
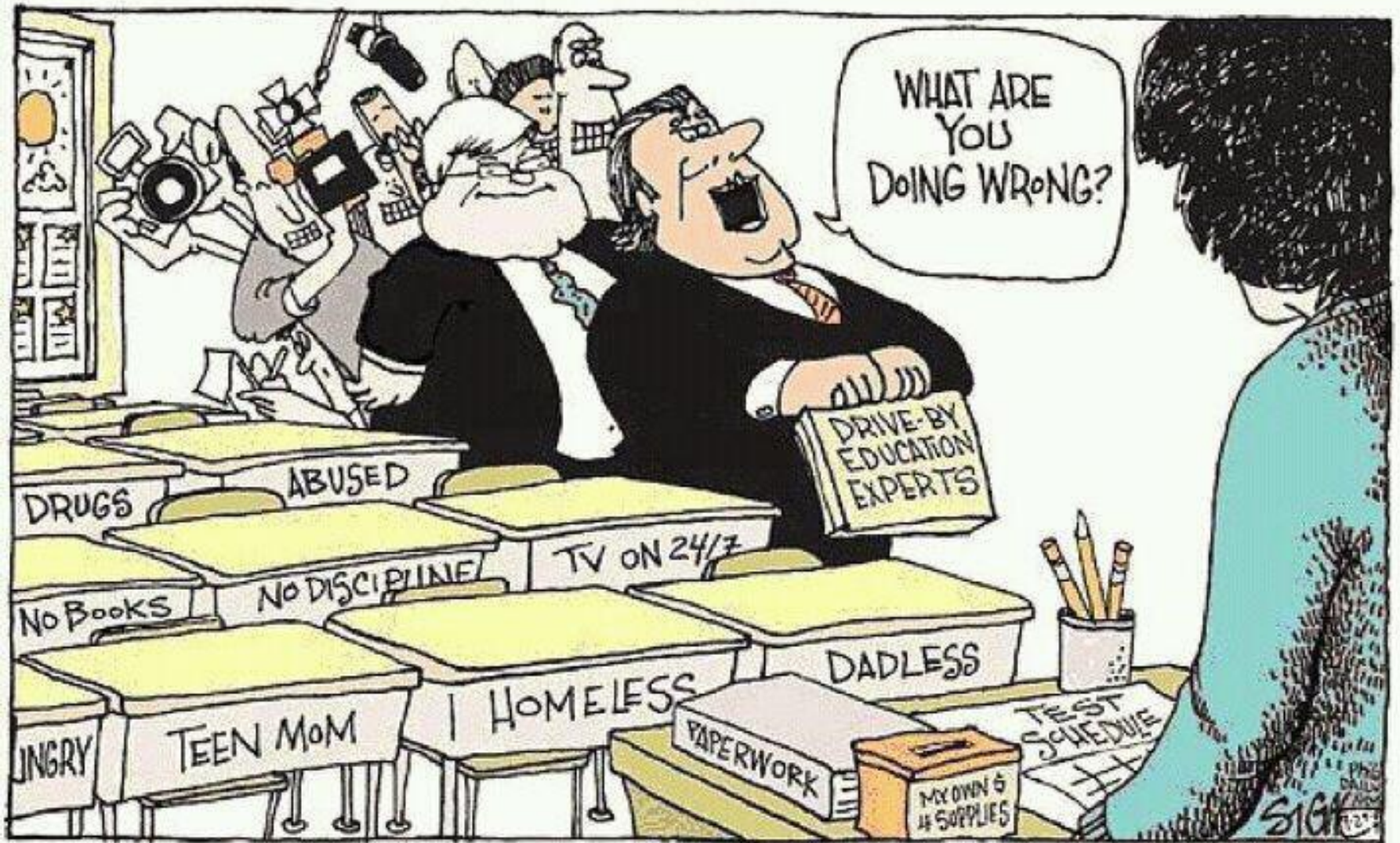


**Being Prepared for the  
Implementation  
APPR 3012-d  
“The Blue Memo”**

# OBSERVATIONS:

## Principals & Teachers 50%

- ❖ Meaningful feedback and professional development are critical
  - ❖ The Rubric to be used as well as the number and duration of observations will be negotiated  
(Danielson 2 Observations (1) Announced (1) Unannounced)
  - ❖ Observations by the Primary Administrator or Administrator designee (AP) will count for 80 % of the evaluation score (Announced)
  - ❖ An Independent observer will count for 20% of the final evaluation score and should be defined as an administrator outside of the building BEDS code
- 



# Student Performance 50%

- ▶ Growth can be represented through the use of the State Provided Growth Score and the optional third party assessment or **second measure based on State Assessments**  
(3 – 8 testing in ELA & Math cannot be used until 2019)
- ▶ SLO targets should reflect a year of **expected** growth
- ▶ Required student growth scores must be at least 50% of the Administrator's/ Teacher's growth score

NO BIGGIE,  
BUT IF HE  
MISSES PROBLEM 9,  
WE'LL PULL YOUR  
ACCREDITATION AND  
YOU'LL BRING SHAME  
ON YOUR COMMUNITY...

NO PRESSURE,  
BUT IF HE  
MISSES PROBLEM 9,  
YOU'RE OUT  
OF A TEACHING  
JOB!!

DAVID,  
IT'S PROBLEM 9!  
YOU KNOW  
PROBLEM 9!  
RELAX!  
RELAX!!

THE  
JOY OF  
LEARNING



**NEW  
NON-NEGOTIABLE  
SCORING RANGES  
Determined by  
the NYSED**

**Previous Ranges**

H 80 – 100%  
E 40 – 79%  
D 16 – 39%  
I 0 – 15%

SLOs		Scoring Range	State-Provided Growth Scores	
Rating	Percent of Students Meeting Target		MGP Range	Rating
I	0-4%	0	3-23	I
I	5-8%	1	24	I
I	9-12%	2	25	I
I	13-16%	3	26	I
I	17-20%	4	27	I
I	21-24%	5	28	I
I	25-28%	6	29	I
I	29-33%	7	30	I
I	34-38%	8	31	I
I	39-43%	9	32	I
I	44-48%	10	33	I
I	49-54%	11	34	I
I	55-59%	12	35	I
D	60-66%	13	29-37	D
D	67-74%	14	38-40	D
E	75-79%	15	36-48	E
E	80-84%	16	49-55	E
E	85-89%	17	56-68	E
H	90-92%	18	67-68	H
H	93-96%	19	69-72	H
H	97-100%	20	73-94	H

# Evaluation Matrix

		Observation			
		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

\* If a teacher is rated Ineffective on the Student Performance category, and a State-designed supplemental assessment was included as an optional subcomponent of the Student Performance category, the teacher can be rated no higher than Ineffective overall (see §3012-d (5)(a) and (7)).



# Where Will Our Student Performance Score Come From?

## ▶ K–5

District wide Passing Rate for the Grade 4 NYS Science Exam

## ▶ 6 – 8 & High School

- ▶ Non-Regents courses: Passing Rate for the English 11 Regents & the US History Regents
- ▶ Regents Courses: Boces Score Predictor
- ▶ Grade 8 Science Teachers – Grade 8 NYS Science Exams

## Streamlined Removal Procedures for Classroom Teachers and Building Principals

- ▶ If a teacher/principal receives two consecutive ineffective ratings, the district **MAY** bring a 3020-a proceeding and the burden of proof shifts to the teacher with the hearing completed within 90 days.
- ▶ If a teacher/principal receives two consecutive ineffective ratings, and the school they are working in is functioning under the Receivership model, the district **MUST** bring a 3020-a proceeding and the burden of proof shifts to the teacher with the hearing completed within 90 days.
- ▶ If a teacher/ principal receives three consecutive ineffective ratings, the district **MUST** bring a 3020-a and the only defense a teacher can use is fraud or mistaken identity with the hearing completed within 30 days. \*\*\*

Wrapping up APPR  
2015-2016  
&  
Beginning APPR 3012-d

# My Learning Plan

Component Name	Progress	Status	
Observation Process #1	1 of 1	Complete	
Observation Process #2	1 of 1	Complete	
Teacher Annual Evaluation	1 of 1	Complete	
Composite Score Report	0 of 1	Incomplete	
Transition Composite Score Report (80pts.)	0 of 1	Incomplete	

The Composite Score Report indicates the Growth Score and the local score for the 15–16 school year. Teachers K – 8 will also receive a transitional score report.

### Transition Composite Score Report (80pts.)

User Information

Name: Michael Nieves Jr.	Title: Math Coach
Building: Marguerite L. Mulvey School	Department: K-6 Classroom Teachers
Grades: Grade 1,Grade 2,Grade 3,Grade 4,Grade 5	Evaluation Type: Teacher
Assigned Administrator: Not Assigned	Evaluation Cycle: 10/01/2015 - 07/01/2016
Saved By: N/A	Date Submitted: Incomplete
Acknowledged By: N/A	Date Acknowledged: Unacknowledged
Finalized By: N/A	Date Finalized : Unfinalized

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<b>Rating</b>	<b>Score</b>	<b>Transition Rating</b> Highly Effective 91 - 100 Effective 75 - 90 Developing 65 - 74 Ineffective 0 - 64
Highly Effective	99	

Observation/Rubric Score (99/100)

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Observation/Rubric Score:	<input type="text" value="60"/>
Local Score:	<input type="text" value="19"/>
Total Score:	<input type="text" value="79"/>
Transition Score:	<input type="text" value="99"/>

The Transition Score Report will be used for K–8 Teachers. This report eliminates the state growth scores and determines your overall rating based on last years Local score and Observations only. This is the score reported to the state for use in APPR decisions.

# APPR 3012-d

## Observation Process

### Building Administrator (Principals & AP's)

- ▶ Announced observation of all 4 domains for each teacher on staff
- ▶ Pre-Observation must be offered
- ▶ Post-Observation within 10 days of the Observation
- ▶ Worth 80% of the teachers observation score
- ▶ No written language for Effective or Highly Effective ratings
- ▶ Bulleted evidence must be provided for Ineffective or Developing ratings
- ▶ Brief paragraph in the Observation Comments section which appears at the end of the document.
- ▶ No Sub-Domains may be left blank

## 20% Outside Observer

(Directors & AP's not assigned to the building's BEDS code)

- Unannounced Observation of Domain 2
- 2 week observation window must be provided by hard copy
- 20 minute maximum in length (at any time during a single period)
- No Pre-Observation to be offered
- Observation must be to the teacher within 10 days of the visit
- Post-Observation at the request of the teacher within 5 days of receipt of the observation.
- Worth 20% of the teachers observation score
- No written language for Effective or Highly Effective ratings
- Bulleted evidence must be provided for Ineffective or Developing ratings
- No Sub-Domains may be left blank
- Completed observations will be handed to the teacher by the administrator. No appt. necessary.

Domain 2 - The Classroom Environment				
Criteria	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
<b>2a: Teacher-Student Respect and Rapport</b>	Classroom interactions, both between the teacher and the students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
	Enter Evidence			
<b>2b: Established a Culture for Learning</b>	The classroom environment conveys a negative culture for learning characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
	Enter Evidence			
<b>2c: Organization of Classroom for Instruction</b>	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
	Enter Evidence			
<div style="border: 1px solid gray; padding: 5px;"> <p>abc [font] Tahoma [font-size] [bold] [italic] [underline] [text-align] [list] [undo] [redo] [print]</p> <p>Materials for the lesson were unavailable. As a result the teacher could not complete the intended lesson.</p> </div>				

Should a teacher receive an Ineffective or Developing rating, evidence will be provided directly under the subdomain which received that rating.

## New Sub-Domain 2e

LITERACY				
<b>2e: Instructional Materials and Resources</b>	Instructional materials and resources are inappropriate and not aligned to the content of the lesson.	Instructional materials and resources are used, but are minimally aligned to the content of the lesson. The instructional materials and resources are inappropriate and not aligned to the content of the lesson.	Instructional materials and resources are aligned to the content of the lesson, are suitable for students, and accessible to support learning. Students are actively engaged using materials/resources.	Instructional materials and resources are aligned to the content of the lesson, are varied and appropriate to ability levels, and accessible to support learning. Students are actively engaged and familiar with using the materials/resources.
	Enter Evidence			

# Outside Observer Assignments

## High School

Ellen Breitman  
Larry Philips  
Francine Paladino  
Jackie Fagan (10)  
Kim Braun (10)  
Eileen Lanna (10)

## Primary Schools

Rosa Lien – Cordello  
Rene Severe – O’Neill  
Lance Johnson –Morrow  
Kim Braun – Morrow  
Phil Voigt – Mulvey  
Jill Lahey – ECC

## Middle Schools

Jason Nemes – Reed  
Eileen Lanna – Mulligan  
Jackie Fagan – Mulligan

# Non-Observation Dates

- ▶ The Month of September 2016
  - ▶ Monday, October 31, 2016
  - ▶ The Week of December 19, 2016
  - ▶ Tuesday, January 3, 2017
  - ▶ Friday, February 17, 2017
  - ▶ Monday February 27, 2017
  - ▶ Friday, April 7, 2017
  - ▶ Monday, April 17, 2017
  - ▶ The Month of June 2017
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