



ANNUAL PROFESSIONAL PERFORMANCE REVIEW

3012-d



Revised: September 2017

Annual Professional Performance Review (APPR) Committee Member Names

Laura Beck, Career and Technical Education Teacher
Earl Hopper, Career and Technical Education Teacher
John Meland, Special Education Teacher
Wendy Murray, Special Education Teacher
Jodie Massen, Special Education Principal
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Linda Torborg, Career and Technical Education Teacher

Revised: August 2022

ORANGE-ULSTER BOCES

ANNUAL PROFESSIONAL PERFORMANCE REVIEW

Introduction

In September 1999, the Commissioner of Education required that an Annual Professional Performance Review (APPR), which is subject to collective bargaining, be developed in each school district and BOCES in New York State.

On May 28, 2010, the Governor signed Chapter 103 of the Laws of 2010, which added a new section 3012-c to the Education law, establishing a comprehensive evaluation system for classroom teachers and building principals. The 2010 law requires each classroom teacher and building principal to receive an annual professional performance review (APPR), resulting in a single composite effectiveness score and a rating of “highly effective,” “effective,” “developing,” or ineffective.”

The 2010 law applies to all classroom teachers and building principals. By law, the APPR is required to be a significant factor in employment decisions such as promotion, detention, tenure determinations, termination, and supplemental compensation, as well as a significant factor in teacher and principal professional development.

On April 13, 2015, the Governor signed a revised Annual Professional Performance Review (APPR) System for teachers and principals as Chapter 56 of the Laws of 2015, which created Education Law 3012-d. The new law requires teachers and principals to be evaluated on two categories:

- 0-20 points – Student Performance Category
- 0-4 points – Observation/School Visit Category

Final Quality Rating

Every teacher and principal will receive a final quality rating, based on their quality ratings in each of the two categories. The final rating will be determined by the following chart:

		Observation/School Visit			
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
Student Performance	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D*	D*	I	I

The original final ratings for teachers and principals must be provided to teachers and principals no later than September 1, or as soon as practicable thereafter, of the school year next following the school year for which the teacher’s or principal’s performance is being measured. The teacher’s or principal’s score and rating on the locally selected measures subcomponent and on the other measures subcomponent (if not dependent on State-provided scores) shall be provided to the teacher or principal, in writing, on the last day of the school year for which the teacher or principal is being measured. This does not authorize a teacher or principal to trigger the appeal process prior to receipt of their composite score or rating.

Under the new regulations for 3012-d and for the 2015-2016 through 2018-2019 school years, teachers and principals with APPRs based, in whole or in part, on State assessments and/or on State-provided growth scores on Regents examinations shall receive a Transition Score. During the transition period, transition scores and HEDI rating will be generated using an alternative SLO for the Student Performance Category.

If a teacher or principal is rated “developing” or “ineffective,” the school district or BOCES is required to develop and implement a Teacher or Principal Improvement Plan (TIP or PIP). Tenured teachers and principals with a pattern of ineffective teaching or performance, defined by law as two consecutive annual “ineffective” ratings, may be charged with incompetence and considered for termination through an expedited hearing process. Nothing in the law or the implementing regulations shall be construed to affect the statutory right of a school district or BOCES to terminate a probationary teacher or principal for statutorily and constitutionally permissible reasons other than the performance of the teacher or principal in the classroom or school, including but not limited to misconduct.

The Board of Education of BOCES must adopt an annual or multi-year APPR plan, on a form prescribed by the Commissioner and submit such plan to the Commissioner for approval. Approved plans will remain in effect until a new APPR plan is agreed to by the parties and approved by the Commissioner.

The approved APPR plan shall be filed in the BOCES office and made available to administration, teachers, and the public on its website no later than September 10th of each school year, or within ten days after its approval by the Commissioner.

APPR Process for Teachers under Education 3012-d

The Negotiating Committee discussed the new APPR for classroom teachers and principals and selected the *Teacher Evaluation Rubrics* and the *Principal Evaluation Rubric*. Both created by Kim Marshall and approved by the Commissioner. The committee also created *Scoring Rules and Expectations for Kim Marshall Rubric for Teachers and Principals*.

The following documents were created for **teachers** who fall under the new APPR requirements:

- Lesson Plan
- Observation Form
- Reflection Form (optional)
- Summative Evaluation – completed by administrator
- 3012-d Composite Score Report
- 3012-d Transition Score Report
- Process and Timelines for Tenured and Non-Tenured Certified Staff
- Teacher Improvement Plan (TIP)

The following observation process for **teachers** will be utilized to generate an Observation/School Visit category score between 1-4 and the HEDI rating:

Tenured Teachers:	1 long observation (minimum 25-30 minutes) 1 short observation (minimum 15 minutes)
Non-Tenured Teachers:	1 long observation (minimum 25-30 minutes) 1 short observation (minimum of 15 minutes) 1 long or short observation (Administrative Decision)

The following documents were created for **principals** who fall under the new APPR requirements:

- Principal Observation Form
- Summative Evaluation – completed by administrator
- 3012-d Composite Score Report
- 3012-d Transition Score Report
- Principal Improvement Plan (PIP)

The following observation process for **principals** will be utilized to generate an Observation/School Visit category score between 1-4 and the HEDI rating:

Tenured Principals: 2 building visits/observations

Non-Tenured Principals: 3 building visits/observations

Education Law 3012-d requires that one observation of a teacher or principal conducted by an evaluator be an unannounced observation. Administration determines which observation is announced or unannounced. If announced, administrator may request a lesson plan prior to observation. Administration may also request a lesson plan for follow-up observations.

Administration retains the right to conduct additional observations of a teacher or principal at any time during the year.

IMPORTANT: During the transition period, those teachers and principals who have an Overall Composite Transition rating will use that score to determine whether a teacher/principal is put on a TIP/PIP.

APPR Process for Part-Time and Itinerant Teachers:

Teachers who are identified as part-time employees and teachers who provide instruction to students in a resource model, through distance learning, and /or as consultant model will use the *Teacher Evaluation Rubric by Kim Marshall* and follow the same observation requirements and process as teachers under Education 3012-d. They will receive a rating for their observation category.

BOCES Itinerant Teachers include:

- Career and Technical Education (CTE) Academic Teachers
- English Language Learners (ELL) Teachers (District-Shared)
- Hearing/Visually Impaired Teachers (District-Shared)

APPR Process for Teachers on Temporary Leave:

Any teacher who is absent from their assignment for more than four consecutive weeks (not inclusive of holidays) will not receive a Student Performance rating. They will receive a score and rating for their Observation Category, if their leave does not exceed half of the school year.

APPR Process for Certified Staff:

Certified staff that does not fall under the new APPR process will develop, in collaboration with administration, a “Department Specific Rubric”. These rubrics will outline the domains and components for their specific area of responsibility that are appropriate to the setting and the students they serve. All rubrics developed must include the Attendance Component from the Teacher Evaluation Rubric by Kim Marshall.

Their APPR process does not include an “observation form” for Tenured Staff. A certified staff member collects and uploads evidence to rubric. An Administrator also collects evidence, which may include “walk-through” observations. The rubric is rated, NOT scored. Non-Tenured staff will have three observations using the Department Specific Rubric. The type of observation and duration of observation will be determined by the administrator.

BOCES Certified Staff utilizing Department Specific Rubrics:

- Guidance Counselors
- Crisis Counselors
- School Psychologists
- School Social Workers

APPR Process for Teachers/Certified Staff not covered under the new APPR and/or Department Specific Rubrics:

The following options are available to certified tenured staff members and related service providers employed by the Orange-Ulster BOCES that are not covered under the new APPR. The choice of an option other than Professional Observation (#1) may be selected if jointly agreed upon by the staff member and the administrator. If an agreement cannot be reached on an option, a request may be made to the Program Director for a decision. If an agreement is still not reached, a final determination will be made by the Assistant Superintendent for Instruction or his/her designee.

- ✓ **Any option chosen must focus on one or more of the nine criteria areas which have been established as priorities.**
- ✓ **All criteria areas must be addressed by each tenured staff member at least once every four years.**

CRITERIA AREAS

- | | |
|---------------------------------|--------------------------------|
| 1. Content Knowledge | 6. Student Assessment |
| 2. Planning and Preparation | 7. Professional Collaboration |
| 3. Instruction/Therapy | 8. Professional Practice |
| 4. Classroom/Session Management | 9. Professional Responsibility |
| 5. Student Development | |

Administrators will evaluate criteria 7, 8, and 9 in the End-of-Year Summary, or as needed.

Focused Learning Plan Options:

1. **Professional Observation** - while this option may be chosen during any year, it **must be selected at least once every four years**. This option will be conducted in compliance with the bargaining unit agreement.
2. **Individual Project** - the staff member may identify a special project focusing on his or her area of instructional responsibility. Projects may include activities such as staff exchange programs, providing professional development, independent or self-study, research or journal writing.
3. **Group Project** - a staff member may work on a team or in a group focusing on his or her area of instructional responsibility. Projects may include activities such as study groups, research, and cluster or department projects. A separate Focused Learning Proposal should be completed and submitted by each group participant.
4. **Portfolio Development** - a portfolio may be developed which represents a staff member's efforts aimed at improving student learning. The portfolio should document the concern which exists, efforts made to reconcile the concern, and what the staff member learned as a result of his or her effort. Copies of research, references, and materials (staff member and student) should be included, as appropriate.

5. Peer/Mentor Coaching - a staff member may work with a skilled colleague for the purpose of the mutual improvement of skills or knowledge. Each coaching session should include a pre-conference, observation, and post-conference. Each participant is required to be observed at least twice and to act as an observer at least twice. A staff member may also act as a mentor to a new employee or student teacher to provide guidance as the individual becomes accustomed to their role and professional responsibilities.

Focused Learning Plan Forms and Timelines:

- Selection and Proposal - Due to administrator by November 1 of each school year.
- Reflection and Final Report – Due to administrator by the end of the first week in May each school year.
- Summative – Completed by administrator by the end of the second week of June, each school year.
- Special Area Observation Form

BOCES Certified Staff utilizing Focused Learning Plans:

- Speech Therapist
- Occupational Therapist/Physical Therapist (OT/PT)
- Social Workers
- Model Schools and Instructional Specialists
- School Nurse Teacher (SNT)
- Tenured Professional Development Specialists

My Learning Plan - OASYS

All APPR forms and summative evaluations developed will be available on OASYS and used by teachers, certified staff, and administration. Teachers will be notified using OASYS of their applicable scores and/or ratings following the process and timeline outlined in this document.