

Watervliet City School District Annual Professional Performance Review Process (APPR)



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ANNUAL PROFESSIONAL PERFORMANCE REVIEW

Table of Contents

- I. Preamble/Overview of the Regulations/Intent of the process
- II. Watervliet City School District Annual Professional Performance Review Plan process
- III. Criteria by which all personnel shall be evaluated / Procedures to ensure all personnel are acquainted with Review procedures /Procedures to ensure all individuals have an opportunity for written feedback / Methods to record Review results
- IV. Training in performance evaluation
- V. Procedures for the Performance Review of the Superintendent
- VI. Appeal of Annual Performance Review
- VII. Local Measures of Achievement
- VIII. Data Management

Part I -- Preamble; Overview of the Regulations/Intent of the Process

Introduction

The Annual Professional Performance Review (APPR) Plan is intended to improve and maintain the quality of instruction for professional staff by reviewing staff performance on an on-going basis. Evaluation is a process, not an event. It is an activity that is conducted with teachers. The New York State APPR Regulations require school districts and BOCES to develop a plan that contains the following components:

- Description of the criteria by which personnel shall be evaluated:
- Review activities including descriptions of the observation process, provision for follow-up meetings, and provisions for addressing teacher improvement
- Methods used to record review results
- Procedures used to ensure all personnel are acquainted with performance review procedures
- Procedures used to ensure each individual has the opportunity to provide written feedback
- Administrative training in performance evaluation
- Appeal of Annual Performance Review
- Procedures for the evaluation of the District Superintendent

The Watervliet City School District APPR Committee has developed a plan that would support the needs of all professional personnel. The committee researched other plans, reviewed current research on teacher evaluation, and actively discussed all facets of performance review that lead to the improvement of instruction. The work of Charlotte Danielson “Enhancing Professional Practice: A Framework for Teaching” (“Framework”) is the theoretical and practical basis of our district’s teacher evaluation and instructional improvement system.

This document fosters two principles: quality assurance and professional development. It supports the work of all teachers, from the brand new probationer to the veteran. The plan encourages professional growth and development through a process that is in tune with current research on best practices and research-based teaching standards. It assures consistency via a common language, and common expectations among all evaluators. It encourages and enables professional teachers to chart the course of their professional development and collaborate in the evaluation of the same. It is intentionally linked with the District’s Professional Development Plan, to add to the ease of the process of a true teacher-driven professional development.

For the probationary teacher, the course is well defined, and consists of thorough learning and implementation of the four domains contained within the Framework rubrics (See attachment A). The probationary period involves regular observations by the principal or designee (at least two different administrators will observe each probationary teacher each year), regular reflections on the components of the domains, optional self-directed videotaping to inform the growth process, and each year a move towards more self-reflection and ability to chart one’s own professional development course.

For the tenured teacher, the plan is based on two expectations. The first is that a tenured teacher is competent and performance is at the Effective/Highly Effective level on the Framework’s CORE competencies. The second is that it is every teacher’s responsibility to grow professionally. Each tenured teacher determines the areas and activities necessary to promote personal growth and professional

competencies in harmony with district goals. Formal and informal observation processes will be utilized to help assess and enhance professional growth.

The plan contains a strong mentoring component – recognizing the importance of recruitment, development and retention of new teachers within our district, and the important role that our veteran teachers and administrators play in the mentoring process. The plan also contains a myriad of artifacts that are designed to assist teachers through every level of the plan.

Part II -- Annual Professional Performance Review Plan Process

Probationary Teachers/Pupil Personnel

1. Participate in session(s) designed to explain the Framework, its rubrics, and the observation process by October 1st of the teacher's first year in the district
2. Minimum of three formal observations/assessments of professional practice using the Classroom Observation/Feedback Form (Form "B" completed by Administrator) at least one will be unannounced. The first observation should take place between October 1st and January 1st and the second and third observations should take place no later than April 1st. Formal observations/assessments of professional practice should include:
 - three formal classroom observations for classroom based staff which include: a Pre-Observation Form ; Observation; Classroom Observation/Feedback Form (Form "B" completed by Administrator); Professional Practice Reflection Form (Form "C" completed by the teacher); and a Post-Observation Conference and Agreed upon Action Plan.
 - any information from incidental, on-going informal observations. (Any serious concerns should be communicated verbally or in writing as soon as possible.)
 - each Classroom Observation/Feedback Form (Form B) shall be written and a copy of the report shall be given to the staff member for review and signatures. One copy of the Form B, along with the Form "C", shall remain with the staff member and a copy will be forwarded to the Personnel File.
3. Concentrate on Domain 2 (Classroom Environment) and Domain 3 (Instruction), with secondary emphasis on Domain 1 (Planning and Preparation) and Domain 4 (Professional Responsibilities).
4. Participate in a summative conference to review teacher's Student Learning Objectives and/or student data no later than June 30th.

Tenured Teachers/Pupil Personnel

1. Minimum of two formal observations/assessments of professional practice using the Classroom Observation/Feedback Form (Form “B” completed by Administrator) at least one will be unannounced. The observation should take place between September 15th and June 1st. (Note: At the discretion of the superintendent, two administrators may observe the same teacher.)
Formal observations/assessments of professional practice should include:
 - at least two formal classroom observation for classroom based staff which include: a Pre-Observation Form; Observation; Classroom Observation/Feedback Form (Form “B” completed by Administrator); Professional Practice Reflection Form (Form “C” completed by the teacher); and a Post-Observation Conference and Agreed upon Action Plan.
 - any information from incidental, on-going informal observations. (Any serious concerns should be communicated verbally or in writing as soon as possible.)
each Classroom Observation/Feedback Form (Form B) shall be written and a copy of the report shall be given to the staff member for review and signatures. One copy of the Form B, along with the Form “C”, shall remain with the staff member and a copy will be forwarded to the Personnel File.
2. Concentrate on Domain 2 (Classroom Environment), Domain 3 (Instruction) with secondary emphasis on Domain 1 (Planning and Preparation), and Domain 4 (Professional Responsibilities).
3. Participate in a summative conference to review teacher’s Student Learning Objectives and/or student data no later than June 30th.

Part III -- Criteria, Procedures, Recording Review Results

Teachers/Pupil Personnel Encountering Difficulty (Teacher Improvement Plan – “TIP”)

Teachers/pupil personnel who are not performing at the “Effective/Highly Effective” level (whose work in the four Domains- Core Competencies is judged not to meet the standards identified as “Effective or Highly Effective” as defined by the rubric), or whose work in any of the other competencies is unsatisfactory, will work under a Teacher Improvement Plan. This plan is designed to assist teachers. It is intended to support the teacher and move the teacher to the Effective/Highly Effective level.

Any teacher who was rated “Developing” or “Ineffective” on their annual professional performance review shall cooperate with the formulation and implementation of a Teacher Improvement Plan as soon as practicable but in no course later than 10 days after the date on which teachers are to report prior to the opening of classes for the school year.

1. A specific written plan will be developed which includes:
 - Identification of needed areas of improvement
 - Growth-promoting goals that are specific, measurable, action oriented, realistic and time-bound
 - Strategies for improving performance (examples may include, but are not limited to the following.):
 - a. Retraining program/skill building training
 - b. Counseling
 - c. Peer assistance/mentoring program
 - d. Intensive supervision
 - e. Reassignment to non-teaching duties and/or other teaching assignment
 - f. Leave of absence
 - Time lines
 - Indicators of progress
 - Resources and support needed
 - Identification of Teacher Responsibilities
 - Identification of Administrator Responsibilities
2. The Principal and the staff member set up a specific time to review what progress has been made.
3. All costs associated with the implementation of a TIP including, but not limited to, tuition, fees, books, and travel shall be borne by the district in their entirety. No disciplinary action predicated upon ineffective performance shall be taken by the district against a teacher until a TIP has been fully implemented and its effectiveness in improving the teacher's performance has been evaluated. No disciplinary action shall be taken by the district against a teacher predicated on an ineffective rating who has met the performance expectations set by a TIP; however, nothing shall be construed to restrict or limit the district's right to deny tenure, or to otherwise terminate a probationary teacher, in compliance with law and the collective bargaining agreement.
4. Upon reviewing the staff member's progress one of the following recommendations will be made:
 - The teacher has achieved an “Effective” or “Highly Effective” rating on the next year's APPR.

- The staff member achieves a “Developing” rating on the next year’s APPR, so remains on the Teacher Improvement Plan with revised goals and time lines.
- A teacher maintains an “Ineffective” rating, and remains on the Teacher Improvement Plan with revised goals and time lines. However, a teacher demonstrating a “pattern of ineffective teaching,” defined as two consecutive “Ineffective” ratings, may be charged with incompetence, with the District initiating expedited proceedings to discipline or remove the teacher under Education Law Section 3020a.
- Non-Tenured Teachers/Pupil Personnel who are not achieving “Effective” or “Highly Effective” ratings after their first and/or second year may be subject to dismissal based on the recommendation of the building principal. At no time will non-tenured staff be afforded additional rights to a position than is legally allowed by education law.

A memo outlining the recommendation shall be provided to the staff member, the Superintendent, WTA, and Personnel file. See Form D.

Procedures to Ensure that all Personnel are Acquainted With Review Procedures

- a. A copy of the Annual Professional Performance Review Process will be provided by administration to all personnel affected by the review process.
- b. The Annual Professional Performance Review Process will be reviewed at a faculty meeting.

Procedure to Ensure That all Individuals Have an Opportunity for Written Feedback Regarding Their Annual Professional Performance Reviews

All staff affected by the APPR Process will have an opportunity to provide written feedback in the following manner:

- a. An opportunity for written comments on the classroom observation reports
- b. An opportunity for written comments on the Summative Evaluation Form
- c. The superintendent and the leadership of the Watervliet Teachers' Association agree to amend the APPR, as necessary, based upon litigation surrounding the APPR at the state level, changes to New York State Educational Law, New York State Law, and or local considerations that impact the member of the Watervliet Teachers' Association.

Methods To Record Review Results

The following forms will be provided to the individual and filed in the personnel file of all personnel reviewed through the APPR Process:

- a. Summative Evaluation Form/Student Learning Objectives (SLO)
- c. Observation Reports
- d. TIPS Plans (If necessary)
- e. Training in performance evaluation

Part IV -- Training In Performance Evaluation

Administrators/Supervisors will be trained in:

- a. Charlotte Danielson's **Framework For Teaching**
- b. An observation and data collection process based on **Framework For Teaching**
- c. Understanding the APPR process and forms
- d. Lead evaluators will attend all required training as indicated by State Education regulations. This will include a minimum of 10 days of training. (6 hours=1 day). Evaluators will be retrained every three years with at least three days of training.

Part V -- Procedures for the Performance Review of the Superintendent

The Board of Education of the Watervliet City School District shall annually review the performance of the superintendent of schools according to procedures developed by such body in consultation with the superintendent.

Part VI -- Appeal of Annual Performance Review

Appeal Time Limit

Only a tenured teacher who receives an overall APPR annual rating of "Ineffective or Developing" may appeal the annual performance review to the Superintendent within 15 calendar days of receiving such written annual performance review or annual teacher improvement plan through the procedure herein.

Probationary teachers may not file appeals through the procedure established herein but may file a written rebuttal which shall be attached to the APPR. Probationary teachers only may challenge claims of APPR procedural violations through the contractual grievance procedure.

Description of Appeal

Only a single written appeal is permissible for each performance review or Teacher Improvement Plan.

An appeal of an APPR must be based upon one or more of the following grounds:

- a. The substance of the APPR;
- b. The District's failure to adhere to the standards and methodologies required for the APPR that are set forth in Education Law 2012-c and applicable rules and regulations;
- c. The district's failure to comply with locally negotiated procedures; and
- d. The District's failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under Education Law 3012-c.

The written appeal must contain a detailed description of the disagreement over the performance review or Teacher Improvement Plan, a copy of the performance review or Teacher Improvement Plan, and any additional documents or materials necessary. The written appeal must also identify how the annual performance review allegedly did not adhere to statutory or regulatory standards

and methodology or did not meet negotiated standards or how the Teacher Improvement Plan and its implementation failed to meet such standards and why the appealing teacher believes the APPR should be modified. No additional information can be submitted or shall be considered. There will be no evidentiary hearing.

When bringing an appeal, the teacher has the burden of convincing the Superintendent that the APPR should be set aside or modified based upon one of the grounds set forth in sections A through D listed immediately above.

Waiver

Any issues not raised in the appeal shall be deemed waived. Failure to timely file such appeal shall be deemed a waiver of the right to appeal.

District's Response to Appeal

Within 15 calendar days of the District's receipt of the appeal, the administrator who issued the annual performance evaluation of the teacher or teacher improvement plan must submit a detailed written response to the appeal. The response should contain the reasons for the teacher's rating or Teacher Improvement Plan and any documents or materials that support the administrator's annual performance evaluation of the teacher or Teacher Improvement Plan. Only information submitted with the administrator's response will be considered.

Decision of the Superintendent of Schools

The Superintendent shall issue a written decision on the teacher's appeal within 30 calendar days of receipt of the appeal. The decision must set forth the reasons and factual basis for the determination on each specific issue raised in the teacher's appeal.

If the teacher's appeal is sustained, the Superintendent may set aside or modify a rating.

A copy of the decision shall be provided to the teacher and the administrator responsible for issuing the annual teacher evaluation or teacher improvement plan.

Exclusive Remedy

This appeals procedure shall constitute the exclusive means for reviewing and resolving any challenge to a teacher's annual performance evaluation or teacher's improvement plan. The Superintendent's decision shall be final and binding, and shall not be subject to review under the contractual grievance procedures outlined in Article XVI nor is it subject to review in arbitration, in court, before the Commissioner of Education or in any other forum.

Part VII -- Local Measures of Student Achievement

2012-13 Scoring Ranges

(To be reviewed annually by the NYS Commissioner and state approved updates inserted here as needed.)

2011-12	Pilot NWEA in 9th grade
2012-13	Use a school wide proficiency score in ELA and/or math (depending on grade level and subject area) as the 20 points for the Local Measures of Student Achievement (<i>See Attachment I</i>)
2012-13	Review at end of year the measure for Local Student Achievement to determine what measure will be used in the future
2012 and beyond	Student Learning Objectives (SLO) will be developed, reviewed and implemented to comply with NYS Education Department requirements for all grade levels/positions as required.

Scoring Bands with a growth measure

Regulation	Growth or Comparable growth Measures	Locally Selected Measures of Growth or Achievement	Other Measures of Effectiveness (60 Points)	Overall Composite Score
Ineffective	0-2	0-2	0-5	0-64
Developing	3-8	3-8	6-40	65-74
Effective	9-17	9-17	41-57	75-90
Highly Effective	18-20	18-20	58-60	91-100

Scoring bands with value added measure

Regulation	Student Growth	Local Measures of Student Achievement	Other 60 Points	Overall Composite Score
Ineffective	0-2	0-2	0-5	0-64
Developing	3-9	3-7	6-40	65-74
Effective	10-21	8-13	41-57	75-90
Highly Effective	22-25	14-15	58-60	91-100

Other 60 points:

- 55 points are from observations (*See Attachment II*)

(2012 and beyond the district will use the updated 2011 Charlotte Danielson Model.)

See *Attachment III* for Breakdown of Calculations of Component Scores

Note: Teachers must earn better than “Ineffective” ratings on at least one of the two student growth/achievement subcomponents as well as the “other 60%” measure in order to earn an overall rating higher than “Ineffective”. In addition, if both student achievement subcomponents are “Ineffective”, the overall rating will be “Ineffective”.

- 5 points from attendance

Number of Days missed (for any reason per instructional year*)	# of Points
0-4	5
5-8	4
9-12	3
13-17	2
18-20	1
21Plus	0

*Note: Leave of absence, maternity leaves, bereavement and extended family or personal illness with a doctor's note (that extends absence of 10 consecutive work days or more) do not count toward attendance points.

The superintendent and the leadership of the Watervliet Teachers' Association agree to meet, on a case by case basis, when extenuating circumstances that impact a member's attendance, other than those listed above, occur.

PART VIII -- Data Management

The District will work with the NYSED to develop a process that aligns its data systems to ensure that the NYSED receives timely and accurate teacher, course and student “linkage” data, as well as a process for principal verification of the courses and/or student rosters assigned to them.

Ensuring Accurate Teacher and Student Data

The District shall ensure that the NYSED receives accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course and teacher/student linkage data necessary to comply with the Regulations of the Board of Regents and Commissioner of Education by providing such data in a format and timeline prescribed by the Commissioner.

The District’s student data system records now identify teacher assignments and student enrollment and attendance. The District will verify assignments of classroom teachers of common branch subjects, ELA and Mathematics Grades 4-8 (described below). The NYSED *APPR Guidance* provides the following guidance when reporting data for the 2011-2012 school year relating to Teacher of Record:

“For courses included in the 2011-12 school year collection (grades 3-8 ELA and mathematics, grade 4/8 science, and secondary-level courses associated with a Regents exam), the Teachers of Record are those teachers who are primarily and directly responsible for a student’s learning activities that are aligned to the performance measures of the course consistent with guidelines prescribed by the Commissioner.” (*APPR Guidance, L5*)

The District collects data on student enrollment, attendance, and achievement on Statewide assessments utilizing the eSchoolData student management system (SMS). The CIO is responsible for transferring data to and from the North East Regional Information Center (NERIC) and NYSED Data Warehouse systems (SIRS) including, but not limited to, file formatting, data collection, import/exports of data, meeting timelines and regulations as outlined by both the NERIC and the NYSED.

The NYSED’s *APPR Guidance* and field memos relating to the Student Information Repository System (SIRS) will provide detailed guidance related to the collection and reporting of data, including student-teacher linkage and student attendance. The District will continue to monitor data and develop additional processes, as needed and consistent with NYSED reporting requirements, to verify that the data submitted to the State are complete and accurate. The NYSED advises that it will provide roster verification reports to assist in this process (see *APPR Guidance, L4*). The NYSED also will provide guidelines for the use of student-teacher instructional weighting and student exclusion flags (see *APPR Guidance, L8*).

Verification

The District’s student data system identifies teacher assignments and student enrollment and attendance. Teachers are responsible for the accuracy of their assigned course (s), and student “linkage” data. Teachers verify the courses and/or student rosters assigned to them on a daily basis when they take attendance. If a teacher sees a student missing or has an extra student they must inform the guidance office immediately and resolve the discrepancy. The District has obtained the NYSED statewide unique identifier for certain certified individuals employed by the District through

“TEACH”. This information has or will be entered into the District’s data system and will be extracted from the District’s system and reported to SIRS in accordance with NYSED guidance. The District will verify assignments of classroom teachers of common branch subjects, ELA and Mathematics Grades 4-8 through grade report verifications by both teachers and administrators.

Reporting Individual Subcomponent Scores

The District will report to the NYSED the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in the District in a format and timeline prescribed by the Commissioner. The District will develop a process for timely and accurate extraction of such data and will use SIRS data reporting extracts protocols for reporting these data to NYSED. Total Composite Effectiveness Scores will not be reported until data on student achievement on state assessments is transmitted to the District.

Development, Security and Scoring of Assessments

The District shall ensure the development, security and scoring processes of all assessments and/or measures used to evaluate teachers and principals under this section are not disseminated to students before administration and that teachers and principals do not have a vested interest in the outcome of the assessments they score.

Development

The District will work with the local Teacher Administrator Association to determine decisions about local measures of student achievement; principal practice rubrics; any other 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.

Security

The District will secure all assessments at the building level consistent with NYSED guidelines prior to, during, and after administration of all required NYSED assessments to ensure that these assessments are not disseminated to students before administration. In addition, both testing and scoring protocols will be consistently adhered to ensure that teachers or principals do not have a vested interest in the outcome of the assessments they score. Assessment proctors will have access to test administration protocols prior to test administration as prescribed by NYSED, without compromising the security or integrity of the assessment.

Arrival of Materials

When the test materials arrive at the building, the building principal will carefully check, count and inventory the testing materials to ensure that the proper number of tests have been received. The contents of each box are checked against the shipping notice and the school’s copy of the order form.

All shrink-wrapped materials remain intact until the day of testing. All test materials are stored in a locked safe or vault.

Prior to Testing

Prior to the administration time period, a review of the test administration procedures is conducted with all faculty and staff that will be involved in the test administration and scoring. Classrooms are prepared for testing as described in the NYS Testing Administrator's Manual. Alternate locations and additional proctors are organized for students who require testing accommodations.

On the Day of the Testing

Thirty minutes prior to the testing administration time, the teachers and proctors pick up, count and sign out the test materials. Tests are administered in a time frame consistent with State and local requirements, to ensure test security and so that students can do their best. A class roster is completed on the day of testing to account for students who are absent and require a make-up test. When tests are complete, all testing materials are collected and counted by the classroom teacher. Completed testing materials are recounted, bound appropriately and kept in a secure location.

Once All Testing is Complete

Once the testing administration period is completed, all tests are securely inventoried and packed by the building administrator. Make-up sessions are conducted within the allotted time frame, and tests are kept in a secured, locked location. Once all testing is complete, the test boxes are sealed, returned to the district office for scoring if appropriate, and then properly organized for the return to the testing center.

Scoring

The District will ensure that all assessments are scored in the manner as prescribed by the assessment. Teachers or principals will not have a vested interest in the outcome of assessments they score, i.e. teachers will score out of grade level.

The District will work with the teacher's union to decide not only the local measures of student achievement; but also the scoring methodology for the assignment of points to locally selected measures of student achievement and other measures of teacher effectiveness. {For the 2012-13 school years, the Watervliet Teachers' Association has agreed to use the proficiency scores from NYS 3-8 ELA and/or Math and the Regents exams that will be provided by the State Education Department for all teachers.}

Nothing written in this plan will be construed to abrogate any conflicting provisions of any collective bargaining agreements continuously in effect until the successor collective bargaining agreement is negotiated.

Calculation of Locally-Selected Measures 2012-2013 for K-8 Grade Teachers

% of Grade Level Proficiency by Building based on the NYS 3-8 ELA and Math State Exams

HEDI Scale	(Math scores for WES Teachers) (ELA scores for ELA, science, social and encore teachers and Math Scores for math teachers at WHS)
0	0-4%
1	5-8%
2	9-12%
3	13-16%
4	17-20%
5	21-24%
6	25-28%
7	29-32%
8	33-36%
9	37-38%
10	39-40%
11	41-42%
12	43-44%
13	45-49%
14	50-59%
15	60-69%
16	70-79%
17	80-89%
18	90-95%
19	96-98%
20	99-100%

Note: State set 0-20 range

Note: To get the % we would add the % of students who were proficient (reaching a level 3 or 4 on Math) at each grade level 3-6 (WES) and then do the same for the ELA and/or math at grades 7/8 (Watervliet Jr Sr HS) then divide by the number of grades in the building's test group to come out with each building's % of students who scored at the state's proficiency level. Each teacher in the building would receive the corresponding HEDI score based on the % proficient.



Calculation of Locally-Selected Measures for grades 9-12 Teachers

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	97-98%	95-96%	92-94%	88-91%	85-87%	82-84%	79-81%	76-78%	73-75%	68-72%	64-67%	61-63%	59-60%	57-58%	53-56%	49-52%	45-48%	40-44%	30-39%	<30%

For the 2012-13 school year, the district has agreed to use the % of students who are proficient on the English Regents exam. (Proficiency is set by the state at 75%.)

Breakdown of the Observations Points (55points out of the 60)

Danielson Rubric Summary

Domain	Possible Points
1. Planning and Preparation	
<i>1a. Demonstrating Knowledge of Content and Pedagogy</i>	4
<i>1b. Demonstrating Knowledge of Students</i>	4
<i>1c. Selecting Instructional Goals Outcomes</i>	4
<i>1d. Demonstrating Knowledge of resources</i>	4
<i>1e. Designing Coherent Instruction</i>	4
<i>1f. Assessing Student Learning Assessments</i>	4
2. Creating an Environment of Respect and Rapport (Weighted 2X by Author Design)	
<i>2a. Creating an Environment of Respect and Rapport</i>	8
<i>2b. Establishing a Culture for Learning</i>	8
<i>2c. Managing Classroom Procedures</i>	8
<i>2d. Managing Student Behavior</i>	8
<i>2e. Organizing Physical Space</i>	8

3. Instruction (Weighted 2X by Author Design)	
<i>3a. Communicating with Students</i>	8
<i>3b. Using Questioning and Discussion Techniques</i>	8
<i>3c. Engaging Students in Learning</i>	8
<i>3d. Using Assessments in Instruction</i>	8
<i>3e. Demonstrating Flexibility and Responsiveness</i>	8
4. Professional Responsibilities	
<i>4a. Reflecting on Teaching</i>	4
<i>4b. Maintaining Accurate Records</i>	4
<i>4c. Communications with Families</i>	4
<i>4d. Participating in a Professional Community</i>	4
<i>4e. Growing and Developing Professionally</i>	4
<i>4f. Showing Professionalism</i>	4
Totals	128

<p>Calculation of Component Observation Scores</p> <p>0-12= Ineffective (Rating =1)</p> <p>13-48= Developing (Rating =2)</p> <p>49-108= Effective (Rating=3)</p> <p>109-128= Highly Effective (Rating=4)</p>	<p>Calculation of Local 60 Points</p> <p>0-5= Ineffective (Rating= 1)</p> <p>6-22= Developing (Rating= 2)</p> <p>23-50= Effective (Rating= 3)</p> <p>51-60= Highly Effective (Rating= 4)</p>
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Attachment III

Application Procedures and Calculation of Component Scores:		
Minimum Number of Classroom Observations		Component Weight
Probationary- Non-Tenured (55 points of the Local 60)	3	18.3% per observation
Tenured (55 Points of Local 60)	2	27.5% per Observation
Teacher Student growth percentile score(TSGP) **Calculated by NYSED	N/A	20% for 2012-13
Locally Selected Measure of Growth or Achievement	N/A	20% 2012-13
Attendance (5 Points of the Local 60)	N/A	5%

<i>% of total points obtained on the average of all observations</i>	Conversion scale for points obtained out of 55	<i>Absences</i>	Conversion scale for points obtained out of 5
1	0	0	5
2	1	1	5
3	2	2	5
4	3	3	5
5	4	4	5
6	5	5	4
7	6	6	4
8	7	7	4
9	8	8	4
10	9	9	3
11	10	10	3
12	11	11	3
13	12	12	3
14	13	13	2
15	14	14	2
16	15	15	2
17	16	16	2
18	17	17	2
19	18	18	1
20	19	19	1
21	20	20	1
22	21	21	0
23	22	22	0
24	23	23	0
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47	46
48	47
49	48
50	49
51	50
52	51
53	51.1
54	51.2
55	51.3
56	51.4
57	51.5
58	51.6
59	51.7
60	51.8
61	51.9
62	52
63	52.1
64	52.2
65	52.3
66	52.4
67	52.5
68	52.6
69	52.7
70	52.8
71	52.9
72	53
73	53.1
74	53.2

75	53.3
76	53.4
77	53.5
78	53.6
79	53.7
80	53.8
81	53.9
82	54
83	54.1
84	54.2
85	54.3
86	54.4
87	54.5
88	54.6
89	54.7
90	54.8
91	54.9
92	55
93	55
94	55
95	55
96	55
97	55
98	55
99	55
100	55

Scoring Bands with Value Added Distribution of % Points Scale (If State Approved)

Scoring bands with value added measure

Regulation	Student Growth	Local Measures of Student Achievement	Other 60 Points	Overall Composite Score
Ineffective	0-2	0-2	0-5	0-64
Developing	3-9	3-7	6-40	65-74
Effective	10-21	8-13	41-57	75-90
Highly Effective	22-25	14-15	58-60	91-100

% of Grade Level Proficiency by Building

HEDI Scale (Math scores for WES Teachers) (ELA scores for ELA, science, social and encore teachers and Math Scores for math teachers at WHS)

0	0-5%
1	6-10%
2	11-20%
3	21-23%
4	24-26%
5	27-29%
6	30-32%
7	33-35%
8	36-40%
9	41-50%
10	51-60%
11	61-70%
12	71-80%
13	81-90%
14	91-95%
15	96-100%

State Set Range

Note: To get the % we would add the %proficient (reaching a level 3 or 4 on Math) at each grade level 3-6 (WES) and then the ELA and math for grades 7/8 then divide by the number of grades (4 or 2) to come out with the building % proficient. Each teacher in the building would receive the corresponding HEDI score.



Scale for Student Learning Objective (SLO) and Locally Developed Assessments

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	97-98%	95-96%	92-94%	88-91%	85-87%	82-84%	79-81%	76-78%	73-75%	68-72%	67-64%	61-63%	59-60%	57-58%	53-56%	49-52%	45-48%	40-44%	30-39%	<30%

New York State Student Learning Objective Template

<i>All SLOs MUST include the following basic components:</i>	
Population	<i>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</i>
Learning Content	<i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</i>
Interval of Instructional Time	<i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?</i>
Evidence	<i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i>

Baseline	<i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i>																																																											
Target(s)	<i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</i>																																																											
HEDI Scoring (See above scale)	<i>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</i>																																																											
	<table border="1"> <thead> <tr> <th colspan="3">HIGHLY EFFECTIVE</th> <th colspan="7">EFFECTIVE</th> <th colspan="5">DEVELOPING</th> <th colspan="2">INEFFECTIVE</th> </tr> </thead> <tbody> <tr> <td>20</td><td>19</td><td>18</td> <td>17</td><td>16</td><td>15</td><td>14</td><td>13</td><td>12</td><td>11</td><td>10</td><td>9</td> <td>8</td><td>7</td><td>6</td><td>5</td><td>4</td><td>3</td> <td>2</td><td>1</td><td>0</td> </tr> <tr> <td></td><td></td><td></td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> <td></td><td></td><td></td><td></td><td></td><td></td> <td></td><td></td><td></td> </tr> </tbody> </table>	HIGHLY EFFECTIVE			EFFECTIVE							DEVELOPING					INEFFECTIVE		20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0																					
	HIGHLY EFFECTIVE			EFFECTIVE							DEVELOPING					INEFFECTIVE																																												
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0																																							
Rationale	<i>Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</i>																																																											

Professional Observation Forms

Watervliet City School District

**Pre-Observation Data Sheet
Form A**

Teacher

Date

Course Title/Subject/Grade

Period/Time

Unit Title/Lesson

Please complete the following information and return it to your evaluator one-day before the scheduled observation. Your observer may also ask to review your plan book and/or lesson plan

1. Why are students learning this? Which New York State Common Core Learning Standard(s) does this lesson address? (Domain 1 A, B, C)

2. What are students learning? (Domain 1 A, B, C)

3. What will you be doing during the lesson? (Domain 1 E)

4. What will students be doing during the lesson? (Domain 1 D, E)

5. How will you know what students are learning during the lesson? (Domain 1 F)

**Watervliet City School District
Classroom Observation/Feedback Form
Form B**

Attach Excel Spreadsheet of the “Charlotte Danielson Rubric” here.

Evaluator’s Comments:

Check here if employee is attaching comments
(Comments must be returned no later than 5 work days after receipt of observation/feedback form.)

Evaluator’s Signature: _____

Date: _____

Employee’s Signature: _____

Date: _____

Post observation conference/agreed upon action plan:

**Watervliet City School District
Professional Reflection
Classroom Observation/Feedback Form C**

Name: _____

Date: _____

Class/Assignment: _____

Key: 1... Ineffective 2...Developing 3...Effective 4...Highly Effective

DOMAIN 1: PLANNING AND PREPARATION

I	D	E	H	Areas of Evaluation	Comments/Recommendations
				1a. Demonstrating knowledge of Professional Practice	
				1b. Demonstrating Knowledge of Students	
				1c. Selecting Instructional Goals	
				1d. Demonstrating Knowledge of Resources	
				1.e Designing Coherent Instruction	
				1f. Assessing Student Learning	

DOMAIN 2: THE CLASSROOM ENVIRONMENT

I	D	E	H	Areas of Evaluation	Comments/Recommendations
				2a. Creating an Environment of Respect	
				2b Establishing a Culture for Learning	

				2c Managing Classroom Procedures	
				2d Organizing Physical Space	

DOMAIN 3: INSTRUCTION

I	D	E	H	Areas of Evaluation	Comments/Recommendations
				3a. Communicating with Students	
				3b. Using Questioning and Discussion Techniques	
				3c. Engaging Students in Learning	
				3d. Using Assessments in Instruction	
				3e. Demonstrating Flexibility and Responsiveness	

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES (OBSERVED THROUGHOUT THE SCHOOL YEAR)

I	D	E	H	Areas of Evaluation	Comments/Recommendations
				4a. Reflecting on Teaching	
				4b. Maintaining Accurate Records	
				4c. Communicating with Families	
				4d. Participating in a Professional Community	

				4e. Growing and Developing Professionally	
				4f. Showing Professionalism	

Employee's Signature: _____

Date: _____

Watervliet City School District
Teacher/Principal Improvement Plan
Form D

Name of Teacher/Principal _____

School Building _____ Academic Year _____

Deficiency that promulgated the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and teacher/principal initial each date to confirm the meeting)-

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: Lead evaluator is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the lead evaluator and teacher/principal with the opportunity for the teacher/principal to attach comments.

Teacher/Principal Signature/Date: _____

Lead Evaluator Signature/Date: _____

