

2013-2014

**A Teacher's Guide to Understanding
Annual Professional Performance Review
(APPR)**



Revised May 28, 2014

Revisions to the March 2014 *A Teacher's Guide to Understanding Annual Professional Performance Review*

Page 7

Timeline is a realistic reflection of APPR implementation for this year.

Page 10

There is a correction for Grade 3 teachers on Figure 8. In addition, there is clarification for science teachers for grades 4 and 8. This change is in accordance to the 2013-2014 STA and SCSD APPR MOA.

Page 12

The local measure HEDI scoring criteria has been recently negotiated and addressed in this section.

Pages 13-17

Model A-D calculations have been updated to reflect the negotiated local measure HEDI scoring criteria. The calculations for each model are based on rounding to the nearest whole student.

Page 28

Appendix B is optional. For teachers who prefer to document necessary information about the SCSD APPR local measure can use this form.

Pages 30-31

Appendix E has been adjusted to reflect the negotiated local measure HEDI scoring criteria.

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Sources:

Memorandum of Agreement between SCSD and STA 2013-2014

Guidance on New York State's APPR for Teachers and Principals, Revised March 2013

Guidance on the New York State District-wide Growth Goal-Setting Process for Teachers:
SLO, Revised November 2013

Table of Contents

I. OVERVIEW	3
A. Important Terms.....	3
B. APPR in SCSD.....	5
C. Composite Score.....	6
D. Important steps for you in the next five months.....	7
II. SECTIONS OF APPR	8
A. State Measure.....	8
<i>Setting Targets with Student Learning objectives</i>	9
B. Local Measure.....	10
<i>Determining a Goal for the Target-Setting Process</i>	11
<i>Setting Targets with Performance Tasks</i>	11
<i>Setting Targets with NYS ELA and/or Math Assessments</i>	17
<i>Setting Targets with NYSESLAT Assessment</i>	18
<i>Setting Targets with Regents Exams</i>	18
C. Observations of Professional Practice Measure.....	18
<i>Tenured Teachers</i>	18
<i>Probationary Teachers</i>	18
<i>Observations of Professional Practice Measure Scoring Methodology</i>	19
III. COMPONENTS OF APPR	22
A. Evidence Collection.....	22
B. Teacher Improvement Plan (TIP).....	22
C. APPR Appeal.....	24
IV. APPENDICES	25
<i>Appendix A: SCSD Student Learning Objective Template for State Measure</i>	26
<i>Appendix B: Performance Task Student Learning Objective Template for Local Measure</i>	27
<i>Appendix C: Pre-Conference Questions</i>	28
<i>Appendix D: Post-Conference Questions</i>	29
<i>Appendix E: HEDI Scoring Samples</i>	30
<i>Appendix F1: Calculating Total Weighted Observation Score with Teaching and Learning Rubric</i> ..	32
<i>Appendix F2: Calculating Total Weighted Observation Score with Teaching & Learning Rubric</i>	33
<i>Appendix G1: Calculating Total Weighted Observation Score with Danielson Rubric</i>	34
<i>Appendix G2: Calculating Total Weighted Observation Score with Danielson Rubric</i>	35
<i>Appendix H: Total Weighted Score (T_{WS}) to Observation Score Conversion Chart</i>	36
<i>Appendix I: Final Calculation of APPR Composite Score</i>	37
<i>Appendix J: APPR Evidence Binder Note Page</i>	38
<i>Appendix K: Teacher Improvement Plan</i>	39
FIGURE 1: TEACHERS COVERED UNDER APPR.....	5
FIGURE 2: GRAPHIC REPRESENTATION OF COMPOSITE SCORE IN SCSD'S APPR.....	6
FIGURE 3: OVERALL COMPOSITE SCORING BANDS FOR CLASSROOM TEACHERS.....	6
FIGURE 4: TIMELINE OF 2013-2014 APPR PROCESS.....	7
FIGURE 5 TEACHER TYPE AND ASSESSMENT.....	8
FIGURE 6 ELEMENTS TO A SLO.....	9
FIGURE 7 DISTRICT-DEVELOPED HEDI SCORING FOR SCSD'S APPR 2013-2014.....	10
FIGURE 8 TEACHER TYPE AND ASSESSMENT.....	10
FIGURE 9 SAMPLE DECISION-MAKING CHART FOR GOAL-SETTING.....	11
FIGURE 10 PERFORMANCE TASK TARGET-SETTING SCENARIOS.....	12
FIGURE 11 TEACHER OBSERVATIONS.....	19
FIGURE 12 SCSD TEACHING AND LEARNING FRAMEWORK DOMAINS FOR GRADES K-5.....	20
FIGURE 13 DANIELSON RUBRIC DOMAINS FOR GRADES 6-12.....	20
FIGURE 14 SUMMARY OF TEACHER IMPROVEMENT PLAN.....	23
FIGURE 15 APPEAL PROCESS.....	24

I. OVERVIEW

A. Important Terms

Announced observation

An observation in which the timeframe has been agreed upon between the teacher and evaluator; a pre-conference will occur before the observation and will follow a post-conference.

Assessment

State assessments: ELA, math, science, NYSAA, NYSESLAT and the Regents exams. In SCSD, local assessments are known as performance tasks; in some cases, state assessment results will be used for target-setting achievement goals.

BOC

Beginning of course

Composite score

The final score you receive will be based on the weighted scores of the three parts of the Annual Professional Performance Review (APPR): the local measure, state measure, and observations.

EOC

End of course

ELL

English language learners as defined by the NYSESLAT or NYSITELL (initial assessment for language proficiency in New York State).

Evidence Binder

A collection of artifacts that is recommended for teachers to document teacher/student growth and achievement during the school year.

HEDI

This is an abbreviation for the four rating categories---Highly effective, Effective, Developing, and Ineffective---established by the state education commissioner.

Local measure

Twenty percent (20%) of a teacher's evaluation is determined by other locally selected measures of student achievement. In SCSD, teachers in grades 4-8 will set achievement targets using NYS assessments. Teachers not teaching in grades 4-8 will administer performance tasks.

NYSESLAT

The New York State English as a Second Language Achievement Test (NYSESLAT) is designed to annually assess the English proficiency of all English language learners enrolled in Grades K-12 in New York State schools.

NYSAA

The New York State Alternate Assessment is a datafolio-style assessment for students with severe cognitive disabilities.

Professional performance measure

Sixty percent (60%) of a teacher's evaluation is determined by observations and collection of artifacts. The observations provide opportunities for a teacher to present evidence of practice and/or for evaluators to collect evidence of practice.

Poverty

A label for an economically disadvantaged student who is eligible for Free or Reduced-price lunch programs

School-wide mean growth percentage (MGP) score

A mean of the SGPs for students linked to a school, based on similar prior achievement scores, and includes consideration of ELL, SWD, and economically disadvantaged students compared to similar students. The score is provided by the New York State Education Department.

SED

State Education Department of New York

State measure

20 percent of a teacher's evaluation is determined by measuring student growth that is based upon the growth of similar students in the same grade and subject on the same assessment.

Student growth percentile (SGP)

A measure of a student's academic growth compared to similar students. The score is provided by SED.

Student learning objective (SLO)

This is the state's term for the process used to determine student growth.

SWD

Students with disabilities

Target-setting

Under this method for measuring growth on assessments, teachers set targets for how students will perform on assessments. For performance tasks, teachers will set specific, individualized targets, which are subject to approval by the principal.

Teacher Improvement Plan (TIP)

If a teacher's performance is evaluated as "ineffective" or "developing", the supervisor will be required to develop a plan that may include identifying the areas in need of improvement, a timeline for achieving improvement, suggestions for improvement, support to be provided and measurable outcomes to be evaluated.

Teacher of record

Teachers who are primarily and directly responsible for a student's learning activities that are aligned to the performance measures of a course.

Unannounced observation

An observation for which the timeframe has not been determined by the teacher and evaluator; a post-conference will occur after the observation

B. APPR in SCSD

In September 2013, the Syracuse Teachers Association (STA) and Syracuse City School District (SCSD) agreed upon an Annual Professional Performance Review plan for the 2013-2014 school year. STA has created this guide to help teachers attain a better understanding of the teacher evaluation process under the APPR agreement in the Syracuse City School District. You will find information about the three components of APPR: state measure, local measure, and observations of professional practice. In addition, there is information about evidence binders, composite score, teacher improvement plans, and the appeals process. The final part contains documents that will be completed for APPR in 2013-2014. Figure 1 shows the type of teachers covered under APPR.

In New York State, under Education Law §3012-c, teacher effectiveness will be differentiated using four rating categories---Highly Effective, Effective, Developing, and Ineffective. The law requires annual professional performance reviews (APPRs) to result in a single composite teacher effectiveness score that incorporates multiple measures of effectiveness. The results of the evaluations shall be a significant factor in employment decisions, including but not limited to promotion, retention, tenure determination, termination, and supplemental compensation, as well as teacher professional development.

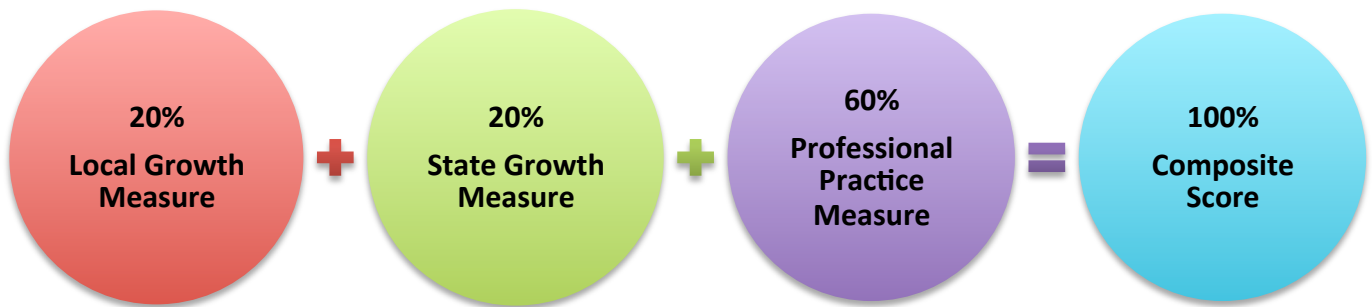
Figure 1: Teachers Covered under APPR

Teachers who are the “teacher of record” will be evaluated under this APPR “Teacher of record” = individual (individuals in co-teaching) who is primarily and directly responsible for a student’s learning activities aligned to the performance measures of a course
Who is covered? <ul style="list-style-type: none">➤ Classroom teachers➤ Career & technical teachers➤ Special education teachers in team-teaching classrooms➤ Speech teachers who are certified, are teachers of record, and provide instructional services➤ “Push-in” and “pull-out” teachers➤ Academic Intervention Services (AIS) specialists➤ School librarians IF a teacher of record
Who is not covered? <ul style="list-style-type: none">➤ Pre-kindergarten teachers➤ Pupil personnel services (e.g., school psychologists, social workers)➤ Supplemental school personnel (teacher aides, teaching assistants)➤ Substitute teachers➤ Teachers of adult, community, continuing education➤ Licensed speech language pathologists who are not certified and do not provide instructional services➤ Certified speech and language therapists who provide ONLY related services➤ Teachers performing instructional support services at least 40% of his/her time UNLESS s/he also serves as a teacher for at least 40% of his/her time➤ Certified librarians who are NOT teacher of record

C. Composite Score

The law specifies that student achievement will comprise 40% of teacher evaluations. The remaining 60% shall be based on multiple measures of teacher effectiveness, observations consistent with the New York State’s teaching standards. The composite score is calculated by adding the converted 60% Other Measures Score, the 20% Local Measures Score and the 20% State Score. See Figure 2 for a visual breakdown of the composite score for our district.

Figure 2: Graphic Representation of Composite Score in SCSD’s APPR



During the summer of 2014, New York State Assessment results will be shared with the district. Expect to receive your composite score during the month of September 2014. It is expected that summative scores from the SLO post-assessment, EOC performance task, NYS Regents, NYSESLAT, and NYSAA scores will also be shared with teachers.

Scoring bands for the state and local measures and for the overall composite score have been determined by the New York State Education Department. The scoring bands for the professional practice measure were determined through collective bargaining between STA and SCSD. See Figure 3 for the district’s scoring bands.

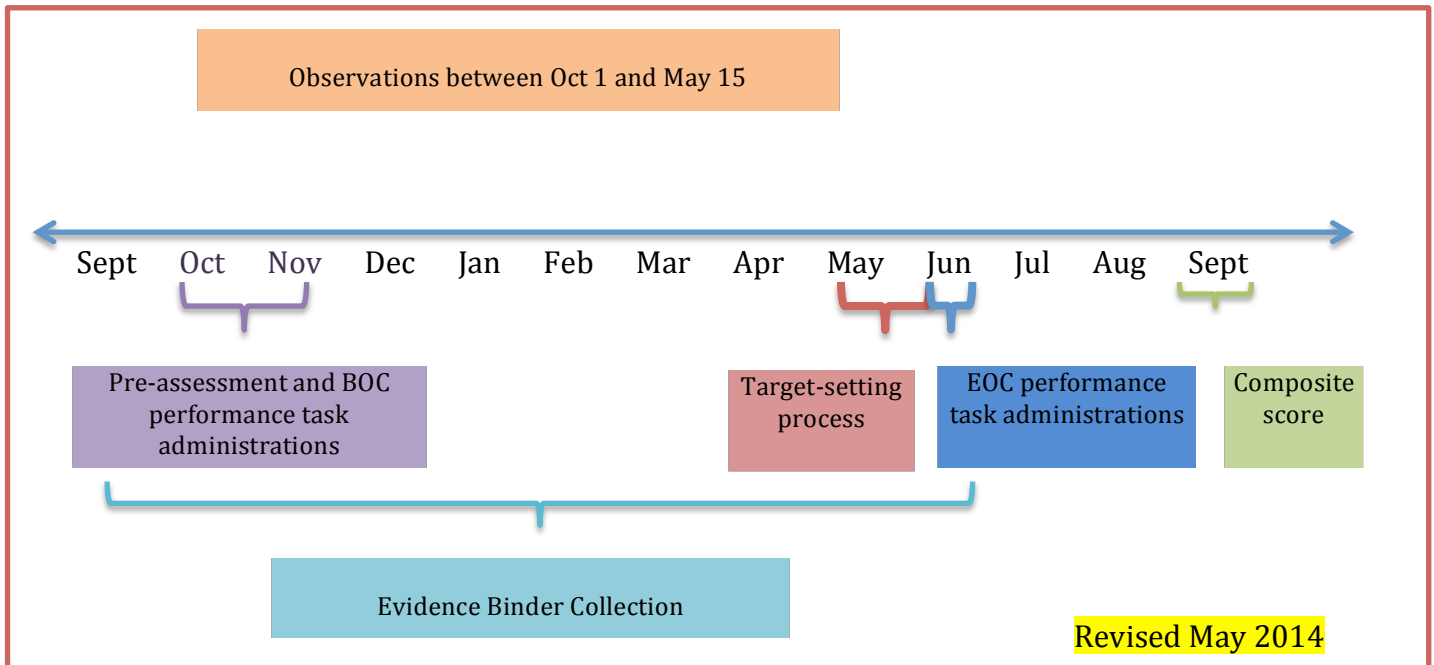
Figure 3: Overall Composite Scoring Bands for Classroom Teachers

Level	State Measure	Local Measure	Professional Practice Measure	Overall composite score
Ineffective	0-2	0-2	0-49	0-64
Developing	3-8	3-8	50-56	65-74
Effective	9-17	9-17	57-58	75-90
Highly Effective	18-20	18-20	59-60	91-100

The composite score for classroom teachers will be calculated according to New York State requirements. A teacher on one or more approved leaves of absence totaling more than 90 school days shall not be issued a composite score, unless required by New York State law.

Figure 4, on the next page, will provide a time structure for this year’s implementation of APPR.

Figure 4: Timeline of 2013-2014 APPR Process



D. Important steps for you in the next five months

- ❖ **Attend district professional development opportunities on the evaluation and development system**
Make it a priority to be present at meetings about the target-setting process of assessments and performance tasks. Learn what you need to know to be prepared in case your school does not follow the system properly. Be an educated participant about this piece.
- ❖ **Become familiar with the STA APPR Guidebook**
STA has created the APPR Guidebook to help teachers with this process during the 2013-2014 school year. Read the guidebook completely and discuss the various components at team, data, and staff meetings. Your knowledge of this topic may guide colleagues and administrators in a clearer direction. Encourage others to reference the guidebook in professional conversations with administrators.
- ❖ **Create and maintain an evidence binder**
STA is highly recommending that each teacher compile her/his APPR documents in an evidence binder. This binder will contain a range of evidence that will demonstrate your growth as a teacher. In the event that you appeal your score, the process will operate much more smoothly when thorough documentation has been organized throughout the process.
- ❖ **Know the process for announced and unannounced observations**
Become very familiar with the Teachscape Platforms and respond immediately to website issues by contacting TalentManagement@scsd.us or directly to the site technicians. Always remember to copy appr@syrteach.org in your correspondence.

II. SECTIONS OF APPR

A. State Measure

According to the New York State Education Department (SED), teachers with students in courses that culminate with the New York State ELA and mathematics assessments will receive a state-provided growth score, known as a mean growth percentile (MGP). In SCSD, all students enrolled in courses that culminate with grades 4 and 8 science, NYSESLAT, NYSAA, or Regents exams will take a pre-assessment at the beginning of the school year and use the state assessments as a post-assessment. Figure 5 provides a summary of teacher type and assessments for this section.

Figure 5 Teacher Type and Assessment

Teacher Type		State Measure
Teachers of Subjects with Other State Assessments (SLO)	English as a Second Language courses	Pre-assessment: 2013 NYSESLAT Post-assessment: 2014 NYSESLAT
	Regents courses	Pre-assessment: District-created exam Post-assessment: 2014 Regents Exam
	NYSAA courses	Pre-assessment: 2012-2013NYSAA Post-assessment: 2013-2014NYSAA
Teachers of Grade 3 (SLO for common branch and departmentalized ELA/Math)	Common Branch Grade 3	Pre-assessment: AIMSweb Post-assessment: 2014 NYS ELA and Math Assessment
	Departmentalized (ELA, Math, SS, Science)	ELA or Math Teachers Pre-assessment: AIMSweb Post-assessment: 2014 NYS ELA or Math Assessment Science or Social Studies Teachers will receive a school-wide mean growth percentile (MGP)
Teachers of Grades 4-8	Common Branch Grades 4-5	Individual Mean Growth Percentile (MGP)
	Teachers of ELA or Math Grades 4-8	Individual Mean Growth Percentile (MGP)
Teachers of Other Subjects	AVID, CTE, Fine Arts, Health, PE, Technology, K-2, Secondary non-regents	School-wide Mean Growth Percentile (MGP)

Teachers will document student growth using a structure known as Student Learning Objectives (SLO). SED has guided school districts to use this structure for measuring student growth in the state growth portion; it is recommended by SED that SLOs should be “ambitious, but achievable”. Figure 6 lists seven basic elements in a student learning objective.

Figure 6 Elements to a SLO

Student Population	<ul style="list-style-type: none">•Which students are being addressed?•Each SLO will address all students in the teacher’s course (or across multiple course sections) who take the same final assessment.
Learning Content	<ul style="list-style-type: none">•What is being taught? CCSS/national/State standards?•Will specific standards be focused on this goal or all standards applicable to the course?
Interval of Instructional Time	<ul style="list-style-type: none">•What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?
Evidence	<ul style="list-style-type: none">•What assessment(s) or student work product(s) will be used to measure this goal?
Target	<ul style="list-style-type: none">•What is the expected outcome (target) by the end of the instructional period?
HEDI Scoring	<ul style="list-style-type: none">•How will evaluators determine what range of student performance “meets” the goal (Effective) versus “well below”, (Ineffective), “below” (Developing), and “well above” (Highly Effective).•These ranges translate into HEDI categories to determine educators’ final rating for the growth subcomponent of evaluations. Districts and BOCES must set their expectations for the HEDI ratings and scoring.
Rational	<ul style="list-style-type: none">•Why were the learning content, evidence, and target chosen?

Teachers with students enrolled in courses that do not culminate with a state assessment (see Figure 5) will receive a school-wide growth score that is calculated by SED based on the ELA and math assessments in grades 4-8, and the Regents exams in grades 9-12. SED will send the district school-wide growth scores in August.

For any student who is absent for one or more school days during the school year, the student’s improvement on the assessment for the subject area and grade level shall be adjusted to reflect the percentage of time the student was absent. This part will be calculated by SED.

Setting Targets with Student Learning objectives

For teachers with Student Learning Objectives, Figure 7 is the district developed HEDI scoring that will be used to determine the HEDI points teachers will earn depending on the percentage of their students that meet their individual summative assessment goals.

Figure 7 District-developed HEDI Scoring for SCSD's APPR 2013-2014

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100%	94-97%	90-93%	89%	88%	86-87%	84-85%	82-83%	80-81%	78-79%	77%	76%	72-75%	68-71%	64-67%	59-63%	55-58%	51-54%	41-50%	31-40%	0-30%

B. Local Measure

ELA and math teachers in grades 4-8 will set student achievement targets based on ELA and Math assessments comparing last year's results with this year's performances. For teachers of other subject areas, performance tasks are used to measure student achievement in particular courses. An organizational chart of teacher type and assessments is depicted on Figure 8.

Figure 8 Teacher Type and Assessment

Teacher Type		Local Measure	
Teachers of Subjects with Other State Assessments	English as a Second Language courses	BOC: Performance Task option EOC: 2014 NYSESLAT	
	Regents courses	BOC: Performance Task option EOC: 2014 Regents Exam	
	NYSAA courses	Achievement goal and target-setting for all students taking the 2013-2014 NYSAA (New York State Alternate Assessment)	
	Science	For Grade 4 BOC: Performance Task option EOC: 2014 NYS Science	For Grade 8 BOC: Performance Task option EOC: 2014 NYS Science
Teachers of Grade 3	Common Branch Grade 3	BOC: Performance Task option EOC: 2014 NYS ELA or Math	
	Departmentalized (ELA, Math, SS, Science)	For ELA or Math BOC: Performance Task option EOC: 2014 NYS ELA or Math	For SS and Science BOC: Performance Task option EOC: Performance Task option
Teachers of Grades 4-8	Common Branch Grades 4-5	Achievement goal and target-setting for all students taking the 2014 NYS ELA and Math Assessments	
	Teachers of ELA or Math Grades 4-8	Achievement goal and target-setting for all students taking the 2014 NYS ELA or Math Assessment	
Teachers of Other Subjects*	AVID, CTE, Fine Arts, Health, PE, Technology, K-2, Secondary non-regents	BOC: Performance Task option EOC: Performance Task option	

*For semester courses, only the performance task results from second semester will be used in the local measure calculation.

Determining a Goal for the Target-Setting Process

Teachers should evaluate previous academic data and history before setting individualized targets for students. As stated in the November 2013 APPR Guidance Document, any information about what students understand from previous years in the same subject or other subject areas can give a teacher a wealth of information as to where the students may struggle or thrive. Considerations such as the amount of SWD, ELL, and students living in poverty will also guide teachers in determining a realistic goal for students.

This ambitious and realistic goal will represent a teacher’s expectation for the percentage of students who will meet or exceed their targets. A teacher may use Figure 9, Decision-Making Chart for Goal Setting, as a guide for identifying the percentage of students who will achieve or exceed their targets. For example, if a teacher’s caseload is comprised of 30% SWD and/or ELL, it is feasible that a teacher’s goal is for 70% of his/her students to meet or exceed their achievement or target goals. Another sample teacher goal could reflect the amount of students living in poverty; for instance, if a teacher’s caseload is comprised of 80% poverty, that teacher’s goal could be that 60% of his/her students will meet or exceed their achievement goals or targets.

Figure 9 Sample Decision-Making Chart for Goal-Setting

% SWD and/or ELL	% Goal	OR	% Poverty	% Goal
0%	80%			29% or less
1-22%	75%		30-59%	75%
23-31%	70%		60-69%	70%
32-49%	65%		70-79%	65%
50-59%	60%		80-89%	60%
60-74%	55%		90-99%	55%
75% or more	50%		100%	50%

Source: Buffalo Teachers Federation, March 2013

Setting Targets with Performance Tasks

Performance tasks were created for teachers who teach courses that do not culminate in a state assessment. Performance tasks were administered during the fall of this year and it is expected that end of course (EOC) performance tasks will be administered to students during May or June 2014. When teachers receive baseline scores of the BOC performance task(s), achievement targets will then be determined using the student’s previous academic history and various data points. The use of data from a student’s history will provide evidence to support the target-setting process with administrators.

SED has recommended various types of target-setting scenarios for teachers, as shown on Figure 10. You may choose one of these options or develop another type of target-setting process that will be appropriate for your course and the type of students enrolled in your classes. See appendix E for multiple HEDI scoring samples.

In early May, the STA and SCSD agreed to a uniform HEDI scoring for the local measure. The negotiated criteria are displayed below.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
94-100%	87-93%	80-86%	76-79%	73-75%	70-72%	67-69%	65-66%	62-64%	58-61%	54-57%	50-53%	45-49%	40-44%	35-39%	30-34%	25-29%	20-24%	13-19%	7-12%	0-6%

Figure 10 Performance Task Target-Setting Scenarios

Performance Task Target-Setting Scenarios

<p>A. Individual Growth Targets</p> <p>Each student has an individual, differentiated target that is based on individual baseline academic performance.</p> <p>Individual students either meet or do not meet their individual target.</p> <p>Flexibility in target setting in this model lends itself to data-driven decisions, emphasizing high expectations of growth for all.</p>	<p>B. Class-wide minimum Rigor Target</p> <p>All students will have a minimum rigor target for what would reflect the “Meets” level of performance.</p> <p>Individual students either meet or do not meet their individual target.</p> <p>This model holds all students to a consistent level of expectation.</p>	<p>C. Class-wide Growth to Mastery Target</p> <p>Individual students either meet/do not meet the class-wide target.</p> <p>All students will have a target for what would reflect the “Mastery” level of performance.</p> <p>This model holds all students to a consistent level of expectation.</p>	<p>D. Banded/Range-based Target</p> <p>Students are classified into different starting levels using whatever baseline assessment information is available.</p> <p>Individual students either meet/do not meet the banded/range-based target.</p> <p>This model aligns well when there are tiered levels of expectations for students within a course.</p> <p>Targets in this model reflect the diverse needs and performance levels found within any given classroom.</p>
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The target-setting models (A-D) will investigate each scenario further. Each model will be based on a sample group of 10 students and include the negotiated HEDI scoring criteria.

Model A: Individual Growth Targets Based on Four Levels of Student Achievement

This model has individualized targets established for each student based upon the baseline score and previous academic history of each student. To determine the points earned on the local measure section, the following information must be determined using information on the student roster and HEDI scoring table.

- Total number of students, $n =$ _____; teacher goal = _____
- Predicted number of students who will reach achievement goals = _____ ($n * \text{HEDI \% meeting goals}$)
- Actual number of students who have reached achievement goals = _____, see roster
- Divide c/b to determine the percentage of students who have reached target goals = _____
- Find percentage on HEDI Scoring table. Points earned from HEDI scoring: _____

STUDENT ROSTER

	BOC performance task score (baseline)	Target	EOC performance task score (summative)	Met Target? Y or N
Student 1	2	3	3	Y
Student 2	1	2	2	Y
Student 3	4	4	4	Y
Student 4	2	3	2	N
Student 5	3	3	3	Y
Student 6	1	3	3	Y
Student 7	1	2	2	Y
Student 8	2	3	2	N
Student 9	3	3	4	Y
Student 10	1	2	2	Y

SAMPLE HEDI SCORING

Teacher Goal: 82% of students will meet or exceed their achievement goals.																				
HIGHLY EFFECTIVE		EFFECTIVE										DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
94-100%	87-93%	80-86%	76-79%	73-75%	70-72%	67-69%	65-66%	62-64%	58-61%	54-57%	50-53%	45-49%	40-44%	35-39%	30-34%	25-29%	20-24%	13-19%	7-12%	0-6%



- Total number of students, $n =$ 10; teacher goal = 82%
- Predicted number of students who will reach achievement goals = 8.2 , round to 8 ($n * .82$)
- Actual number of students who have reached achievement goals = 8, see student roster
- Divide c/b to determine the percentage of students who have reached **the teacher's goal** = $8/8$ is 100%
- Find percentage on HEDI Scoring table. Points earned from HEDI scoring: 20

In this scenario, the teacher has determined that 82% of students will meet or exceed their achievement goals (8 out of 10 students). The teacher has earned 20 points for the local measure because 100% (**8 out the 8**) of the students **have met or exceeded the teacher's goal**. The teacher's rating is "highly effective."

Model B: Class-wide Minimum Target Based on Four Levels of Student Achievement

This model has a class-wide minimum target of level 2 for all students. This means that all students have to achieve a level 2 to demonstrate growth. To determine the points earned on the local measure section, the following information must be determined using information from the student roster and HEDI scoring table.


- Total number of students, $n =$ _____; teacher goal = _____
- Predicted number of students who will reach achievement goals = _____ ($n * \text{HEDI } \%$ meeting goals)
- Actual number of students who have reached achievement goals = _____
- Divide c/b to determine the percentage of students who have reached target goals = _____
- Find percentage on HEDI Scoring table. Points earned from HEDI scoring: _____

STUDENT ROSTER

	BOC performance task score (baseline)	Target	EOC performance task score (summative)	Met Target? Y or N
Student 1	2	2	3	Y
Student 2	1	2	1	N
Student 3	4	2	4	Y
Student 4	2	2	1	N
Student 5	3	2	3	Y
Student 6	1	2	3	Y
Student 7	1	2	2	Y
Student 8	2	2	2	Y
Student 9	3	2	4	Y
Student 10	1	2	2	Y

SAMPLE HEDI SCORING

Teacher Goal: 75% of students will meet or exceed their achievement goals.																				
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
94-100%	87-93%	80-86%	76-79%	73-75%	70-72%	67-69%	65-66%	62-64%	58-61%	54-57%	50-53%	45-49%	40-44%	35-39%	30-34%	25-29%	20-24%	13-19%	7-12%	0-6%

- 
- Total number of students, $n = 10$; teacher goal = 75%
 - Predicted number of students who will reach achievement goals = 7.5, round to 7 ($n * .75$)
 - Actual number of students who have reached achievement goals = 8, see student roster
 - Divide c/b to determine the percentage of students who have reached the teacher's goal = $8/7$ is 114% (will calculate up to 100%)
 - Find percentage on HEDI Scoring table. Points earned from HEDI scoring: 20

In this scenario, the teacher has determined that 75% of students will meet or exceed their achievement goals (7 out of 10 students). The teacher has earned 20 points for the local measure because 100% of the students or more have met or exceeded the teacher's goal. The teacher's rating is "highly effective."

Model C: Class-wide Growth to Mastery Target Based on Four Levels of Student Achievement

This model has a class-wide growth to mastery target of level 3 for all students. This means that all students have to achieve a level 3 to demonstrate growth. To determine the points earned on the local measure section, the following information must be determined using information from the student roster and HEDI scoring table.

- Total number of students, $n =$ _____; teacher goal = _____
- Predicted number of students who will reach achievement goals = _____ ($n * \text{HEDI \% meeting goals}$)
- Actual number of students who have reached achievement goals = _____
- Divide c/b to determine the percentage of students who have reached target goals = _____
- Find percentage on HEDI Scoring table. Points earned from HEDI scoring: _____

STUDENT ROSTER

	BOC performance task score (baseline)	Target	EOC performance task score (summative)	Met Target? Y or N
Student 1	2	3	3	Y
Student 2	1	3	2	N
Student 3	4	3	4	Y
Student 4	2	3	2	N
Student 5	3	3	3	Y
Student 6	1	3	3	Y
Student 7	1	3	2	N
Student 8	2	3	2	N
Student 9	3	3	4	Y
Student 10	1	3	4	Y

SAMPLE HEDI SCORING

Teacher Goal: 65% of students will meet or exceed their achievement goals.																				
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
94-100%	87-93%	80-86%	76-79%	73-75%	70-72%	67-69%	65-66%	62-64%	58-61%	54-57%	50-53%	45-49%	40-44%	35-39%	30-34%	25-29%	20-24%	13-19%	7-12%	0-6%

- Total number of students, $n = 10$; teacher goal = 65%
- Predicted number of students who will reach achievement goals = 6.5, round to 6 ($n * .65$)
- Actual number of students who have reached achievement goals = 6, see student roster
- Divide c/b to determine the percentage of students who have reached the teacher's goal = $6/6$ is 100%
- Find percentage on HEDI Scoring table. Points earned from HEDI scoring: 20

In this scenario, the teacher has determined that 65% of students will meet or exceed their achievement goals (6 out of 10 students). The teacher has earned 20 points for the local measure because 100% (6 out of 6) of the students have met or exceeded the teacher's goal. The teacher's rating is "highly effective."

Model D: Banded/Range Based Target Based on Four Levels of Student Achievement

This model has targets based on a band or range of scores. Students who scored at level 1 are expected to score at level 2 or higher. Students who scored at level 2 are expected to score at level 3 or higher. Students with scores at levels 3 and 4 are expected to perform at level 4 on the BOC performance task.

BASELINE	BANDED/RANGE TARGET	} determined by teacher
Level 1	Level 2 or higher	
Level 2	Level 3 or higher	
Levels 3 and 4	Level 4	

STUDENT ROSTER

	BOC performance task score (baseline)	Target	EOC performance task score (summative)	Met Target? Y or N
Student 1	2	3	3	Y
Student 2	1	2	2	Y
Student 3	4	4	4	Y
Student 4	2	3	2	N
Student 5	3	4	3	N
Student 6	1	2	3	Y
Student 7	1	2	1	N
Student 8	2	3	2	N
Student 9	3	4	4	Y
Student 10	1	2	1	N

SAMPLE HEDI SCORING

Teacher Goal: 55% of students will meet or exceed their achievement goals.																				
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
94-100%	87-93%	80-86%	76-79%	73-75%	70-72%	67-69%	65-66%	62-64%	58-61%	54-57%	50-53%	45-49%	40-44%	35-39%	30-34%	25-29%	20-24%	13-19%	7-12%	0-6%

- Total number of students, n = 10; teacher goal = 55%
- Predicted number of students who will reach achievement goals = 5.5, round to 5 (n * .55)
- Actual number of students who have reached achievement goals = 5, see student roster
- Divide c/b to determine the percentage of students who have reached the teacher's goal = 5/5 is 100%
- Find percentage on HEDI Scoring table. Points earned from HEDI scoring: 20

In this scenario, the teacher has determined that 55% of students will meet or exceed their achievement goals (5 out of 10 students). The teacher has earned 20 points for the local measure score because 100% (5 out of 5) of the students have met or exceeded the teacher's goal. The teacher's rating is "highly effective."

Setting Targets with NYS ELA and/or Math Assessments

ELA and math teachers in grades 4-8 will determine achievement targets based on the State ELA and/or math test.

Sample target-setting scenarios with NY State ELA and/or Math Assessments	3% point increase in number of students earning the proficient level 3 or better on the 7 th grade State math test compared to those same students' performance on the 6 th grade State math test.
	85% of students will earn the proficient level of 2 or better on the 5 th grade State math test.
	50% of students will earn the proficient level 3 or better on the 6 th grade State ELA test.

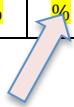


SAMPLE HEDI SCORING

Teacher Goal: 85% of students will meet their achievement goals.

Students will earn the proficient level of 2 or better on the 5th grade State math test. (Model B)

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
94-100%	87-93%	80-86%	76-79%	73-75%	70-72%	67-69%	65-66%	62-64%	58-61%	54-57%	50-53%	45-49%	40-44%	35-39%	30-34%	25-29%	20-24%	13-19%	7-12%	0-6%



- Total number of students, n = 100
- Predicted number of students who will reach achievement goals = 85 (n * HEDI % meeting goals)
- Actual number of students who have reached achievement goals = 50
- Divide c/b to determine the percentage of students who have reached the teacher's goal = 50/85 is 59%
- Find percentage on HEDI Scoring table. Points earned from HEDI scoring: 11

Using the **second target-setting scenario**, the teacher has determined that 85% of students will meet or exceed their achievement goals (85 out of 100 students = 85%). The teacher has earned **11** points for the local measure score because **59% (50 of 85)** of students **have met or exceeded the teacher's goal**. The teacher's rating is "effective."

Setting Targets with NYSESLAT Assessment

Sample target-setting scenarios with NYSESLAT	50% of students will maintain or increase one raw score on the Writing Modality.
	75% of students will move one proficiency level on the Spring 2014 NYSESLAT.
	80% of students will maintain or increase one raw score on the Reading Modality.

Setting Targets with Regents Exams

Sample target-setting scenarios with Regents Exams	50% of students will earn a passing score of 75 or higher on the Regents Exam.
	65% of students will reach a mastery target score of 80 or higher.
	90% of students will pass the Regents exam with a score of 65 or higher.

C. Observations of Professional Practice Measure

Teachers with students in grades K-5 will be evaluated with the SCSD Teaching and Learning Framework Rubric (2013 Revised Edition). Teachers teaching students in grades 6-12 will be evaluated with Danielson TEACHSCAPE Framework for Teaching (2011 Revised Edition). All observations will be conducted between October 1 and May 15.

The following guidelines have been suggested to all school administrators, peer observers, and PAR consultants:

- ◆ Allow for 5 school days between pre-observation conference and “announced observation.”
- ◆ Complete post-observation conference within 10 school days after observation is completed.
- ◆ Allow for 30 days between any two observations.

Tenured Teachers

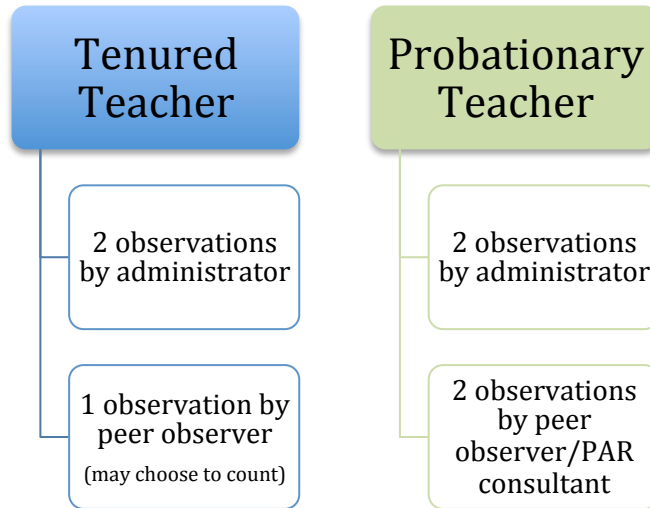
- Will receive at least 3 observations; 2 by a certified administrator (1 unannounced and 1 announced); 1 by a peer observer (announced).
- Tenured teachers may opt to have the peer observation count toward their evaluation. If this option is chosen, administrator observations shall count for 40 points and the peer observation shall count for 20 points of the professional practice score. If the option is not chosen, the administrator observations will count for the full 60 points.

Probationary Teachers

- Will receive at least 4 observations; 2 by a certified administrator (1 unannounced and 1 announced); 2 by a Peer Observer/PAR consultant (1 unannounced and 1 announced). The administrator observations shall count for 40 points and the peer/PAR observations shall count for 20 points.

A peer observer will observe all teachers, even if they have chosen to opt-out of the peer observation counting towards their evaluation. This will provide for the classroom teacher to receive content-specific feedback. Refer to Figure 11 for a presentation of teacher observations.

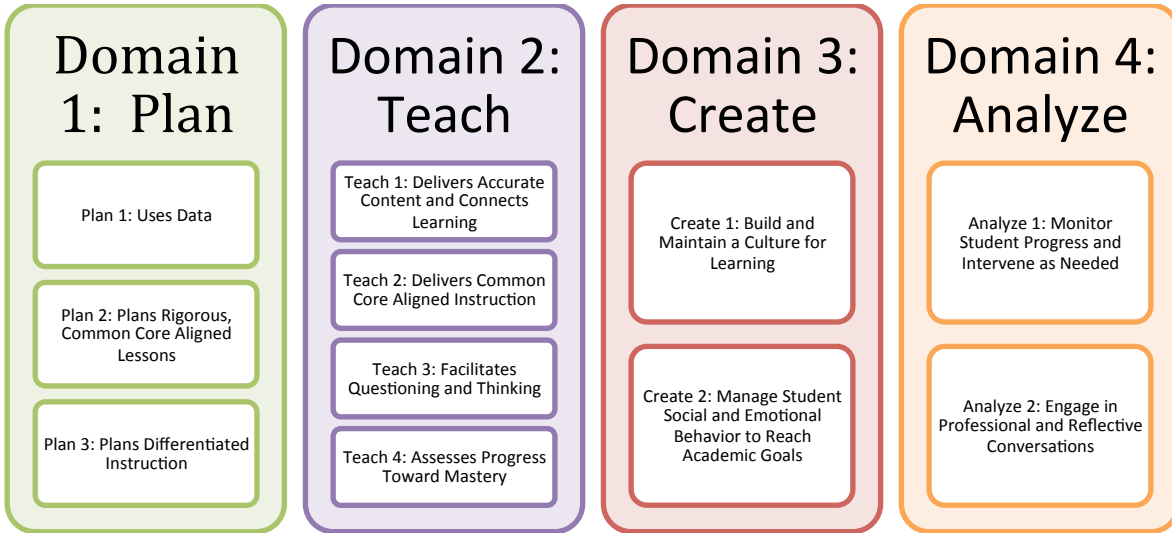
Figure 11 Teacher Observations



Observations of Professional Practice Measure Scoring Methodology

The Commissioner’s Regulation requires that each teacher will be evaluated annually on the NYS Teaching Standards using an approved rubric as part of the Multiple Measure of Teacher Effectiveness section. Figures 12 and 13 reflect the evaluation rubrics that have been negotiated for this year.

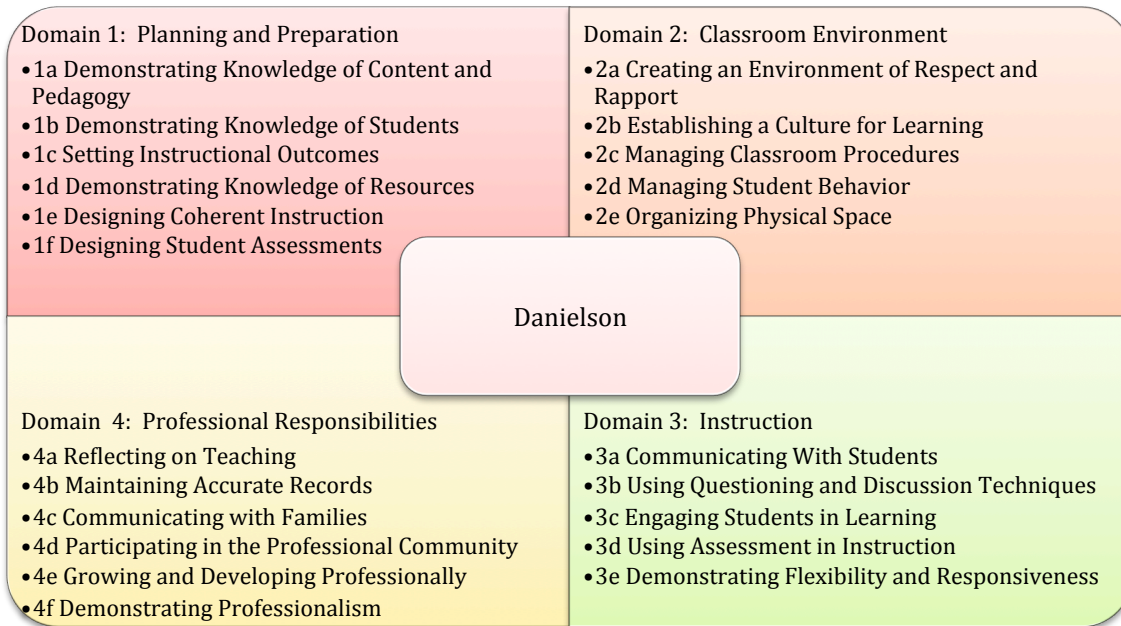
Figure 12 SCSD Teaching and Learning Framework Domains for Grades K-5



The SCSD Teaching and Learning Framework domains will have the following weights:

Domain 1: Plan	22%
Domain 2: Teach	39%
Domain 3: Create	25%
Domain 4: Analyze	14%

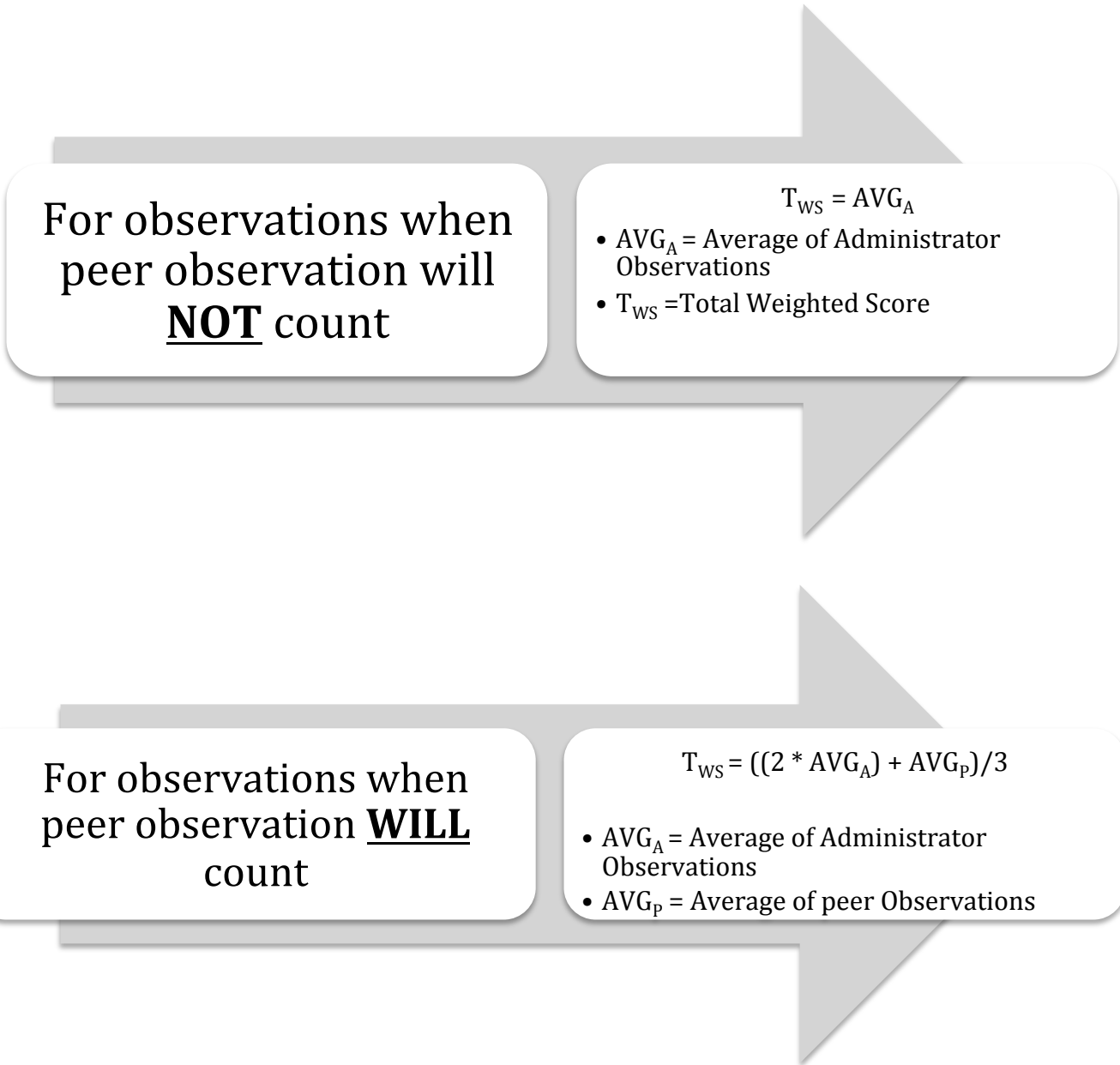
Figure 13 Danielson Rubric Domains for Grades 6-12



Danielson Rubric domains will have the following weights:

Domain 1: Planning and Preparation	15%
Domain 2: Classroom Environment	35%
Domain 3: Instruction	35%
Domain 4: Professional Responsibilities	15%

This portion of a teacher's evaluation is worth 60% of the composite score. Appendices F2 and G2 contain a weighting methodology for calculating observation scores for the subcomponents of each domain. The following formulas will be used for determining the overall Total Weighted Score for the Professional Practice Measure:



The Total Weighted Score will then be rounded to the nearest tenth decimal place and that score will be looked up on the conversion chart to determine the number of points the teacher will earn in the profession practice (60%) portion of the APPR system. Refer to appendix H for the Total Weighted Score (T_{WS}) to observation score conversion chart.

III. COMPONENTS OF APPR

A. Evidence Collection

STA is recommending the use of an evidence binder for all teachers evaluated under APPR. You will use this tool to organize and prioritize the necessary documents that will highlight your professional growth in this new teacher evaluation process. Informative evidence binder sessions will be provided during the months of February and March. Also, STA's APPR Liaison will be available to guide teachers in this process.

Evidence may include:

- Documentation of all discrepancies/issues throughout the process
- Student Learning Objectives templates and rosters
- Teacher evaluation observation forms
- Class lists
- Multiple measures of student learning
- Request for assistance
- Correspondences with families, administrators, and colleagues

B. Teacher Improvement Plan (TIP)

Teachers with composite scores in the “ineffective” or “developing” performance levels will be required to develop a Teacher Improvement Plan (TIP). Such plan will be completed within ten days of the start of the school year within which the Plan will be applied. The plan shall include, but not be limited to, an identification of the areas in need of improvement, a timeline for achieving improvement, suggestions for improvement, support to be provided, and measurable outcomes to be evaluated.

The Plan will describe the professional learning activities that the teacher must complete. These activities will be connected to the areas needing improvement. The artifacts that the teacher must produce could serve as benchmarks for improvement as evidence for the successful completion of their improvement plan. The artifacts could include such items as lesson plans, student work, or unit plans. The plan will include the additional support and assistance that will be provided to the teacher. Upon completion of the improvement plan, the supervisor will meet with the teacher to review the plan, including artifacts and evidence in order to provide a final, summative rating for the staff member. See table 14 for a summary of a TIP.

Figure 14 Summary of Teacher Improvement Plan

TIP Component	Component Description	Component Samples
Specific area of improvement	<ul style="list-style-type: none"> ▪ Identify specific areas in need of improvement. ▪ Develop specific, behaviorally written goals for the teacher to accomplish during the period of the plan. 	Targeted goals: <ul style="list-style-type: none"> ✓ Instructional planning ✓ Student assessment ✓ Classroom management ✓ Fulfillment of professional responsibilities <ul style="list-style-type: none"> ➢ Attendance ➢ Communication with colleagues/administration ➢ Communication with home
Expected outcomes	<ul style="list-style-type: none"> ▪ Identify specific recommendations for what the teacher/principal is expected to do to improve the identified areas. ▪ Delineate specific, realistic activities for the teacher/principal. 	<ul style="list-style-type: none"> ✓ List of specific expectations related to targeting goals ✓ Observe colleagues identified by principal ✓ Attend workshops related to targeted goals ✓ Attend routine meetings with administrator(s)
Resources	<ul style="list-style-type: none"> ▪ Identify specific resources and support systems available to assist the teacher to improve performance. 	<ul style="list-style-type: none"> ✓ Coaches ✓ Roleplaying activities ✓ Visitations ✓ Courses ✓ Peer visits ✓ Materials ✓ Identify the lead evaluator who has oversight of the TIP ✓ List specific material, people, workshop to be used to support the TIP ✓ Identify the instrument or rubrics used to monitor progress
Responsibilities	<ul style="list-style-type: none"> ▪ Identify responsible administrator(s) and steps to be taken by administrator(s) and the teacher/principal throughout the plan. 	<ul style="list-style-type: none"> ✓ Classroom observations of the teacher ✓ Supervisory conferences between the teacher principal and the administrator(s) ✓ Written reports and/or evaluations
Evidence of Achievement	<ul style="list-style-type: none"> ▪ Identify how progress will be measured and assessed. ▪ Specify next steps to be taken based upon whether the teacher is successful, partially successful or unsuccessful in efforts to improve performance. 	<ul style="list-style-type: none"> ✓ Identify how progress will be measured and assessed ✓ Specify next steps to be taken based upon progress or lack thereof
Timeline	<ul style="list-style-type: none"> ▪ Provide a specific timeline for implementation of the various components for the TIP for its final completion. ▪ Identify the dates for preparation of written documentation regarding the completion of the plan. 	<ul style="list-style-type: none"> ✓ Identify dates for classroom observations consistent with APPR Plan ✓ Identify dates for progress meetings with administrators related to each identified targeted goal ✓ Identify dates for quarterly assessment of overall progress

C. APPR Appeal

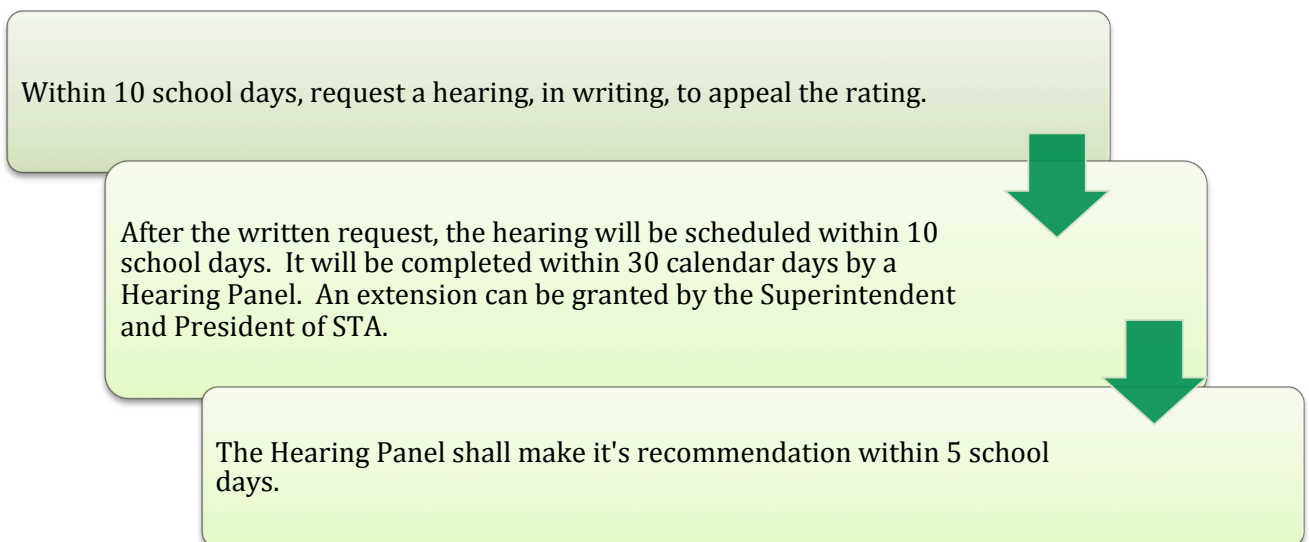
According to the SED APPR Guidance, only teachers receiving a rating of ineffective and developing shall have the right to appeal their rating.

The teacher shall be entitled to a hearing on the reasons for his/her rating if she notifies the Superintendent or his/her designee to this effect, in writing, no later than ten (10) school days following receipt of the final rating notice. Failure to file for a hearing within the ten (10) school days shall be considered as a waiver of this appeal process.

The request for hearing must state the particular provisions of the evaluation and/or process that the teacher believes to be inaccurate. The hearing will be scheduled within ten (10) school days of the teacher's request, and completed within thirty (30) calendar days thereafter, by a Hearing Panel consisting of three (3) members and comprised of the Superintendent's designee, one teacher named by the Association, and a third person who shall be selected by the Superintendent and the President of the Association. The third person must be trained as an evaluator. A panel member may not have been involved in the evaluation process of the teacher who is appealing. Any extension beyond the thirty (30) day limitation shall be by mutual agreement of the Superintendent and the President of the Association.

The hearing shall consist of all documents comprising the evaluation and any rebuttal documents. The panel and/or the teacher may request testimony from the teacher and/or evaluator(s). The hearing shall be closed to the public. The panel shall make its recommendation within five (5) school days of the conclusion of the hearing. The panel's recommendation shall be advisory to the Superintendent of Schools whose final decision shall be binding on the parties. For teachers with an "Ineffective" or "Developing" rating, see table 15.

Figure 15 Appeal Process



IV. APPENDICES

Appendix A: SCSO Student Learning Objective Template for State Measure

SCSO Student Learning Objective Template 2013-2014 for State Measure

<i>All SLOs MUST include the following basic components:</i>																					
Population	<i>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</i>																				
Learning Content	<i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</i>																				
Interval of Instructional Time	<i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?</i>																				
Evidence	<i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i>																				
Baseline	<i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i>																				
Target(s)	<i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</i>																				
HEDI Scoring	<i>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</i>																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	98-100%	94-97%	90-93%	89%	88%	86-87%	84-85%	82-83%	80-81%	78-79%	77%	76%	72-75%	68-71%	64-67%	59-63%	55-58%	51-54%	41-50%	31-40%	0-30%
Rationale	<i>Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</i>																				

Appendix B: Performance Task Student Learning Objective Template for Local Measure
(OPTIONAL)

State Assessment/Performance Task Student Learning Objective Template
 2013-2014 for Local Measure

<i>All SLOs MUST include the following basic components:</i>																					
Population	<i>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</i>																				
Learning Content	<i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</i>																				
Interval of Instructional Time	<i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?</i>																				
Evidence	<i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i>																				
Baseline	<i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i>																				
Target(s)	<i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</i>																				
HEDI Scoring	<i>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</i>																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	94-100%	87-93%	80-86%	76-79%	73-75%	70-72%	67-69%	65-66%	62-64%	58-61%	54-57%	50-53%	45-49%	40-44%	35-39%	30-34%	25-29%	20-24%	13-19%	7-12%	0-6%
Rationale	<i>Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</i>																				

Appendix C: Pre-Conference Questions

Pre-conference Questions

Question: 1. To which part of your curriculum does this lesson relate?

Answer:

Question: 2. How does this learning “fit” in the sequence of learning for this class?

Answer:

Question: 3. Briefly describe the students in this class, including those with special needs.

Answer:

Question: 4. What are your learning outcomes for this lesson? What do you want the students to understand?

Answer:

Question: 5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets or other materials the students will be using.

Answer:

Question: 6. How will you differentiate instruction for different individuals or groups of students in the class?

Answer:

Question: 7. How and when will you know whether the students have learned what you intend?

Answer:

Question: 8. Is there anything that you would like me to specifically observe during the lesson?

Answer:

Appendix D: Post-Conference Questions

Post-conference Questions

Question: 1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?

Answer:

Question: 2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?

Answer:

Question: 3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?

Answer:

Question: 4. Did you depart from your plan? If so, how, and why?

Answer:

Question: 5. Comment on different aspects of your instructional delivery (e.g. activities, grouping of students, materials, and resources). To what extent were they effective?

Answer:

Question: 6. If you had a chance to teach this lesson again to the same group of students, what would you do differently?

Answer:

Appendix E: HEDI Scoring Samples



1. Teacher determines number of students on SLO roster.
2. Teacher uses student data to determine realistic achievement goals for students who will meet or exceed the academic goals (i.e., 80%, 70%, 65%, etc.).
3. **Optional:** Teacher completes the local measure SLO template to record student achievement goals.
4. **Optional:** Teacher presents completed local measure SLO document to administrator for discussion and approval.
5. **Optional:** Both teacher and administrator sign and date SLO document.

Teacher Goal: 80% of students will meet or exceed the achievement goals.																				
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
94-100%	87-93%	80-86%	76-79%	73-75%	70-72%	67-69%	65-66%	62-64%	58-61%	54-57%	50-53%	45-49%	40-44%	35-39%	30-34%	25-29%	20-24%	13-19%	7-12%	0-6%

Teacher Goal: 75% of students will meet or exceed the achievement goals.																				
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
94-100%	87-93%	80-86%	76-79%	73-75%	70-72%	67-69%	65-66%	62-64%	58-61%	54-57%	50-53%	45-49%	40-44%	35-39%	30-34%	25-29%	20-24%	13-19%	7-12%	0-6%

Teacher Goal: 70% of students will meet or exceed the achievement goals.																				
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
94-100%	87-93%	80-86%	76-79%	73-75%	70-72%	67-69%	65-66%	62-64%	58-61%	54-57%	50-53%	45-49%	40-44%	35-39%	30-34%	25-29%	20-24%	13-19%	7-12%	0-6%

Teacher Goal: 65% of students will meet or exceed the achievement goals.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
94-100%	87-93%	80-86%	76-79%	73-75%	70-72%	67-69%	65-66%	62-64%	58-61%	54-57%	50-53%	45-49%	40-44%	35-39%	30-34%	25-29%	20-24%	13-19%	7-12%	0-6%

Teacher Goal: 60% of students will meet or exceed the achievement goals.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
94-100%	87-93%	80-86%	76-79%	73-75%	70-72%	67-69%	65-66%	62-64%	58-61%	54-57%	50-53%	45-49%	40-44%	35-39%	30-34%	25-29%	20-24%	13-19%	7-12%	0-6%

Teacher Goal: 55% of students will meet or exceed the achievement goals.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
94-100%	87-93%	80-86%	76-79%	73-75%	70-72%	67-69%	65-66%	62-64%	58-61%	54-57%	50-53%	45-49%	40-44%	35-39%	30-34%	25-29%	20-24%	13-19%	7-12%	0-6%

Teacher Goal: 50% of students will meet or exceed the achievement goals.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
94-100%	87-93%	80-86%	76-79%	73-75%	70-72%	67-69%	65-66%	62-64%	58-61%	54-57%	50-53%	45-49%	40-44%	35-39%	30-34%	25-29%	20-24%	13-19%	7-12%	0-6%

Appendix F1: Calculating Total Weighted Observation Score with Teaching and Learning Rubric

Follow these steps to calculate the professional practice section:

Step 1: Using the tables in Appendix F2, input the subcomponent scores for each observation.

Step 2: Calculate the weighted observation scores (WOS) in row D for each domain.

Step 3: Transfer the domain WOS into the Total Weighted Scoring Table.

Step 4: Input score for Total of WOS by adding the domain WOS for each observation.

Step 5: Calculate the T_{WS} based on teacher status: tenured without peer observation, tenured with peer observation, and non-tenured teacher.

<i>Tenured teacher without peer observer</i> $T_{WS} = AVG_A$	<i>Tenured teacher with peer observer</i> $T_{WS} = ((2 * AVG_A) + AVG_P)/3$	<i>Non-tenured teacher</i> $T_{WS} = ((2 * AVG_A) + AVG_P)/3$
$T_{WS} = (OBSV_{1A} + OBSV_{2A})/2$	$T_{WS} = ((2 * (OBSV_{1A} + OBSV_{2A})/2) + OBSV_{3P})/3$ $AVG_A = (OBSV_{1A} + OBSV_{2A})/2$ $AVG_P = OBSV_{3P}$	$T_{WS} = ((2 * ((OBSV_{1A} + OBSV_{2A})/2)) + ((OBSV_{3P} + OBSV_{4P})/2))/3$ $AVG_A = (OBSV_{1A} + OBSV_{2A})/2$ $AVG_P = (OBSV_{3P} + OBSV_{4P})/2$
OBSV _{1A} = first administrator observation OBSV _{2A} = second administrator observation OBSV _{3P} = first peer observation OBSV _{4P} = second peer observation		AVG_A = average of administrator observations AVG_P = average of peer observations

Step 6: Once the T_{WS} has been determined, refer to Appendix H to convert your T_{WS} to the number of points you have earned for all of your observations. This will be your professional practice score.

Step 7: Use Appendix I, Scoring of APPR Composite Score, to determine your APPR composite score for this school year when you have the results for the state measure, local measure, and professional practice measure.

Appendix F2: Calculating Total Weighted Observation Score with Teaching & Learning Rubric

Domain 1 Scores: Plan (22%)		OBSV1 _A	OBSV2 _A	OBSV3 _P	OBSV4 _P
	Plan 1.A				
	Plan 1.B				
	Plan 1.C				
	Plan 2.A				
	Plan 2.B				
	Plan 3.A				
	Plan 3.B				
	Plan 3.C				
A	Total of all the scores				
B	Total number of all subcomponents	8	8	8	8
C	Average score for Domain 1 (A/B)				
D	WOS---Weighted observation score for Domain 1 (C * .22)				

Domain 1: Plan 22%,
 Domain 2: Teach 39%
 Domain 3: Create 25%
 Domain 4: Analyze 14%

Domain 2 Scores: Teach (39%)		OBSV1 _A	OBSV2 _A	OBSV3 _P	OBSV4 _P
	Teach 1.A				
	Teach 1.B				
	Teach 1.C				
	Teach 2.A				
	Teach 2.B				
	Teach 2.C				
	Teach 2.D				
	Teach 3.A				
	Teach 3.B				
	Teach 3.C				
	Teach 4.A				
	Teach 4.B				
	Teach 4.C				
	Teach 4.D				
	Teach 4.E				
A	Total of all the scores				
B	Total number of all subcomponents	15	15	15	15
C	Average score for Domain 2 (A/B)				
D	WOS---Weighted observations score for Domain 2 (C * .39)				

Transfer weighted scores (D) for each domain	OBSV1 _A Administrator	OBSV2 _A Administrator	OBSV3 _P Peer/PAR	OBSV4 _P Peer/PAR
Domain 1 WOS				
Domain 2 WOS				
Domain 3 WOS				
Domain 4 WOS				
*Total of WOS (add all the scores)				
*T_{WS} (refer to conversion chart on p. 21)				

Domain 3 Scores: Create (25%)		OBSV1 _A	OBSV2 _A	OBSV3 _P	OBSV4 _P
	Create 1.A				
	Create 1.B				
	Create 1.C				
	Create 1.D				
	Create 2.A				
	Create 2.B				
	Create 2.C				
	Create 2.D				
A	Total of all the scores				
B	Total number of all subcomponents	8	8	8	8
C	Average score for Domain 3 (A/B)				
D	WOS---Weighted observation score for Domain 3 (C*.25)				

*round to the nearest tenth decimal place

<i>Tenured teacher without peer observer</i> $T_{WS} = AVG_A$
<i>Tenured teacher with peer observer</i> $T_{WS} = ((2 * AVG_A) + AVG_P) / 3$
<i>Non-tenured teacher</i> $T_{WS} = ((2 * AVG_A) + AVG_P) / 3$

Domain 4 Scores: Analyze (14%)		OBSV1 _A	OBSV2 _A	OBSV3 _P	OBSV4 _P
	Analyze 1.A				
	Analyze 1.B				
	Analyze 1.C				
	Analyze 2.A				
	Analyze 2.B				
	Analyze 2.C				
A	Total of all the scores				
B	Total number of all subcomponents	6	6	6	6
C	Average score for Domain 4 (A/B)				
D	WOS---Weighted observation score for Domain 4 (C * .14)				

Appendix G1: Calculating Total Weighted Observation Score with Danielson Rubric

Follow these steps to calculate the professional practice section:

Step 1: Using the tables in Appendix G2, input the subcomponent scores for each observation.

Step 2: Calculate the weighted observation scores (WOS) in row D for each domain.

Step 3: Transfer the domain WOS into the Total Weighted Scoring Table.

Step 4: Input score for Total of WOS by adding the domain WOS for each observation.

Step 5: Calculate the T_{WS} based on teacher status: tenured without peer observation, tenured with peer observation, and non-tenured teacher.

<i>Tenured teacher without peer observer</i> $T_{WS} = AVG_A$	<i>Tenured teacher with peer observer</i> $T_{WS} = ((2 * AVG_A) + AVG_P)/3$	<i>Non-tenured teacher</i> $T_{WS} = ((2 * AVG_A) + AVG_P)/3$
$T_{WS} = (OBSV1_A + OBSV2_A)/2$	$T_{WS} = ((2 * (OBSV1_A + OBSV2_A)/2) + OBSV3_P)/3$ $AVG_A = (OBSV1_A + OBSV2_A)/2$ $AVG_P = OBSV3_P$	$T_{WS} = ((2 * ((OBSV1_A + OBSV2_A)/2)) + ((OBSV3_P + OBSV4_P)/2))/3$ $AVG_A = (OBSV1_A + OBSV2_A)/2$ $AVG_P = (OBSV3_P + OBSV4_P)/2$
OBSV1 _A = first administrator observation OBSV2 _A = second administrator observation OBSV3 _P = first peer observation OBSV4 _P = second peer observation		AVG_A = average of administrator observations AVG_P = average of peer observations

Step 6: Once the T_{WS} has been determined, refer to Appendix H to convert your TWS to the number of points you have earned for all of your observations. This will be your professional practice score.

Step 7: Use Appendix I, Scoring of APPR Composite Score, to determine your APPR composite score for this school year when you have the results for the state measure, local measure, and professional practice measure.

Appendix G2: Calculating Total Weighted Observation Score with Danielson Rubric

Domain 1 Scores: Planning and Preparation (15%)		OBSV1 _A	OBSV2 _A	OBSV3 _P	OBSV4 _P
1a:	Knowledge of Content and Pedagogy				
1b:	Knowledge of Students				
1c:	Setting Instructional Outcomes				
1d:	knowledge of Resources				
1e:	Designing Coherent Instruction				
1f:	Designing Student Assessments				
A	Total of all the scores				
B	Total number of all subcomponents	6	6	6	6
C	Average score for Domain 1 (A/B)				
D	WOS---Weighted observation score for Domain 1 (C * .15)				

Domain 1: Planning and Preparation 15%
 Domain 2: Classroom Environment 35%
 Domain 3: Instruction 35%
 Domain 4: Professional Responsibilities 15%

Domain 2 Scores: Classroom Environment (35%)		OBSV1 _A	OBSV2 _A	OBSV3 _P	OBSV4 _P
2a:	Environment of Respect and Rapport				
2b:	Culture of Learning				
2c:	Managing Classroom Procedures				
2d:	Managing Student Behavior				
2e:	Organizing Physical Space				
A	Total of all the scores				
B	Total number of all subcomponents	5	5	5	5
C	Average score for Domain 2 (A/B)				
D	WOS---Weighted observation score for Domain 2 (C * .35)				

Domain 3 Scores: Instruction (35%)		OBSV1 _A	OBSV2 _A	OBSV3 _P	OBSV4 _P
3a:	Communicating with Students				
3b:	Questioning and Discussion Techniques				
3c:	Engaging Students in Learning				
3d:	Assessment in Instruction				
3e:	Flexibility and Responsiveness				
A	Total of all the scores				
B	Total number of all subcomponents	5	5	5	5
C	Average score for Domain 3 (A/B)				
D	WOS---Weighted observation score for Domain 3 (C * .35)				

Domain 4 Scores: Professional Responsibilities (15%)		OBSV1 _A	OBSV2 _A	OBSV3 _P	OBSV4 _P
4a:	Reflecting on Teaching				
4b:	Maintaining Accurate Records				
4c:	Communicating with Families				
4d:	Professional Community				
4e:	Growing and Developing Professionally				
4f:	Showing Professionalism				
A	Total of all the scores				
B	Total number of all subcomponents	6	6	6	6
C	Average score for Domain 4 (A/B)				
D	WOS---Weighted observation score for Domain 4 (C * .15)				

Total Weighted Scoring Table				
Transfer weighted scores (D) for each domain	OBSV1 _A Administrator	OBSV2 _A Administrator	OBSV3 _P Peer/PAR	OBSV4 _P Peer/PAR
Domain 1 WOS				
Domain 2 WOS				
Domain 3 WOS				
Domain 4 WOS				
*Total of WOS (add all the scores)				
*T_{WS} (refer to conversion chart on p. 21)				

*round to the nearest tenth decimal place
<i>Tenured teacher without peer observer</i> $T_{WS} = AVG_A$
<i>Tenured teacher with peer observer</i> $T_{WS} = ((2 * AVG_A) + AVG_P) / 3$
<i>Non-tenured teacher</i> $T_{WS} = ((2 * AVG_A) + AVG_P) / 3$

Appendix H: Total Weighted Score (T_{ws}) to Observation Score Conversion Chart

Teacher Rubric Score to Sub-Component Conversion Charts		
Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38

Teacher Rubric Score to Sub-Component Conversion Charts		
Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.4000		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2.0		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3.0		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

Appendix I: Final Calculation of APPR Composite Score

In August, the district will share your Composite Score detailing the scores of each section. You will be able to calculate your composite score using appendices F1, F2, G1, G2 and the SLO or performance task results to determine the scores for each section.

APPR Percentage	APPR Section	Measure	Score
20%	State Growth 0-20 points	State measure score <ul style="list-style-type: none"> • MGP (state-provided) • SLO • School-wide (state-provided) 	
20%	Local Achievement 0-20 points	Local measure score <ul style="list-style-type: none"> • State assessment or • Performance task 	
60%	Professional Practice 0-60 points	Multiple measures of observations	
TOTAL COMPOSITE SCORE			

Overall Composite Scoring Bands for SCSD

Level	State Measure	Local Measure	Professional Practice Measure	Overall composite score
Ineffective	0-2	0-2	0-49	0-64
Developing	3-8	3-8	50-56	65-74
Effective	9-17	9-17	57-58	75-90
Highly Effective	18-20	18-20	59-60	91-100

Appendix J: APPR Evidence Binder Note Page

APPR Section: _____

2013-2014

Date	Issues/Comments

Appendix K: Teacher Improvement Plan

Syracuse City School District
Annual Professional Performance Review
Teacher Improvement Plan (TIP)

Name _____ School/Building _____

Exchange Conference Date ____/____/____

Tenured: Yes No Probationary Period: (From) ____/____/____ (To) ____/____/____

Observation Date ____/____/____

Evaluation Conference Date ____/____/____

TIP Timeline: (From) ____/____/____ (To) ____/____/____

Areas for Improvement: Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the teacher to accomplish during the period of the TIP.

Expected Outcomes: Identify specific recommendations for what the teacher is expected to do to improve in the identified areas. Delineate specific, realistic and achievable activities for the teacher.

Resources: Identify specific resources and support systems available to assist the teacher to improve performance.

Responsibilities: Identify responsible supervisory administrator[s] and steps to be taken by supervisors throughout the TIP.

Evidence of Achievement: Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the teacher is successful, partially successful or unsuccessful in efforts to improve performance.

Next Scheduled Observation: ____/____/____

The teacher gives permission for a copy of this Teacher Improvement Plan to be forwarded to the Syracuse Teachers Association.

_____/____/____
Signature of Teacher Date

_____/____/____
Signature of Principal Date