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## ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR) PLAN

Berlin Central School District  
September 1, 2011

### Introduction

The purpose of the Annual Professional Performance Review is to improve teaching and learning. Education Law, section 3012-c establishes new requirements for a comprehensive performance evaluation system for classroom teachers and building principals, to be phased in commencing with the 2011/12 school year. In 2011/12, the law only applies to classroom teachers of the common branch subjects, English Language Arts (ELA) and Mathematics in Grades 4-8 and the building principals of schools in which such teachers are employed. Other classroom teachers and principals will be included in 2012/13.

The Regents regulations implementing this new law establish new requirements for APPR plans applicable to classroom teachers and building principals, commencing in 2011/12 with an APPR plan for classroom teachers of the common branch subjects, English Language Arts (ELA) and Mathematics in Grades 4-8 and the building principals of schools in which such teachers are employed (8 NYCRR 30-2.3(a)(1)). The annual professional performance review for all other teachers and principals will remain unchanged during 2011/12.

This APPR Plan is limited to classroom teachers of the common branch subjects, English Language Arts (ELA) and Mathematics in Grades 4-8 and the building principals of schools in which such teachers are employed. Any items required to be included in the Plan but not yet finalized due to collective bargaining negotiations are specifically identified. The Plan shall be filed and posted in accordance with 8 NYCRR 30-2.3.

### **Description of District's Process for Ensuring that the New York State Education Department Receives Accurate Teacher and Student Data**

The District's student data system records now identify teacher assignments and student enrollment and attendance. The District will verify assignments of classroom teachers of common branch subjects, ELA and Mathematics Grades 4-8 (described below). The NYSED *APPR Guidance* provides the following guidance when reporting data for the 2011/12 school year relating to Teacher of Record:

## DRAFT

“For courses included in the 2011-12 school year collection (grades 3-8 ELA and mathematics, grade 4/8 science, and secondary-level courses associated with a Regents exam), the Teachers of Record are those **teachers** who are **primarily and directly responsible** for a student’s learning activities that are aligned to the performance measures of the course consistent with guidelines prescribed by the Commissioner.”  
(*APPR Guidance, L5*)

The District collects data on student enrollment, attendance, and achievement on Statewide assessments by:

Currently the district has worked with Star Base as the Student Data System for reporting attendance, student grades, enrollment, local demographics, and achievement on statewide assessments, and program services. Through Star Base our local information is uploaded to the statewide data warehouse (Neric) for development of the State Report Card. All teacher state identification numbers have been loaded to the student data system. Course specific state codes that lead to Grades 3-8 ELA and Mathematics, Grades 4-8 Science, and the Regents examinations have been assigned. These course codes and teacher state identification numbers have been linked for every course that has been assigned. The district finance system supplies additional teacher data for future needs. All required student data for the 2011-2012 school year will be successfully linked to each course’s teacher of record. Our data is verified through an accuracy analysis of our local data systems (Star Base, IEP Direct, and Finance Manager) as compared to the New York State Repository System (SIRS). This is done by the district CIO in conjunction with the director of Pupil Personnel Services. Neric will be our support system for linking courses, teacher identification numbers, and student assessments. This information will drive the data elements required for APPR.

The New York State Education Department’s *APPR Guidance* and field memos relating to the Student Information Repository System (SIRS) will provide detailed guidance related to the collection and reporting of data, including student-teacher linkage and student attendance. The District will continue to monitor data and develop additional processes, as needed and consistent with NYSED reporting requirements, to verify that the data submitted to the State are complete and accurate. The NYSED advises that it will provide roster verification reports to assist in this process (see *APPR Guidance, L4*). The NYSED also will provide guidelines for the use of student-teacher instructional weighting and student exclusion flags (see *APPR Guidance, L8*).

### **Description of District’s Process for Providing Teachers and Principals with Opportunity to Verify Assigned Students/Subjects**

The District’s student data system identifies teacher assignments and student enrollment and

## DRAFT

attendance. The District has obtained the NYSED statewide unique identifier for certain certified individual employed by the District through “TEACH” this information has entered into the District’s data system and will be extracted from the District’s system and reported to SIRS in accordance with NYSED guidance.

The District will verify assignments of classroom teachers of common branch subjects, ELA and Mathematics Grades 4-8 by:

The Berlin Central School District’s student data system (Star Base) identifies teacher assignments, student enrollment, and student attendance. The District has obtained the NYSED statewide unique identifier for certified individuals employed by the District thorough “TEACH”. This information has been entered through the District’s data system (Star Base, Finance Manager) and will be extracted from the District’s system and reported to SIRS in accordance with NYSED guidance.

The District verifies assignment of classroom teacher of common branch subjects, Grades 3-8 ELA and Mathematics, Grades 4-8 Science, and Regents exams through teaching schedules and attendance records that are kept in Star Base and maintained daily by the teacher of record.

When students enroll or leave our District or enroll or leave a class, teachers are notified directly by our Guidance office and then students are added or dropped from the student data system (Star Base). At the time of evaluations and at the beginning of each quarter, teachers will receive a hard copy of their class lists to verify and date (sign off). This process will be carried out by the Attendance Clerk under the direction of the CIO.

The District Committee responsible for the verification and accuracy of teacher and student data is chaired by the District’s CIO (Chief Information Officer) and includes; the Pupil Personnel Services Director and support staff, the Principals of each district building and support staff, the business official and staff, the Data Information Specialist, and the Superintendent. This committee will also provide training as needed to collect, report and verify the data through Neric and in accordance with NYSED guidance.

### **Description of How District will Report Individual Subcomponent Scores and Total Composite Effectiveness Score for each Classroom Teacher and Building Principal**

The NYSED *APPR Guidance* states that these data elements are anticipated to be extracted from the Districts human resource management system for reporting through SIRS. The District will develop a process for timely and accurate extraction of such data and will use SIRS data reporting extracts protocols for reporting these data to NYSED. Total Composite Effectiveness Scores will not be reported until data on student achievement on state assessments is transmitted to the District.

Subcomponent scores for our District include; student growth, local student achievement and other local data. These will be maintained in the student data system (Star Base) and verified by

## DRAFT

teachers at the time of data entry. The lead evaluator will also review the data prior to establishing a Total Composite Effectiveness Score for each teacher of record and building principal. The Total Composite Effectiveness Score shall be calculated and maintained in our local systems (Finance Manager, Star Base) before reporting to NYSED. The District Data Committee shall be responsible for verification of the data.

### **Description of assessment development, security and scoring processes, to assure students don't have access before administered, and teachers/principals do not have vested interest in the outcome**

The District anticipates utilizing a state-approved assessment for purposes of the locally selected measures of student achievement. For any assessment chosen, the following security measures will be employed:

The District anticipates utilizing a state-approved assessment for purposes of the locally selected measures of student achievement. For any assessment chosen the District will use the NYSED protocols for New York State Assessments. The District will assign administrator will ensure that administration and scoring protocols pertaining to particular State assessments are followed.

Additional protocols may be required depending upon the selected local measure of student achievement.

### **District's Evaluation System**

Details of the district's evaluation system relating to classroom teachers of the common branch subjects, English Language Arts (ELA) and Mathematics in Grades 4-8 and the building principals of schools in which such teachers are employed are subject to either consultation with or negotiation employee negotiating units. These details include:

- Local measures of student achievement.
- Name of approved teacher and/or principal practices rubric.
- Other instruments used to evaluate under the other measures of effectiveness subcomponent (60%).
- Scoring methodology for assigning points within locally selected measures of student achievement subcomponent (20%) and the other measures of effectiveness subcomponent (60%).

## DRAFT

- Description of how timely and constructive feedback is given at annual reviews.
- Description of an appeals process.

This Plan will be amended, when details are determined, in accordance with 8 NYCRR 30-2.3.

The District anticipates, based upon its experience with evaluation of professional staff members and the purposes of annual reviews, that educators will receive timely and constructive feedback as part of the evaluation process. This may include: post-observation feedback; evaluation conference; opportunities for evaluated staff to respond.

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This portion is currently being negotiated.

### **Training for Evaluators and Lead Evaluators**

The District will ensure that all evaluators are trained as lead evaluators. The superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The superintendent will maintain records of certification of evaluators.

Evaluator training will occur regionally in cooperation with Questar III. Training will be conducted by Questar III Network Team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by NYSED. Evaluators will be recertified on a periodic basis, to be determined by the District.

Training will include the following in accordance with requirements for lead evaluators under Education Law, section 3012-c:

- New York State Teaching Standards
- Educational Leadership Policy Standards: ISLLC 2008
- Evidence-based observation
- Application and use of Student Growth Percentile and Value-Added Growth Model data
- Application and use of the selected state approved teacher and/or principal rubric

## DRAFT

- 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 (SIRS)
- Scoring methodology used to evaluate teachers and principals
- Specific considerations in evaluating teachers and principals of English Language Learning students and students with disabilities

The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators.