

Kinderhook Central School District (aka Ichabod Crane)

Annual Professional Performance Review (APPR) Plan

For Teachers and Principals

Effective September 1, 2016

In accordance with Education Law 3012-d and the Education Commissioner's regulations, the Kinderhook Central School District (aka Ichabod Crane Central School District) has developed and implemented the following plan for the Annual Professional Performance Review (APPR) of teachers and building principals.

The law requires:

1. All classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that rigorously adheres to Education Law 3012-d as implemented by Subpart 30-3 of the Rules of the Board of Regents.
2. Annual Professional Performance Review is to result in a single, composite teacher or principal effectiveness rating that incorporates multiple measures of effectiveness (teacher observations/principal building visits and student performance).
3. The results of the evaluations will be a significant factor in employment decisions. (transition scores for grade 3-8 ELA and Math teachers will be used during the 2016-2019 school years)
4. Collective negotiations will be completed on all provisions of the APPR that are subject to collective bargaining and comply with the requirements of the law.

Purpose of APPR:

- To ensure that there is an effective teacher in every classroom and an effective leader in every school building.
- To assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process.
- To foster a culture of continuous professional growth for educators to grow and improve their instructional practices.

Ensuring Accurate Teacher and Student Data

The District shall provide accurate data to the State Education Department in a format and timeline prescribed by the Commissioner of Education. The District shall provide a timely opportunity for every covered teacher to verify the subjects and/or student rosters assigned to him/her. Covered teachers and principals shall be afforded the opportunity to verify the final APPR data attributed to them within five (5) days before it is sent to SED.

The District will provide the State Education Department with any information necessary to conduct annual monitoring pursuant to the regulations. Accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner.

During the 2016-2017 through the 2018-2019 school year, the district will continue to report both the original and the transition individual category and subcomponent scores and overall original and transition rating to the State Education Department for each classroom teacher and building principal in a manner prescribed by the Commissioner. Beginning in 2019-20 school year, no transition scores and ratings will be generated and the district's original APPR plan will apply to all classroom teachers and building principals as defined in the statute, regulations, or SED guidance without any modifications, substitutions, or replacements as result of the requirements of the Rules of the Board of Regents.

Filing and Publication of the APPR Plan

The district APPR plan shall be filed in the District Office, and shall be made available to the public on the District's website by September 10th or within ten days after approval by the Commissioner, whichever shall occur later.

Development, Security and Scoring of Assessments

The building principals and principal for APPR will be responsible for overseeing the assessment development and/or selection, security and scoring processes utilized by the District under the APPR plan, and shall take steps to ensure that any assessments and/or measures used to evaluate teachers and principals are not disseminated to students before administration, and that teachers and principals do not have a vested interest in the outcome of the assessments they score to the extent practicable.

Certification of Lead Evaluators

Evaluators and lead evaluators including independent evaluators will be properly trained and lead evaluators will be certified and recertified as necessary. The Superintendent will be certified as the lead evaluator of principals, and the district administrators including all principals, assistant principals, and directors will be certified as lead evaluators of teachers following extensive training in the following areas: The New York State Teaching Standards, and their related elements and performance indicators and/or the Leadership (ISLLC) Standards and their related functions; evidence-based observation techniques that are grounded in research; application and use of the student growth percentile model and any other growth model approved by the Department as defined in section 30-3.2 of this subpart; application and use of the State-approved teacher and/or principal rubric selected by the district for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice; application and use of assessment tools that the district utilizes to evaluate teachers and/or building principals; application and use of State-approved locally selected measures of student growth by the district to evaluate teachers and/or principals; use of the Statewide Instructional Reporting System; the scoring methodology used by the

Department and/or the district to evaluate a teacher and/or principal under this subpart, including the weighting of each subcomponent within a category; how overall scores/ratings are generated for each subcomponent and category and application and use of the evaluation matrix(es) prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating the their category ratings; specific considerations for evaluating teachers and principals of English language learners and students with disabilities; and training in methodologies to assure inter-rater reliability.

Overall Effectiveness: Composite Score

Classroom teachers and building principals will be evaluated on a matrix resulting in a composite score on a final, summative evaluation by September 1st of each school year. The score will generate an overall rating as described in the chart below:

Rating	Descriptor
Highly Effective	Results are well-above adopted expectations and overall performance exceeds standards
Effective	Results meet adopted expectations and overall performance meets standards
Developing	Results are below adopted expectations and overall performance needs improvement in order to meet standards
Ineffective	Results are well-below adopted expectations and overall performance and results do not meet standards

The Matrix provides a composite score combining: Teacher Observation/Principal Building Visits with Student Performance:

Matrix

Teacher Observation / Building Principal Visits					
Student Performance		<i>Highly Effective (H)</i>	<i>Effective (E)</i>	<i>Developing (D)</i>	<i>Ineffective (I)</i>
	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D	D	I	I

Multiple Measures of Effectiveness

- A. **Teacher Observation and Principal Building Visits:** The process by which weights and scoring ranges are assigned to the subcomponents and categories is transparent and available to those being rated before the beginning of the school year observation cycle.
- The classroom teachers will be evaluated by the SED approved rubric: *Frameworks for Teaching* (2011) by Charlotte Danielson. The rubric contains four Domains: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. All observable NYS Teaching Standards/Domains of the selected rubric are assessed at least once a year across the total number of annual observations.
 - *Tenured teachers* will be scored on the rubric as a result of one formal classroom observation including a pre-observation conference and a post-observation conference (90% for final score), and one informal observation by an independent evaluator* (10% of final score). Included in the formal observation process will be the lesson planning process and the review of professional responsibilities which include communication with families, professional development activities, record-keeping processes, and overall professionalism. *Probationary teachers* will be scored on the rubric as described above and will have two additional informal, unannounced observations and at least one additional post-observation conference completed by his/her building administrator
 - All district administrators are certified as lead evaluators of teachers. The role of the evaluator is to collect evidence and apply it to the rubric.
 - Each of the 17 subdomains scored on the rubric is worth 1 to 4 points. The individual subdomains are scored and averaged, and the final score is from 0-4 (if all subdomains are scored as a 1, the final score is a 0.) As a result of completing the rubric, a rating will be applied as follows:

Total Score on Rubric	Rating
3.50 – 4.00	Highly Effective
2.50 – 3.49	Effective
1.50 – 2.49	Developing
0 – 1.49	Ineffective

- Building principals will be evaluated by the SED approved rubric: *Multi-Dimensional Rubric* (2011) by Learner-Centered Initiatives, Ltd and Communities for Learning: Leading Lasting Change. The rubric contains six Domains: Shared Vision of Learning; School Culture and Instructional Program; Safe, Efficient, Effective Learning Environment; Community; Integrity, Fairness, Ethics; Political,

Social, Economic, Legal and Cultural Context. All observable ISLLC 2008 Leadership Standards/Domains of the rubric are assessed at least once a year across the total number of annual school visits.

- Tenured building principals will be scored on the rubric as a result of two (one announced and one unannounced) formal visits to the building (90% of final evaluation). Probationary principals will have three formal visits (two announced and one unannounced) (90% of final evaluation). In addition, an informal, announced observation will be done by an independent evaluator* (10%) for both tenured and probationary principals. The combination of each of these visits will result in the scoring of the overall rubric and the assignment of a HEDI rating.
- The Superintendent is certified as the lead evaluator of principals. The role of the evaluator is to collect evidence and apply it to the rubric.
- As a result of completing the rubric, a rating will be applied as follows:

Total Score on Rubric	Rating
3.50 – 4.00	Highly Effective
2.50 – 3.49	Effective
1.50 – 2.49	Developing
0 – 1.49	Ineffective

- * NOTE: The requirement for the use of the independent evaluator has changed as of June 13, 2016. Districts may apply for a hardship waiver regarding this requirement. The district will apply for the hardship waiver, and if successful in receiving, then both the teacher observations and principal building visits will remain the same in number and format, but the observation may be done by a district evaluator. However, if the teacher or principal was rated as ineffective in the previous school year, then the observation by the independent evaluator remains a requirement.

B. Student Performance:

- **ORIGINAL PLAN** (Advisory ONLY for 2016-2109): Teachers and co-teachers of grades four through eight, English-Language Arts (ELA) or Mathematics will be provided with a student growth score from the State Education Department (SED). The Elementary/Middle school principal and the High School principal will also be provided with a student growth score from SED. This score will be determined from the results of the state assessments for ELA and Math, and the Regents examinations. The score will represent student growth from year to year on the assessment. The resultant score will be from 0-20 points which will generate a HEDI Rating (High Effective, Effective, Developing, Ineffective.)

- STATE-PROVIDED MEASURES OF STUDENT GROWTH
For teachers in grades 4 - 8 Common Branch, ELA, and Math, NYSED will provide a growth score and rating. That rating will incorporate students' academic history compared to similarly academically achieving students and takes into consideration students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents. While most teachers of 4-8 Common Branch, ELA and Math will have State-provided scores and ratings, some may teach other courses where there is no State-provided growth measure. Teachers with 50 – 100% of students covered by State-provided growth measures will receive a growth score and rating from the State for the full Student Performance category of their evaluation. Teachers with 0 – 49% of students covered by State-provided growth measures must have SLOs for the Student Performance category of their evaluation and one SLO must use the State-provided measure if applicable for any courses.
- For the 2019-20 school year and thereafter, for any grade/subject that requires a back-up SLO, but for which there are not enough students, not enough scores, or data issues that prevent a teacher-specific SLO from being created, the superintendent or another trained administrator shall develop a school-wide back-up SLO using available State/Regents assessments.
- **TRANSITION PLAN:** During the 2016 - 2017 through the 2018 - 2019 school years, a moratorium on the use of the scores from the Grades 3-8 NYS Assessments in ELA and Math is in effect. These scores are not permitted to be used for teacher evaluation, tenure decisions, or employment decisions. Instead, teachers will be evaluated by an alternate method. A second final score/rating will be given to teachers and principals in this category; this score will be the rating for the transition period (TRANSITION score).
- During the transition years, all teachers and principals are required to develop individual, group, building or district Student Learning Objectives (SLOs) or alternate SLOs for their students. The SLOs must include: Student Population (all students on class roster or included in SLO), Learning Content (major learning concepts and standards for grade level or course), Interval of Instructional Time (entire school year or semester), Evidence (secured pre-assessments and post-assessments; state approved assessments), Baseline Data (summarized from results of pre-assessment, historical data, or prior performance), Targets (rigorous and ambitious targets for student learning developed based on expected student growth), HEDI scoring (from 0-20 points) and HEDI Rating , and Rationale.
- **Student Learning Objectives** must be approved by the building principal or Superintendent.
- All SLO assessments will be considered secure documents following procedures similar to state assessment security.
- All SLO targets must be rigorous and represent at least one year's growth.
- Beginning in the 2019 – 2020 school year, the moratorium on the use of state assessment scores/results will no longer be in effect.

Improvement Plans

Teachers and principals who receive a rating on the final summative evaluation of “developing” or “ineffective” will be placed on an improvement plan for the upcoming school year. The plan will go into effect by October 1st of the following school year. Plans will be developed in collaboration with the teacher or building principal, and final approval will be made by the supervising administrator. Plans will include: areas in need of improvement, specific goals and outcomes to improve performance, procedures for measuring improvement, steps for achieving improvement, time line and periodic reviews with evaluator, and resources provided to meet goals/outcomes.

Appeals Process

As required by law, a process for the appeal of ratings was negotiated with each bargaining unit: teachers and principals. The appeal process allows for the timely and expeditious review of a filed appeal with a final resolution. Timelines and procedures are specific in each collective bargaining agreement.

For teachers, an appeal may be filed based on the following:

1. A teacher who receives an ineffective or developing final APPR rating
2. An instance where a teacher is rated ineffective on the student performance category but rated highly effective on the observation category based on an anomaly

For principals, an appeal may be filed based on the following:

1. A building principal who receives an ineffective or developing composite APPR rating
2. An instance where a principal is rated ineffective on the student performance category but rated highly effective on the observation/school visit category, based on an anomaly

Additional Requirements:

1. The amount of time devoted to traditional standardized assessments that are not specifically required by Federal or State Law for each classroom or program of the grade does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for such classroom or program of the grade
2. The amount of time devoted for test preparation under standardized testing conditions for each grade does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for such grade. Formative and diagnostic assessments shall not be counted toward the limits and nothing shall be construed to supersede the requirements of a section 504 plan of a qualified student or Federal law relating to English Language Learners or the individual education program of a student with a disability.

Any material changes to this plan will be submitted to the Commissioner for approval by March 1st of each school year, on a form prescribed by the Commissioner, to the Commissioner for approval.

The above described plan for the Annual Professional Performance Review of teachers and principals has been negotiated, approved and signed by

Anthony J. Welcome, Board of Education President

George Zini, Superintendent

John Wilary, President of the Ichabod Crane Teachers' Association

Timothy Farley, President of the Ichabod Crane Administrators' Association

Date: July 6, 2016

APPROVED BY NEW YORK STATE EDUCATION DEPARTMENT ON August 16, 2016.