

SHOREHAM-WADING RIVER CENTRAL SCHOOL DISTRICT
Annual Professional Performance Review (APPR) Plan under Education
Law §3012-c

1. Statement of Purpose

It is the intent of the Shoreham-Wading River Central School District to foster ongoing professional growth and development, reflection, and refinement of professional practice for all 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.

2. Rationale

In accordance with Education Law §3012-c and the Commissioner's regulations, the district's evaluation processes are based, in large part, on the New York State Teaching Standards and the Educational Leadership Policy Standards: ISLLC 2008 (ISLLC Standards). The ultimate purpose of a quality APPR is to provide an essential process by which the entire learning organization can achieve its mission and vision for all students.

The Shoreham-Wading River Central 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.

3. The Annual Professional Performance Review Plan and District's Evaluation System

The Shoreham-Wading River Central 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.swrschools.org, by September 10. Those portions of this plan pending negotiations are indicated and an amended shall be approved and posted upon completion.

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

The Shoreham-Wading River Central School District is in the process of revising its APPR plan (attached Appendix A) to ensure alignment with New York State Education Law §3012-c and Commissioner's regulations. During the 2011-2012 school year, the district will continue to work with the teachers bargaining unit to determine decisions about local measures of student achievement; teacher and principal practice rubrics; any other evaluation measures and 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.

The following items will be included in the district's finalized APPR plan:

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

of effectiveness subcomponent (60%).

- Description of how timely and constructive feedback will be provided to teachers and principals on their annual professional performance reviews.

4. Performance Improvement Plans

The Shoreham-Wading River Central School District will support teachers whose performance is evaluated as needing an individual improvement plan (TIP) as described in section 8 of the revised APPR plan (attached Appendix A). It is understood that the ultimate objective of an improvement plan is increased student achievement, and that the intent of such a plan is instructional rather than disciplinary.

The Shoreham-Wading River Central School District will support principals whose performance is evaluated as needing an individual improvement plan (PIP) through a process to be determined through negotiations between the district and the Shoreham-Wading River Administrators Association. It is understood that the ultimate objective of an improvement plan is increased student achievement, and that the intent of such a plan is instructional rather than disciplinary.

5. Appeals of Annual Performance Evaluations

To the extent that a teacher/principal wishes to challenge a performance review and/or the improvement plan, the Shoreham-Wading River Central School District will entertain appeals in accordance with appeal procedures found in section 11 of the revised APPR plan (attached Appendix A).

Under Education Law §3012-c, a teacher/principal may only challenge:

- the substance of the annual professional performance review;
- the school districts adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
- the adherence to the Commissioner's regulations, as applicable to such reviews; and
- the school districts issuance and/or implementation of the terms of the teacher or principal improvement plans under Education Law §3012-c.

6. Evaluator Training

The Shoreham-Wading River Central School District will ensure that all lead evaluators/evaluators are properly trained and certified, as necessary, to complete an individual's performance review. Evaluator training will be conducted by Eastern Suffolk BOCES and/or trained in-district personnel. Lead evaluator training will be conducted in accordance with the certification requirements per the Commissioner's regulations. This training will include the following:

- New York State Teaching Standards and ISLLC 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 Shoreham-Wading River Central School District will establish a process to ensure that lead evaluators maintain inter-rater reliability over time and that they are recertified on an annual basis through processes to be developed in-district and/or in coordination with Eastern Suffolk BOCES.

7. Data Management

The Shoreham-Wading River Central School District will work with ESBOCES and SED to develop a process that aligns their student management system, TEACH, and human resources data 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 Shoreham-Wading River Central School District will work with ESBOCES and SED to develop a process that aligns their student management system, TEACH, and human resources data systems to report to SED the individual subcomponent scores and the total composite effectiveness score for each applicable educator.

8. Assessments

The Shoreham-Wading River Central School District will ensure that all Regents examinations are stored and secured in accordance with SED regulations. Administration, scoring, and data exporting of all Regents examinations shall be conducted under the supervision of an administrator as directed by the Superintendent and compliant with all SED regulations and guidance. No student or staff member shall have access to any secure test material prior to the time such materials are to be provided to a teacher and/or students. The district shall ensure that no principal or teacher takes part in the scoring of an assessment to which they may have any vested interest in its outcome.

The Shoreham-Wading River Central School District will work with ESBOCES and SED to ensure that all assessments are supervised by a school administrator under the direction of the Superintendent and in compliance with all SED regulations and guidance related to the secure administration and storage of state assessment materials. No student or staff member shall have access to any secure test material prior to the time such materials are to be provided to a teacher and/or students. The district shall ensure that no principal or teacher takes part in the scoring of an assessment to which they may have any vested interest in its outcome.

The Shoreham-Wading River Central School District will provide for the facilitation and secure scoring of all 3-8 assessments to help ensure that neither teachers nor principals have a vested interest in the scoring process by continuing to take part in regional scoring of all Grade 3-8 state assessments. All such assessments will be securely stored in the district and transported by district personnel to the test scoring site in accordance with timelines and guidance provided by SED and ES BOCES.

9. Monitoring

The Shoreham-Wading River Central School District agrees to collaborate with SED regarding any concerns and/or monitoring of the district regarding evaluation implementation.

Appendix A



Shoreham-Wading River
CENTRAL SCHOOL DISTRICT

Annual Professional Performance Review Plan



2011-2012

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Shoreham, New York 11786

631-821-8100

Website: www.swrcsd.org

Revised: September 1, 2011

1. Purpose

The purpose of this Annual Professional Performance Review plan is to support and enhance effective teaching practices in order to ensure that all students receive the best possible instruction. In accordance with Commissioners Regulations 100.2 and Education Law 3012-c, and in order to accomplish and comply with this purpose, the following guidelines are established:

1. The Board of Education of the Shoreham-Wading River schools (hereafter “Board”) shall ensure that the performance of all teachers providing instructional services or pupil personnel services, as defined in Commissioner’s Regulations 80-1.1, is reviewed annually, except evening school teachers of adults enrolled in nonacademic, vocational subjects; and supplementary school personnel, as defined in section 80-5.6.
2. The Board shall adopt either an annual or multi-year plan for the annual professional performance review of its teachers providing instructional services or pupil personnel services, as defined in section 80-1.1 of the Commissioner’s Regulations.
3. The Superintendent of Schools, in collaboration with teachers, pupil personnel professionals, administrators, and parents selected by the Superintendent, shall develop the Professional Performance Review Plan. This Plan shall be approved by the Board and made available to the public through the district website by no later than September 10th. (§30-2.3(a)(3))
4. The Board shall provide organizations representing the parents and the recognized representative of the teachers’ bargaining unit with an opportunity to comment on the plan prior to its adoption.

2. Teacher Evaluation –

- a. The Annual Professional Performance Review Process shall follow all terms and conditions set forth in Article IX of the 2009-2013 Shoreham-Wading River Teachers’ Association Agreement regarding Teacher Evaluations (see pages 18 through 20).
- b. The professional performance review plan shall describe the criteria that the district shall use to evaluate its teachers providing instructional services, which shall include but not be limited to evaluation of the following:
 1. Content knowledge – Teachers shall demonstrate a thorough knowledge of the subject matter area and curriculum.
 2. Preparation – Teachers shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction.
 3. Instructional delivery – Teachers shall demonstrate that the delivery of instruction results in active student involvement, appropriate teacher/student interaction, and meaningful lesson plans resulting in student learning.
 4. Classroom management – Teachers shall demonstrate classroom management skills supportive of diverse student learning needs which create an environment conducive to student learning.

5. Student development – Teachers shall demonstrate knowledge of student development, an understanding and appreciation of diversity and the regular application of developmentally appropriate instructional strategies for the benefit of all students.
6. Student assessment – Teachers shall demonstrate implementation of assessment techniques based on appropriate learning standards designed to measure students’ progress in learning and successfully utilizes analysis of available student performance data and other relevant information when providing instruction.
7. Student Growth – Teachers shall demonstrate a positive change in student achievement for his or her students between at least two points in time as determined by the district through negotiation with the teachers association, taking into consideration the unique abilities and/or disabilities of each student, including English language learners. For the purposes of this criterion, student achievement means a student’s scores on State assessments for tested grades and subjects and other measures of student learning, including student scores on pre-tests and end-of-course tests, student performance on English language proficiency assessments and other measures of student achievement determined by the district to be rigorous and comparable across classrooms.
8. Collaboration – Teachers shall demonstrate that he or she develops effective collaborative relationships with students, parents, or caregivers, and appropriate support staff personnel as needed to meet the learning needs of students.
9. Reflective and responsive practice – Teachers shall demonstrate that practice is reviewed, effectively assessed, and that appropriate adjustments are made on a continuing basis.

3. Teacher Effectiveness Ratings

- a. The annual professional performance of each teacher shall be categorized into one of four ratings: highly effective, effective, developing, and ineffective. For teachers of ELA or Math in grades four through eight, ratings will be determined using the criteria found in section (c) as required under Education Law 3012-c. All other teaching staff shall have their rating determined according to the criteria in section (b).
- b. Teachers not providing instruction in grade four through eight in ELA and/or math shall be evaluated based upon criteria to be established through negotiation between the district and the Shoreham-Wading River Teachers Association and consistent with the following criteria:
 - i. Highly effective shall apply to teachers who are performing at a higher level than typically expected of a teacher based on the evaluation criteria prescribed through negotiations and consistent with section 2 above, including but not limited to acceptable rates of student growth.
 - ii. Effective shall apply to teachers who are performing at the level typically expected of a teacher based upon the evaluation criteria

- prescribed through negotiations and consistent with section 2 above, including but not limited to acceptable rates of student growth.
- iii. Developing shall apply to teachers who are not performing at the level typically expected of a teacher and who the evaluator determines that the teacher needs to make improvements based on the evaluation criteria prescribed through negotiations and consistent with section 2 above, including but not limited to acceptable rates of student growth.
 - iv. Ineffective shall apply to teachers whose performance is unacceptable based upon the evaluation criteria prescribed through negotiations and consistent with section 2 above, including but not limited to unacceptable or minimal rates of student growth.
- c. Teachers providing instruction in grade four through eight in ELA and/or math shall be evaluated based upon the following criteria:
- i. Twenty (20) percent of the composite effectiveness score shall come from student growth performance on the state assessment for the grade and subjects of their students from the 2011-2012 school year as measured against their performance on the same subject state assessment taken during the 2010-2011 school year. Determination of this subcomponent score shall be calculated using a formula to be provided by the State Education Department.
 - ii. Twenty (20) percent of the composite effectiveness score shall come from student performance on locally selected assessment measures to be determined through negotiations between the district and the Shoreham-Wading River Teachers Association. These measures, unless selected from a list of state approved assessment measures, shall be certified by the Superintendent as rigorous and comparable across a given subject and grade.
 - 1. Rigorous shall be defined for this purpose as being aligned with the New York State learning standards or, in instances where no such standards apply to a given subject/grade level, evidence of alignment to research-based learning standards and, to the extent practicable, the locally selected measure must be valid and reliable as defined by the Testing Standards.
 - 2. Comparable across classrooms shall mean that the same locally selected measure(s) of student achievement or growth is used across a subject and/or grade level within the district. For principals, the same locally selected measure(s) must be used for all principals in the same or similar program or grade configuration.
 - iii. The remaining sixty (60) percent of the composite effectiveness score shall come from either teacher observations using a state approved teacher effectiveness rubric or a combination of teacher observations using a state approved teacher effectiveness rubric

and other locally selected measures. These measures may include structured review of student work, teacher artifacts/portfolios/evidence binders, feedback from students/parents/other teachers through structured surveys, and/or teacher self-reflection and progress on professional growth goals (not to exceed five(5) percent). The exact distribution of this sixty percent of the teacher composite effectiveness score shall be established through negotiations between the district and the Shoreham-Wading River Teachers Association.

- iv. Based upon the total composite effectiveness score, teachers shall be rated using the following ranges or those created by the Commissioner as the result of pending litigation:
 - 1. Highly Effective – Composite Score between 91 and 100
 - 2. Effective – Composite Score between 75 and 90
 - 3. Developing – Composite Score between 65 and 74
 - 4. Ineffective – Composite Score below 65

4. Principal Effectiveness Ratings

- a. Upon negotiation, principals of buildings with teachers subject to the requirements of Education Law 3012-c for the 2011-2012 school year shall receive effectiveness ratings as highly effective, effective, developing, and ineffective. The criteria for these ratings shall be established through negotiation between the district and the Shoreham-Wading River Administrators Association and shall incorporate the following:
 - i. A measure of student achievement or growth on State or locally selected assessments in English Language Arts and/or mathematics in grades four to eight for all students and/or for students with disabilities and English language learners. This shall count for forty (40) points of the total composite principal effectiveness score.
 - ii. A combination of the following components which shall comprise the remaining sixty (60) points of the total composite principal effectiveness score:
 - 1. A State approved and locally negotiated principal practice rubric.
 - 2. Subject to negotiation, a form of assessment by the building principal's supervisor or a trained independent evaluator. This subcomponent must represent at least 40 of the 60 points of this measure and include one or more visits by the principal's supervisor and at least two other sources of evidence from the following options:
 - a. Structured feedback from teachers, students, and/or families.
 - b. School visits by other trained evaluators.
 - c. Review of school documents, records, state accountability processes.

- d. Other locally-determined sources.
- 3. An optional and subject to negotiation assignment of points for one or more ambitious and measureable goals set collaboratively between principals and their Superintendent as follows:
 - a. At least one goal must address the principal's contribution to improving teacher effectiveness.
 - b. Verifiable improvements in academic results or the school's learning environment resulting from the principal's leadership and commitment to their own professional growth.

5. Pupil Personnel Services Teacher Evaluations

- a. Teachers providing pupil personnel services shall be evaluated according to the following criteria, consistent with section 80-1.1 of the Commissioner's Regulations:
 - i. Instructional strategies:
 - 1. Individualization of instruction
 - 2. Knowledge of and use of group dynamics
 - ii. Knowledge and application of principles of learning
 - iii. Positive classroom climate
 - iv. Ability to teach children
 - 1. Basic skills
 - 2. Higher level thinking skills
 - v. Ability to apply appropriate theories of child development to interactions with students.
 - vi. Parent and community relations
 - vii. Staff relations –cooperation- the ability to work harmoniously with other members of the staff in attaining the educational objectives of the school and district.
- b. Teachers providing pupil personnel services shall be assigned in their Annual Professional Performance Review a rating of highly effective, effective, developing, or ineffective based upon criteria subject to negotiation.

6. Probationary Teachers

- a. Teachers in their first year in the district shall, in addition to the requirements under sections 2, 3, and/or 4 as applicable above, be required to complete a portfolio and take part in the Mentor-Intern program as described below.
 - i. Portfolio Requirement: All probationary teachers are required to immediately begin developing a portfolio, which will be reviewed the first and second years with the building administrator at their Annual Professional Performance Review, and then with the Superintendent of Schools prior to the teacher being recommended for tenure by the superintendent. The purpose of the Professional Portfolio is to collect evidence that will demonstrate effective work in the classroom, the school and the district. The portfolio should

demonstrate progress with students over the year(s), record and track how focused professional development experiences effect classroom practice and student achievement, document effective parent communications, as well as contributions made to the school and district. Professional Portfolios are intended to be working documents that reflect accomplishments. It is a *work in progress* and should be revised and enhanced over time. Details of the structure of the probationary portfolio are included as Appendix AA.

- ii. Mentor-Intern Program – As required under Commissioner’s Regulation 100.2 (dd) (2) (iv), each first year teacher in the district is required to complete a mentor-intern experience. The requirements for this can be found in the district Mentor-Intern Program.

7. Timely and Constructive Feedback

- a. It is a critical component of effective instructional growth for teachers to receive feedback on their performance. Toward this end, evaluators shall make every effort to provide timely and constructive feedback to each teacher in their Annual Professional Performance Review. Each teacher shall receive their performance review by June 15th, or as soon as practicable once state generated information is received, and shall be provided the opportunity to meet with their evaluator to review the contents of their review prior to the conclusion of the school year.

8. Teacher and Principal Improvement Plans

- a. Any written observation or formal evaluation which includes a statement of unsatisfactory performance shall also include recommendations for the improvement of this unsatisfactory performance.
- b. Within one month of the unsatisfactory formal evaluation, and if no improvement is shown, the teacher and principal/designee shall meet to develop the teacher improvement plan at a mutually agree upon time.
- c. The administration, teacher, and union representative shall collaboratively develop a draft Teacher Improvement Plan (TIP) to address the deficiencies in performance. The draft will be reviewed by the Superintendent and SWRTA President or their designee and agreed upon or returned for revision. The following procedures are designed to support staff in need of improvement.
- d. The TIP must include the following:
 - i. Identification of the specific behavior to be changed.
 - ii. The link to the criteria in the district APPR plan.
 - What does the teacher have to change?
 - What evidence will demonstrate that the teacher has changed?
 - iii. A timeline for accomplishing the change, with intermediate benchmarks.
 - iv. A statement of what the teacher agrees to do to make the required change.

- v. A statement of who will support the teacher and monitor progress in the change effort.
 - 1. Identification of multiple resources to help the teacher.
 - Resources can include mentors, district Professional Development Plan, Teacher Centers, BOCES, Higher Education Institutions, personal counselors, employee assistance programs, and medical referrals and others.
 - vi. Release time for courses, workshops and observation.
 - vii. Signatures by the teacher and district representative indicating agreement.
- e. The individual observed shall have a reasonable period of time to work with the observer to correct the unsatisfactory rating.
 - f. A program of correction of unsatisfactory performance shall not include more than three (3) unsatisfactory instructional areas.
 - g. Subsequent observations should include, but not be limited to correction or the lack of correction of this unsatisfactory performance.
 - h. Evaluation of a Teacher Improvement Plan
 - i. Any written formal evaluation which included a statement of unsatisfactory performance shall also include recommendations for the improvement of this unsatisfactory performance.
 - ii. If at the end of the school year a teacher demonstrates improvement and satisfactory attainment of goal(s) he/she will no longer need a Teacher Improvement Plan.
 - iii. If improvement is noted, but the goal(s) are not at a satisfactory level, the administrator may recommend that the teacher continue into year two of the Teacher Improvement Plan.
 - iv. If improvements are not noted, and goals are not attained, the administrator will consult with the Superintendent.

9. Evaluator Training

- a. All teacher evaluations shall be completed by the teacher's principal or his/her designee.
- b. Each principal responsible for evaluating any teacher subject to Education Law 3012-c for the 2011-2012 school year as described in sections 3(a) and 3(c) shall be required to be certified as a lead evaluator as prescribed by §30-2.9.
- c. The duration and nature of the training to be provided to evaluators and lead evaluators subject to §30-2.9 shall be determined through negotiations.
- d. The process for ensuring inter-rater reliability over time between evaluators in the district shall be determined through negotiations with the Shoreham-Wading River Administrators Association.

10. Data Reporting Requirements

- a. The district shall ensure that accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course and teacher/student linkage data necessary to comply with §30-

2.3(b)(1) is provided to the State Education Department according to the timeline prescribed by the Commissioner.

- b. Each teacher and principal subject to Education Law 3012-c for the 2011-2012 school year shall be provided the opportunity to verify the subjects and/or student rosters assigned to them.
- c. The district will provide the appropriate extract files of all data required to conform with the reporting requirements of the State Education Department for individual subcomponent scores and the total composite effectiveness score for each classroom teacher and principal subject to the requirements of Education Law 3012-c.
- d. The assessment development process, once assessment measures are negotiated and adopted, shall be described in this section of the APPR plan.
- e. Each negotiated and adopted assessment shall be stored in a secure location as determined by the Superintendent or designee to ensure that no student has access to the assessment prior to its administration.
- f. Teachers and principals shall not have a vested interest in the outcome of the assessments they score.

11. Appeals

- a. As per §30-2.11, an evaluated teacher or principal subject to the requirements of Education Law 3012-c may challenge their annual professional performance review. Under this law, only the following may be challenged in an appeal:
 - i. The substance of the annual professional performance review.
 - ii. The district's adherence to the standards and methodologies required for such reviews.
 - iii. The adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the district's issuance and/or implementation of the terms of the teacher or principal improvement plan.
- b. As per §30-2.11 and Article IX.C.5 of the 2009-2013 Shoreham-Wading River Teachers' Association Agreement:
 - i. Appeals shall be limited to those evaluations which have resulted in a rating of Ineffective or Developing.
 - ii. Appeals by a teacher must be initiated within five school days of the receipt of an Ineffective or Developing rating. The appeal shall be in writing to the Superintendent of Schools or his/her designee and shall articulate in detail the basis of the appeal. Appeals shall be limited to:
 - 1. the substance of the Annual Professional Performance Review;
 - 2. the school district's adherence to the standards and methodologies required for such reviews pursuant to Education Law 3012-c;

3. the school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures;
 4. the school district's issuance and/or implementation of the terms of the teacher's improvement plan;
 5. any issue not raised in the written appeal shall be deemed waived; and
 6. Notwithstanding item (5) above, procedural issues which are or will be set forth in Article IX of the 2009-2013 Shoreham-Wading River Teachers' Association Agreement shall be subject to this contract's grievance procedure.
- iii. Within five school days of the receipt of the appeal, the Superintendent of Schools or his/her designee shall render a written determination with respect thereto.
 - iv. The determination of the Superintendent of Schools or his /her designee as to the substance of the evaluation shall not be grievable, arbitrable, or reviewable in any other forum.
 - v. The time frames referred to in this section may be extended by mutual agreement of the parties.

Appendix AA

Probationary Teacher Portfolio Organization

The probationary teacher portfolio shall be organized as follows:

A cover page, including the teachers name, teaching assignment, building, and type of teaching certificate.

Division of the Professional Portfolio into the following sections:

- **Observation and Evaluation Reports**
Copies of all written observations and formal performance evaluations
- **Evidence of Student Achievement**
For each year, one sample per marking period of student work for a minimum of three students representing various levels of performance (example: at risk, average, above average).
- **Focused Professional Growth-Enhancement of Content Knowledge and Pedagogical Skill**
Developed in conjunction with the building and district administration, a selected professional development goal created during the second half of the school year. The goal should impact classroom practices or student achievements and be connected to the recommendations(s) suggested in your observation/evaluation reports by your building administrator.
- **Communications with Parents**
This section shall include artifacts that support communication with parents in the following areas:
 - ❖ Information about the Instructional Program
 - ❖ Information about individual students
 - ❖ Seeking Parent Involvement
- **Contributions That Make the School and District a Productive Learning Environment**
Activities and/or committees you have participated in that demonstrate service to the profession and/or contribute to building a community of learners. Examples of contributions are:
 - ❖ Participating on a committee
 - ❖ Implementing a special project or event
 - ❖ Piloting a program or instructional resource
 - ❖ Writing or receiving a grant(Use attached forms – 1A, 1B)
- **Personal Narrative**
A one page reflection that addresses each of the above sections, describing and demonstrating your professional growth and teaching practices.