured teacher will receive (contractual language regarding observation cycle(s), including, if applicable, pre and post conference procedures and/or timelines).

- Each principal, et al, and other bargaining units, as applicable.

The above procedures will remain in place per (contract, APPR) until (date contract expires), upon which time all components of 3012c will be fully implemented.

Any components of 3012c not directly in conflict with current contractual language will be fully implemented by (date).

Criteria for the Evaluation of Teachers

Content Knowledge

Teachers shall be able to demonstrate a thorough knowledge of their subject matter and curriculum and shall be cognizant of local, New York State and National Learning Standards and expectations for students.

Preparation

Teachers shall demonstrate the ability to plan and prepare clear instructional goals that are challenging yet attainable as evidenced by the development of unit plans that incorporate the New York State Learning Standards, to carefully link learning objectives and activities, to keep current on the latest research and information as it relates to pedagogical practices, to select and utilize a variety of instructional materials, and to employ the necessary pedagogical practices to support instruction.

Instructional Delivery

Teachers shall demonstrate the ability to motivate students, to plan for and use a variety of teaching strategies designed to meet the individual needs of the diverse learning styles of their students, to use questioning techniques that facilitate higher order thinking and allow for adequate time for student response, to provide clear, specific and timely feedback to students, to present curriculum to support active and engaged learning, to focus classroom time on teaching and

learning, to use a variety of grouping strategies, and to deliver lesson plans that result in active student involvement, appropriate and supportive teacher/student interaction, meaningful lessons resulting in student learning, and appropriate integration of technology.

Classroom Management

Teachers shall demonstrate the ability to establish a learning-focused classroom environment that is purposeful, conducive to student achievement, and supportive of diverse learning needs, to make effective use of instructional time, to include appropriate rules for classroom behavior which include standards of conduct that are clear to all students and consistent with the Code of Conduct, to implement rules of behavior fairly and consistently, to foster an atmosphere of mutual respect and tolerance, and to model the desirable behaviors of equity, fairness and integrity.

Student Development

Teachers shall demonstrate an appreciation and tolerance of student differences and an understanding of the intellectual, social, emotional, and physical developmental needs of their students and use this knowledge to adapt, modify and apply developmentally appropriate instructional strategies to ensure that all students have the opportunity to succeed. Additionally, the teacher

Student Assessment

Teachers shall demonstrate the ability to use a variety of assessment techniques, which are aligned to local and NYS Learning Standards, to diagnose students' needs, to monitor and assess student progress in learning, to maintain a record of student performance that is up-to-date and comprehensive, to align assessments with instructional goals, and to provide students and parents with timely feedback

on their progress. Additionally, 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.

Collaboration

Teachers shall demonstrate the ability to develop positive and effective collaborative relationships with students, parents or caregiver, colleagues, and school district personnel, to share ideas, suggestions and resources with others, and to establish and maintain open channels of communication with all constituent groups for the purpose of fostering a partnership in the educational process and to meet the learning needs of students.

Reflective and Responsive Practice

Teachers shall demonstrate the ability to reflect critically on their teaching practices and instructional strategies, to apply current educational research and findings to instructional practice, to set high expectations for personal performance, and to effectively assess and appropriately adjust their practice in response to student data on a continuing basis to refine and improve future lessons.

Participation in Professional Growth

Teachers shall demonstrate that they recognize the importance and necessity of continuous professional growth by exploring opportunities for professional

development, by attending in-service workshops, seminars, and/or graduate classes, by actively assisting other educators, and by assisting in material selection, professional readings, school visitations, and membership in professional organizations.

Professionalism

Teachers shall demonstrate professionalism by serving as positive role models for students in appearance, maturity and use of good professional judgment, respecting the confidentiality of students, parents and colleagues, attending meetings, assignments, classes and school on a regular basis, being punctual, maintaining a generally positive attitude, keeping records as required, following board policy and administrative procedures, being involved with community educational projects as applicable, being involved in school activities, and being prompt and accurate with the preparation of grades, lesson plans and reports.

Criteria for the Evaluation of Pupil Personnel Services Staff (Guidance Counselors, School Psychologists and School Social Workers)

Knowledge of Theory and Practice

Pupil Personnel Staff shall be able to demonstrate a thorough knowledge of current theories, techniques, strategies and best practices regarding their respective discipline, with special emphasis on special education classifications and diagnostic categories, to link this knowledge to other disciplines and to be cognizant of local, New York State and National Learning Standards and expectations for students.

Preparation

Pupil Personnel Staff shall be able to demonstrate the ability to plan and prepare meaningful individual and/or group sessions that support New York State and local standards and employ the necessary clinical practices to support student development, progress and achievement, to use appropriate resources and materials, to employ effective listening skills, to apply effective intervention strategies, to keep current on the latest research and information as it relates to pedagogical practices, and to follow the best available and most appropriate standard of practice.

Service Delivery

Pupil Personnel Staff shall be able to demonstrate the ability to deliver services that support the individual needs of the diverse learning styles of students, develop and implement both prevention and intervention strategies based upon sound knowledge of psychometric testing results, participate effectively in parent conferences, PPS Team, CSE, 504, or other small group meetings, provide opportunities to promote student competence and participation, engage students in problem solving, decision making, critical thinking, and creativity, encourage active student involvement, foster appropriate teacher/student interaction, and integrate technology, as appropriate.

Management Skills

Pupil Personnel Staff shall be able to demonstrate knowledge of effective management skills to support a learning environment that is conducive to successful student outcomes and supportive of diverse learning needs, to maintain a high rate of student participation, to make effective use of time, case data and materials to develop appropriate recommendations and/or educational interventions, to foster an atmosphere of mutual respect and tolerance, and to model the desirable behaviors of equity, fairness and integrity.

Student Development

Pupil Personnel Staff shall demonstrate an understanding of the intellectual, social, emotional and physical developmental needs of their students and the ability to use this knowledge to adapt, modify and apply developmentally appropriate prevention and intervention strategies to ensure that all students have the opportunity to succeed.

Student Assessment

Pupil Personnel Staff shall demonstrate the ability to use a variety of psychological, psycho-educational and psycho-social assessment based on accepted psychometric standards as well as appropriate learning standards, to select appropriately from among available measures, to interpret standardized tests and other educational related assessments, to diagnose students' needs, to monitor and assess student progress, and to provide students and parents with regular and timely feedback on their progress.

Report Writing

Pupil Personnel Staff shall demonstrate the ability to prepare and submit written reports and materials in a timely manner that are clear and concise and provide the reader with thorough and useful information that specifically defines needs, problem areas and potential solutions, to translate evaluations into appropriate recommendations or referrals, and to employ effective oral and written communication skills.

Collaboration

Pupil Personnel Staff shall demonstrate the ability to develop positive and effective collaborative relationships with students, parents or caregiver, colleagues, and school district personnel, to share ideas, suggestions and resources with others, and to establish and maintain open channels of communication with all constituent groups for the purpose of fostering a partnership in the educational process and to meet the learning needs of students.

Reflective and Responsive Practice

Pupil Personnel Staff shall demonstrate the ability to reflect critically on their practices and strategies, to set high expectations for personal performance, to apply current educational research and findings to practice, and to effectively assess and appropriately adjust their practice in response to student data on a continuing basis.

Participation in Professional Growth

Pupil Personnel Staff shall demonstrate that they recognize the importance and necessity of continuous professional growth by exploring opportunities for professional development, by attending in-service workshops, seminars, and/or graduate classes, by actively assisting other educators, and by assisting in material selection, professional readings, school visitations and membership in professional organizations.

Professionalism

Pupil Personnel Staff shall demonstrate professionalism by serving as positive role models for students in appearance, maturity, and use of good professional judgment, respecting the confidentiality of students, parents and colleagues, attending meetings, assignments, classes and school on a regular basis, being punctual, maintaining a generally positive attitude, keeping records as required, maintaining a professional office environment, following board policy and

administrative procedures, being involved with community educational projects as applicable, being involved in school activities, and being prompt and accurate with the preparation of reports or applicable documents.

Performance Improvement Plans

- The Valley Stream Central High School District will support teachers whose performance is evaluated as needing an individual improvement plan (TIP) by (insert contractual language). It is understood that the ultimate objective of an improvement plan is increased student achievement, and that the intent of such a plan is remedial rather than disciplinary. *A TIP defines the specific standards-based goals that a teacher must make progress toward attaining within a specific period of time, such as a 12-month period, and may include the identification of areas that need improvement, the manner in which improvement will be assessed, and, where appropriate, differentiated activities to support improvement in these areas.*
- The Valley Stream Central High School District will support principals whose performance is evaluated as needing an individual improvement plan (PIP) by (insert contract language). It is understood that the ultimate objective of an improvement plan is increased student achievement, and that the intent of such a plan is remedial rather than disciplinary. *A PIP defines the specific standards-based goals that a principal must make progress toward attaining within a specific period of time, such as a 12-month period, and may include the identification of areas that need improvement, the manner in which improvement will be assessed, and, where appropriate, differentiated activities to support improvement in these areas.*

Appeals of Annual Performance Evaluations

To the extent that a teacher/principal wishes to challenge a performance review and/or improvement, the Valley Stream Central High School District will entertain appeals of tenured teachers receiving an *Ineffective* or *Developing* rating on a performance review. The parties will continue to meet to discuss observations, evaluations and teacher improvement plan procedures as required by Education 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).

Notwithstanding the above, the parties agree that effective July 1, 2011 and thereafter, as to the appeals procedure referred to in Education Law Section 3012(c), the following constitute compliance with the statute:

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 collective bargaining agreement shall be subject to the 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, 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.
5. The time frames referred to herein may be extended by mutual agreement of the parties.

Evaluator Training

The Valley Stream Central High School District will ensure that all lead evaluators/evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by certified Nassau BOCES Network Team personnel. Evaluator training will occur regionally and will replicate the recommended SED model certification

process incorporating per the 3012c regulations. This training will include the following Requirements for Lead Evaluators:

- New York State teaching Standards and ISSLC Standards
- Evidence-based observation
- Application and use of Student Growth Percentile and Value Added Growth Model data
- Application and use of the State-approved teacher or principal rubrics
- Application and use of any assessment tools used to evaluate teachers and principals
- Application and use of State-approved locally selected measures of student achievement
- Use of Statewide instructional Reporting System
- Scoring methodology used to evaluate teachers and principals
- Specific considerations in evaluating teachers and principals of ELLS and students with disabilities.

The Valley Stream Central High School District will work with the Nassau BOCES Network Team to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.

Data Management

The Valley Stream Central High School District will work with Nassau BOCES and SED to develop a process that aligns its Student Information System (SIS), TEACH, and (Finance Manager, WinCap, etc) 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 Valley Stream Central High School District will work the Nassau BOCES and SED to develop a process that aligns its SIS, TEACH, and (Finance Manager, WinCap, etc) systems for reporting to SED the individual subcomponent scores and the total composite effectiveness score for each applicable educator.

The Valley Stream Central High School District will (describe how district will secure and score Regents exams in a manner which ensures that) assessments are not disseminated to students before administration and that teachers or principals do not have a vested interest in the outcome of the assessments they score.

Also, the Valley Stream Central High School District will work with the Nassau BOCES, SED, and the regional testing center to (how district will secure and 3-8 exams in a manner which ensures that) assessments are not disseminated to students before administration and that

teachers or principals do not have a vested interest in the outcome of the assessments they score.

The Valley Stream Central High School District will work with the Nassau BOCES' Instructional Support Division to facilitate the secure scoring of all 3-8 assessments to help ensure that neither teachers nor principals have a vested interest in the scoring process.

The Valley Stream Central High School District will work with (BOEs, the Nassau BOCES, APPR Committee, PAC Committee, PDC Committee, Textbook Committee, etc. and local Associations) to determine decisions about local measures of student achievement; teacher and principal practice rubrics; any other instruments (such as surveys, self-assessments, portfolios); and the scoring methodology for the assignment of points to locally selected measures of student achievement and other measures of teacher or principal effectiveness.

Monitoring

The Valley Stream Central High School District agrees to collaborate with the SED regarding any concerns and/or monitoring of the district regarding evaluation implementation.