

**DEER PARK UNION FREE SCHOOL DISTRICT**

**Annual Professional Performance Review Plan**

**APPR**

**Effective September 1, 2011**

**Committee**

**Eva J. Demyen – Superintendent**

**Frank Caliguiri – Assistant Superintendent of PPS**

**Donna Gulli-Grunseich – BOE Trustee and Parent**

**James Cummings – HS Principal and Union President**

**Bruce Sander – Teachers’ Union President**

**Jason Ranghelli – Elementary Teacher and Union Representative**

**Carla Devito – ELA Teacher and Union Representative**

**Kathy Miller – Special Education Teacher & Union Representative**

**Lauren Chipkin – Intermediate (Elem) Teacher & Union Representative**

**Statement of Purpose:**

The mission of the Deer Park School District is to provide each and every student exemplary programs of study within a safe, healthy and nurturing

environment. It is our vision that our students will achieve world class skills that will empower them to be highly competitive, successful, thoughtful, productive citizens in our global community. To this end, supporting ongoing professional growth and development, reflection, and refinement of professional practice for all of our faculty and staff in order to improve teaching and learning will allow us to obtain our goal of student excellence. 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.

### **Rationale:**

In accordance with 3012c, the DPUFSD has selected the Danielson Rubric (2011 edition) for teachers and the MPPR (Multi-dimensional Performance Review) Rubric for principals from the approved SED list. These rubrics are based on the New York Teaching and ISLLC Standards provided by the Commissioner of Education pursuant to the Regulation 100.2. Our district has been using the Danielson model for the past six years and has a strong belief system in the model for all of our teaching and learning practices including the classroom observation format. We also have been using the ISLLC standards for all of our administrators for the past year. It is our strong belief that the true function of a quality Annual Professional Performance Review plan (APPR) is to provide an essential process by which the entire learning organization can achieve its mission and vision for all students.

### **Development and Adoption of the Plan**

This plan was developed in collaboration with teachers, pupil personnel professionals, administrators, union representatives and parents selected by the superintendent. This plan will be adopted by the board of education before September 1, 2011 **in its DRAFT format** due to items that are still being negotiated as stipulated by the Commissioner's regulations. Specifically:

- the allocation of points' distribution for the "other-60 point" category on both the teacher and principal evaluation form
- The appeals process for both the teacher and principal evaluation
- The PIP (Principal's Improvement Plan)

### **Content of the Plan: (as per 100.2 o iv b)**

#### **1. Criteria for evaluation of teachers providing instructional services**

Classroom Teachers grades 4-8 ELA and Math -At the beginning of the year (September for tenured, October for untenured) each teacher will

meet with the building level administrative team to develop goals and set targets for student growth using the prior year's evaluation and student assessment data. In early spring, (March for tenured and April for untenured) a progress review will be conducted to assess advancement towards the goals set in the fall. Each teacher will be observed formally at least twice each year. If the observation is announced a pre-observation conference will be conducted. Following each observation whether announced or unannounced, a post observation conference will be conducted to provide feedback and adjust goals/targets. Forty percent of the year end evaluation will be based on classroom observations. At the option of the teacher a written response may be attached to the observation and evaluation forms and both documents shall thereafter become part of the teacher's personnel folder. Both the teacher and the supervisor shall sign and date the observation and evaluation reports. (Evaluation and observation forms attached- Appendix A and B)

All Other Teachers - will be observed and evaluated as per the existing DPTA contract. The updated observation form and year end evaluation including the HEEDI ratings will be used.

Principals of the Intermediate School and Middle School - Each principal will meet the Superintendent and Assistant Superintendent of PPS in the fall to set goals, student performance targets using last year's evaluation and students' state assessment data. A mid-year review will also be conducted to assess advancement towards the goals set in the fall. The evaluation instrument will serve as a year-end appraisal of the principal's overall performance. At the option of the principal a written response may be attached to the evaluation form and the document shall thereafter become part of the principal's personnel folder. Both the principal and the supervisor shall sign and date the evaluation report. The principal will be evaluated using the ISLLC standards and MPPR rubric. (Evaluation form attached-Appendix C)

All Other Administrators - will be evaluated using the ISLLC standards and MPPR rubric.

## **2. Criteria for evaluation of teachers providing pupil personnel services**

Same as 1.

## **3. Assessment Approaches**

Teacher performance shall not be limited to formal classroom observations. Other means of assessing teachers may include but is not

limited to: walk-throughs, video tape, self review, peer review and portfolios. For teachers that possess a transitional or initial certificate, a portfolio review will be conducted yearly through submission on disk of the criteria contained in the attachment "Portfolio Review for Initial Certificate Holders"(Appendix F) Twenty of the total 60 points will be derived from these sources as well as from Domain 4 of the Danielson model.

#### **4. Quality Rating Categories/Criteria**

The total quality score will be the sum of the SED Student Growth (20), the Locally Selected Measure (20) and Other Measures (60). The locally selected measure will be NWEA and a district-wide assessment whose rigor is verified by administration. The total will then be converted to a HEEDI rating. Using the designated quality rating categories (Highly Effective, Effective, Developing and Ineffective) professional development will be differentiated specific to the various indicators within each domain. The DPUFSD offers a myriad of in-service course offerings delivered by our professional staff that has received extensive training in various instructional techniques. Each school also has a professional period built into the school day where teachers and supervisors, trainers or outside staff developers meet with teachers both in group and on an individual basis to provide targeted instruction.

#### **5. Timely and Constructive Feedback**

All educators will receive timely and constructive feedback as part of the evaluation process. One-on-one feedback will be provided via post observation conferences. At the beginning of the year and again in the spring a performance review meeting will be conducted to review student data from state and local measures. Teachers will be provided with data for individual students, their class, school, district and comparable districts. Teachers each year will receive training on the use of BARS to drill down and analyze results so that new targets can be formulated and instruction can be differentiated and adjusted. All goal setting will take place in the fall and reviewed in the spring.

#### **6. Teacher and Principal Improvement**

The Deer Park Union Free School District will provide assistance to teachers whose performance is rated as either “Developing” or “Ineffective”. A teacher individual improvement plan (TIP) will be developed in conjunction with the teacher, building supervisors and principal. Tailored professional development as well as periodic conferencing and mentoring shall be provided by administration targeting those performance indicators that warranted a less than effective rating. The intent of the TIP shall not be punitive in nature but rather a prescription by which the teacher can improve their instruction and practices so that increased student achievement is garnered. (TIP form attached-Appendix D)

The Deer Park Union Free School District will provide assistance to administrators whose performance is rated as either “Developing” or “Ineffective”. A principal individual improvement plan (PIP) will be developed in conjunction with the principal, assistant superintendents and superintendent. Tailored professional development as well as periodic conferencing and mentoring shall be provided by administration targeting those performance indicators that warranted a less than effective rating. The intent of the PIP shall not be punitive in nature but rather a prescription by which the principal can improve their leadership qualities so that increased teacher performance and student achievement are garnered. (PIP form attached-Appendix E)

The process for all appeals of Annual Performance Evaluations is currently under negotiation.

## **7. Training in Performance Evaluation**

The DPUFSD will ensure that all evaluators are properly trained and certified to perform observations and year end evaluations. Lead evaluator training will be conducted by local WSBOCES. These lead evaluators (Network Team) will then turnkey all other administrators in the district. Training will be in compliance with Commissioner’s 3012c regulations. Training will include but not be limited to the following:

- Conducting observations using the Framework for Teaching Model
- Implementing the Common Core Standards
- Understanding the New York State Teaching Standards
- Understanding the ISLLC Standards for Leaders
- Using the Danielson 2011 Rubric for Teacher Evaluation
- Using the MPPR Principal Evaluation Rubric
- Application and use of NYS approved locally selected measures of student achievement - NWEA

- Using NyStart for leaders
- Application and use of BARS
- Application and use of DDI – data driven instruction model
- Differentiated Instruction – taking into further consideration special education and ESL students

On an annual basis, the DPUFSD will work with all administrators to ensure and maintain inter-rater reliability.

## **8. Performance Review of Superintendent**

The district's superintendent will be evaluated by the DPUFSD Board of Education yearly no later than September 10.

## **9. Data/Test Management**

The Deer Park School District will work with ESBOCES RIC and SED to upload teacher unique IDs and course codes linked to these teachers via its Student and Teacher Information Management Systems so that SED receives timely and accurate information. On a yearly basis each the district has developed a verification process by which teacher of record, course code and rosters are validated. The district will also coordinate with the local RIC and SED in the reporting to SED the individual subcomponent scores and the total composite effectiveness score for each teacher and principal.

The district has designated a non-teaching, non-administrative person to securely receive, store, and disseminate the Regents and state tests so that assessments are not disseminated to students before administration or to teachers or principals who have a vested interest in the outcome of the assessments they score.

The DPUFSD has protocols in place whereby secure scoring of all assessments helps ensure that neither teachers nor principals have a vested interest in the scoring process. Scorers receive training yearly on the proper practices and procedures to ensure rater reliability.

## **10. Monitoring**

The DPUFSD agrees to collaborate with SED regarding any concerns and/or monitoring of the district regarding evaluation implementation.