



**Board of Cooperative Educational Services
Rensselaer-Columbia-Greene Counties**

Annual Professional Performance Review

**Classroom Teachers
and
Building Principals**

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INTRODUCTION

The Board of Education of Questar III in public session at its meeting of October 13, 2011, adopts this Annual Professional Performance Plan (the “APPR Plan”) for the 2011-2012 school year pursuant to the requirements of 8 NYCRR 100.2(o). Such APPR Plan shall be revised, as necessary, to comply with Education Law §3012-c and accompanying regulations of the Board of Regents and the Commissioner of Education for the 2012-13 school year and thereafter.

Annual Professional Performance Review (“APPR”) supports the professional growth of our educators. A successful review system should provide timely feedback, an opportunity to acknowledge educators’ strengths as well as their weakness and an opportunity for growth as an educator.

This APPR system will be a significant factor in all employment decisions including but not limited to:

- Retention
- Tenure Determination
- Termination
- Supplemental compensation
- Promotion
- Professional Development
- Coaching

Education Law, §3012-c establishes new requirements for a comprehensive performance evaluation system for classroom teachers and building principals, to be phased in commencing with the 2011-2012 school year. In the 2011-2012 school year the law only applies to classroom teachers of the common branch subjects, English Language Arts (ELA) and Mathematics in Grades 4-8 and the building principals of schools in which such teachers are employed. The annual professional performance review for all other teachers and principals will remain unchanged during the 2011-2012 school year. Those teachers and principals will be covered by the new system in the 2012-2013 school year.

The annual performance review for Questar III teachers and principals in accordance with Education Law, §3012-c will commence with the 2012-13 school year. Annual performance reviews for Questar III teachers providing instructional services or pupil personnel services and principals will be governed by 8 NYCRR 100.2(o), as recently amended, for the 2011-12 school year. Pupil personnel services includes school counselors, school psychologists and school social workers. Teachers in classroom service does not include adult education teachers.

This APPR Plan therefore provides that the Questar III annual professional performance review of such individuals continues to apply for the 2011-12 school year as revised herein to conform with amendments to 8 NYCRR 100.2(o). Questar III anticipates revision of the APPR Plan for 2012-13 school year and thereafter.

PART I

ANNUAL PERFORMANCE REVIEW: TEACHERS

The annual performance review is a process which can positively impact employee performance, effectiveness and growth for purposes of having a positive impact on student learning and overall organizational performance. All teachers providing instructional services or pupil personnel services are reviewed annually (with the exception of adult education teachers).

Criteria for Evaluation

The annual professional performance review is grounded in the Regents' NYS Teaching Standards and Elements and includes the following criteria:

- Content knowledge of subject matter and curriculum, the NYS Learning Standards and Assessments;
- Pedagogical practices to support instruction that evidence relevant, thorough, current preparation;
- Instructional planning and delivery that result in active student engagement and student learning;
- Classroom management supportive of diverse student learning styles which creates a supportive learning environment conducive to student learning and consistent with organizational policies, procedures, and codes of conduct;
- Knowledge of student development and appreciation of diversity, and regular application of developmentally appropriate instructional strategies;
- Student assessment techniques based on appropriate learning standards;
- Student growth, as demonstrated by student achievement;
- Collaborative relationships that are effective with students, parents or caregivers, and support personnel;
- Reflective and responsive practice that demonstrates adjustments are made on a continuing basis to improve the effectiveness of instruction and assessment.

Assessment Methods

Assessment is based either upon classroom observations and written formal performance reviews, or upon alternative assessments and written formal performance reviews. Alternative assessment may include: peer review, portfolio review, videotape assessment, or another means of review mutually agreed upon by the employee and supervisor. An alternative assessment is available as an option for tenured employees only.

Assessment based upon classroom observation and formal performance review includes: pre-observation conference; employee self-evaluation; observation; post-observation conference to provide constructive feedback; formal written performance review; and opportunity to respond. Feedback shall relate to the criteria evaluated, including but not limited to, providing teachers with data on student growth for their students and, where appropriate, the program as a whole, and feedback and training opportunities on how the teacher can use data to improve instruction. For teachers with transitional or initial certificates performance review also includes portfolio

review. Procedures for assessment are set forth in the collective bargaining agreement with the RCG Teachers Association.

Teachers are evaluated annually by a supervising administrator. An employee is assigned a score (1-4) within each criterion. Cumulative scores will indicate an overall performance rating of highly effective, effective, developing or ineffective. A teacher who is rated ineffective will be provided with a teacher improvement plan which will, among other things, target professional development opportunities based upon areas identified as needing improvement.

PART II

ANNUAL PERFORMANCE REVIEW: PRINCIPALS

The annual performance review is a process which can positively impact employee performance, effectiveness and growth for purposes of having a positive impact on student learning and overall organizational performance. Principals are reviewed annually in accordance with performance criteria that reflect the Questar III organizational mission and core values: “Service, Learning and Excellence.”

Criteria for Evaluation

Questar III will seek to choose an approved rubric for evaluation of principals during 2011/12 that incorporates the Educational Leadership Policy Standards as adopted by the National Policy Board for Educational Administration (ISLLC 2008) and anticipates transitioning to these standards for 2011/12. Evaluation pursuant to these standards will be required for 2012/13 in accordance with 8 NYCRR Subpart 30-2. These standards promote the success of every student by:

- Facilitating the development, articulation, implementation, and stewardship of a vision for learning that is shared and supported by all stakeholders;
- Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;
- Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment;
- Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources;
- Acting with integrity, fairness, and in an ethical manner; and
- Understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Assessment Method

Principals are evaluated annually by a supervising administrator. An employee is assigned a score within each criterion. Cumulative scores will indicate an overall performance rating of

highly effective, effective, developing or ineffective. Evaluation should reflect the culmination of an on-going conversation regarding performance throughout the school year, but will include a meeting between the supervisor and principal, feedback on the criteria for evaluation, and provide an opportunity for the principal to reflect and comment on the performance review.

PART III **TRAINING OF EVALUATORS**

Questar III will seek to have its principals and other evaluators trained to standards required for the 2012-13 school year during the 2011-12 school year. For 2011-12 school year, at a minimum, principals will receive two days of training in evidence-based observation.

Commencing with evaluations performed during the 2012-13 school year, Questar III anticipates having all evaluators are trained as lead evaluators. The district superintendent will certify evaluators upon receipt of proper documentation that the individual has completed training. Questar III will maintain records of certification of evaluators.

Evaluator training will be conducted by appropriately qualified individuals or entities, including but not limited to Questar III Network Team and other personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by NYSED. Evaluators will be recertified on a periodic basis, to be determined by Questar III.

Questar III will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. Questar III anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators.

This training will include the following:

- New York State Teaching Standards and ISSLC 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.

PART IV
DATA MANAGEMENT

Questar III will work with State Education Department (the “SED”) to develop a process that aligns its 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, commencing with the 2012-13 school year.

PART V
FILING AND PUBLICATION OF THE APPR PLAN

Filing and Publication of APPR Plan

This APPR Plan shall be adopted by the Board of Education, filed with the Board Clerk, and shall be made available to the public on the Questar III website within ten days after its adoption.