

**Port Washington Union Free School District
Annual Professional Performance Review (APPR) Plan under Education
Law §3012-c**

1. Statement of Purpose

It is the intent of the Port Washington 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 Port Washington 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. Demographic Information

The Port Washington School District is a diverse school district located on the North Shore of Long Island. The District has a total student population of approximately 5170. The District student population is 12% Asian, 2% African American, 15% Hispanic, 70% White and 1% Unclassified. The District's student population is 10% Free Lunch, 4% Reduced Lunch and 13% Poverty Low Income.

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

To the extent the Port Washington School District had a collective bargaining agreement with the Port Washington Teachers Association (PWTA) in effect on July 1, 2010, whose terms conflict with any requirements in law or the Commissioner's regulations, such terms remain in place during the duration of the agreement and until entry into a successor agreement. The District is currently negotiating the APPR terms of agreement with the Association of Public School Administrators (APSA).

The Port Washington School District is in the process of reviewing its prior APPR plan (*See attached*) to ensure alignment with New York State Education Law §3012-c and Commissioner's regulations. During the 2011-2012 school year, the District's APPR Committee will work 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.

5. Performance Improvement Plans

The Port Washington School District will support teachers whose performance is evaluated as needing an individual improvement plan (TIP) in accordance with the Commissioner's Regulations and as negotiated with the PWTA. 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 District and PWTA will include the following components, based on the SED Guidance Document, when negotiating: identification of areas that need improvement, a timeline for achieving improvement, the manner in which improvement will be assessed, and, where appropriate, differentiated activities to support improvement in these areas. The plan will also describe the professional learning activities that the educator must complete.

The Port Washington School District will support principals whose performance is evaluated as needing an individual improvement plan (PIP) in accordance with the Commissioner's Regulations and as negotiated with APSA. 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 District and APSA will include the following components, based on the SED Guidance Document, when negotiating: identification of areas that need improvement, a timeline for achieving improvement, the manner in which improvement will be assessed, and, where appropriate, differentiated activities to support improvement in these areas. The plan will also describe the professional learning activities that the principal must complete.

6. Appeals of Annual Performance Evaluations

To the extent that a teacher/principal wishes to challenge a performance review and/or the improvement plan, the Port Washington School District will entertain appeals in accordance with appeal procedures developed through negotiations.

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

- the substance of the annual professional performance review;
- the school districts or board of cooperative educational services 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;
- compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
- the school districts or board of cooperative educational services issuance and/or implementation of the terms of the teacher or principal improvement plans under Education Law §3012-c.

7. Evaluator Training

The Port Washington 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 either BOCES and/or District turnkey training. 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 Port Washington 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 by working with Nassau BOCES.

8. Data Management

The Port Washington School District will work with Nassau BOCES Instructional Data Warehouse 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 Port Washington School District will work with Nassau BOCES Instructional Data Warehouse 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.

9. Assessments

The Port Washington School District will secure and score Regents exams in a manner that ensures assessments are not disseminated to students before administration and that teachers or principals do not have a vested interest in the outcome of the assessments they score. This will be accomplished in the following manner:

- Regents exams are secured in a locked vault when they are delivered and distributed according to SED requirements.
- Regents exams and scantron sheets are collected by a proctor immediately upon completion of the exams.
- Scantron sheets are placed in a sealed envelope and collected by the building test coordinator (designated assistant principal).
- Scantron sheets are scored immediately by the Testing Coordinator and

uploaded directly to the NYS Repository.

- Scantron sheets for out of district students are handled scored in the same manner by the Testing Coordinator.
- The District strictly adheres to SED guidelines for security of both exams and scantron sheets. SED exam booklets are maintained in a secure vault for one year as required.

The Port Washington School District will work with Nassau BOCES and SED to secure and score all 3-8 assessments in a manner that ensures assessments are not disseminated to students before administration and that teachers or principals do not have a vested interest in the outcome of the assessments they score. This will be accomplished in the following manner:

- 3-8 assessments are secured in a locked vault when they are delivered and distributed according to SED requirements.
- 3-8 assessments and scantron sheets are collected by a proctor immediately upon completion of the exams.
- Scantron sheets are placed in a sealed envelope and returned to the building principal who secures them in a locked vault.
- Once all the assessments are completed, scantron sheets are sent to Central Office. They are transported by the District's Data Manager Administrator to Nassau BOCES. At Nassau BOCES, the scantron sheets are scored immediately and uploaded directly to the NYS Repository.
- Scantron sheets for out of district students are handled scored in the same manner by the Data Manager.

The District strictly adheres to SED guidelines for security of both exams and scantron sheets. SED exam booklets are maintained in a secure vault for one

The Port Washington 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 working with Nassau BOCES to implement the process described above.

10. Monitoring

The Port Washington School District agrees to collaborate with SED regarding any concerns and/or monitoring of the district regarding evaluation implementation.

ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN

PORT WASHINGTON PUBLIC SCHOOLS

June, 2001

Port Washington School District has worked diligently to develop sound practices consistent with research on the supervision and evaluation of instructional staff. Consistent with the Commissioner's regulations to develop a plan for annual professional performance review, the District has identified criteria and a process to ensure instructional improvement and high student achievement. As a District, we believe that supervision and evaluation of teachers is a process designed to improve and enrich teaching. In a cooperative, collaborative, and collegial atmosphere the process seeks to remove barriers to communication between and among colleagues. The process seeks to encourage professionals to explore better ways to meet the needs of students, identify areas of mutual concern, and develop a school team dedicated to working together to improve the educational program.

To be effective this process requires continuous communication between the teacher and the supervisor. The individuality of each teacher must be recognized. The process must take place in a climate that encourages each person to achieve his/her full potential. It should stimulate creative and imaginative instruction and should guide teachers in continuing self-evaluation and self-education.

When tenure is awarded, it is a recognition of the high level of skill and knowledge already attained by the teacher. It is also a statement of belief in the potential for continued growth. The process recognizes and makes use of the teacher's experience and ability as well as the desire for self-improvement.

Each year, each teacher and supervisor review the individual's overall instructional performance as well as an assessment of progress towards meeting previously set annual goals. Where concerns exist, the teacher and supervisor plan for continuing support and emphasis on these particular areas, including a plan of action. Since the District also believes in ongoing development as an important facet of instructional improvement, opportunities are afforded all teachers and administrators to strengthen their skills and increase their knowledge base through a variety of workshops, courses, seminars, and Teacher Center offerings. In addition, supervisors provide in-building support that includes classroom observations, focused supervision, peer coaching, classroom visitations, common planning time where possible, as well as other supports. The annual professional performance review has been developed to maintain a record of the practices of this District and the way in which our work in this area follows the regulations as described in the attached document. Jointly developed District forms for end of year evaluations incorporate categories and sub-categories for performance review that fit well within the State criteria. They are as follows:

Criteria For Evaluation of Teachers Providing Instructional Services

State Criteria

Content knowledge:

- Knowledge of curriculum
- Subject and curricular connections
- Connections to district and state standards
- Clear instructional goals
- Use of oral and written language
- Commitment to continuous and relevant professional development

Preparation:

- Organization of lessons, classroom and school day
- Clear instructional goals
- Questioning skills
- Differentiation of instruction for students to address diverse learning needs
- Use of oral and written language
- Innovation/risk taking
- Commitment to continuous and relevant professional development
- Participation on school and district committees

Instructional Delivery:

- Knowledge of curriculum
- Subject and curricular connections
- Variety of teaching strategies
- Active and productive student involvement
- Teacher/Student interaction
- Organization of lessons, classroom and school day
- Clear instructional goals
- Questioning skills
- Differentiation of instruction for students to address diverse learning needs
- Motivation of students
- Innovation/risk taking

Classroom Management:

- Active and productive student involvement
- Teacher/student interaction
- Organization of lessons, classroom and school day
- Classroom climate
- Student behavior management strategies

- Physical environment
- Concern for students
- Active listening
- Motivation of students
- Record keeping skills
- Timeliness in meeting commitments and obligations

Student Development

- Differentiation of instruction for students to address diverse learning needs
- Concern for students
- Active listening
- Motivation of students
- High expectations

Student Assessment

- Monitor student progress in relation to learning standards
- Demonstrate familiarity with a broad range of assessment techniques
- Use assessment to individualize instruction for all learners
- High expectations

Collaboration:

- Concern for students
- Outreach to students and parents
- Active listening
- Communication with parents
- Cooperation and collaboration with colleagues
- Handling of confidential or sensitive information
- Participation in school and community activities
- Participation on school and district committees
- Membership in professional organizations

Reflective and Responsive Practice:

- Active listening
- Handling of confidential or sensitive information
- Responsive to suggestions
- Self-reflection and self assessment
- Innovation/risk taking
- Openness and flexibility
- Attitude toward learning
- Commitment to continuous and relevant professional development
- Participation on school and district committees

Pupil Personnel Services:

- All instructional staff, including those providing pupil personnel services, are evaluated according to the same criteria.
- The evaluation of Pupil Personnel Staff emphasizes the non-classroom aspects of Performance such as Professional Characteristics, Interpersonal Relations and Communication, as well as some aspects of the Learning Environmental category.
- It is recognized that psychologists, social workers, guidance counselors, etc. may bring to their work a different perspective and training but the expectation is that they will excel in their areas of specialization and still be evaluated annually using the same form as is used for all instructional staff.

Assessment Approaches:

Observation process: both formal and informal observations conducted. For non-tenured staff there is a minimum of 3 formal observations per year. A schedule of observation periods shall be announced on an annual basis.

- pre-observation conference should be utilized to help the teacher and observer to determine the primary focus of the observation and to discuss how best to achieve the teacher's goals for the lesson.
- observation - the primary purpose for appraising teacher performance by observation is to promote ongoing instructional improvement, professional development and to identify strengths and areas for growth.

The data collected during the formal classroom observation will be discussed with the teacher. A written report of the observation will be prepared using the following format:

- description of lesson
- areas of strength
- areas for growth
- recommendations
- follow up

The formal written observation is given to the teacher. The signed observation is then sent to the Central Office and placed in the personnel file. Teachers have the right to append a statement concerning each evaluation or report, and to have this comment included as part of the evaluation.

(This paragraph will be revised to parallel the teacher contract.)

Teacher Possessing Transitional or Initial Certificate:

- for this group of teachers all of the above procedures will be in place
- additionally, a professional portfolio will be required which may include among other items, a video of teaching performance, a sample lesson plan, a sample of student work, student assessment instruments and the teacher's reflections on his or her classroom performance.

Teacher Improvement:

Teachers exhibiting marginal performance should be given active and focused assistance. This practice is consistent with the current collective bargaining agreement between the Board of Education and the Teachers Association.

Teachers designated as marginal will have an intensive assistance plan developed.

The plan will be developed at meetings of a team to include the Superintendent and/or his/her designee, the teacher, the building principal, and representative(s) from the Teachers Association.

Progress will be reviewed on a regular basis. The plan for improvement might include, but not be limited to:

- additional resources
- opportunities for team teaching
- mentoring relationship program
- additional course work

Progress meetings are held. If significant progress has been made the teacher returns to the standard supervisory model. If significant progress has not occurred the teacher may remain on intensive assistance for a period of one more year.

Training in Performance Evaluation:

- The District offers training on an ongoing basis in supervision and performance evaluation to all administrators who evaluate teacher performance. This has been a priority for the administrative staff and has included consultants using "More Effective Schools," Madeline Hunter and other models.
- Administrative staff in District also have been involved in leading training programs for other administrators using techniques such as:
 - ◇ Teamed support
 - ◇ Case study analysis
 - ◇ Modeling
 - ◇ Videotaping
 - ◇ Tuning protocols of student work