

**Berne-Knox-Westerlo
Central School District**

Annual Professional Performance Review

**Classroom Teachers
and
Building Principals**

PLAN ADOPTED BY THE BOARD OF EDUCATION: September 7, 2011

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INTRODUCTION

The Board of Education of the Berne-Knox-Westerlo Central School District (the “District”), in public session at its meeting of September __, 2011, adopts this Annual Professional Performance Plan (the “APPR Plan”) for the 2011-2012 school year pursuant to the requirements of Education Law §3012-c and accompanying regulations of the Board of Regents and the Commissioner of Education.

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 decisions¹ 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 District’s APPR Committee will work with all available resources to assist in designing and implementing these new systems. Any items required to be included in the Plan but not yet finalized due to collective negotiations are specifically identified.

¹ Procedure to be Negotiated.

PART I **TRAINING OF EVALUATORS**

The District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended SED model certification process.

The District will ensure that all evaluators are trained as lead evaluators. The superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The superintendent will maintain records of certification of evaluators.

Evaluator training will occur regionally in cooperation with Capital Region BOCES. Training will be conducted by Capital Region BOCES Network Team 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 the District.

The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidances and protocols recommended in training for lead evaluators. The District 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 Requirements for Lead Evaluators/Evaluators:

- 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.

Lead Evaluator

The Superintendent, each Principal and the Director of Special Education will be trained and certified as a lead evaluator(s) according to SED's model to ensure consistency and defensibility.

Responsibilities

The Lead Evaluator(s) will train and certify any necessary party in the District based on the same model. All trained evaluators may do observations, but are prohibited from summative evaluations until they are appropriately certified.

Timing

For the 2011-2012 school year, all lead evaluators shall be appropriately trained and certified by March 15, 2012. For the 2012-2013 school year and thereafter, all lead evaluators and other designated evaluators shall be appropriately trained and certified by September 1st of each school year or thirty (30) days after appointment.

Re-Certification and Updated Training

The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.

PART II **DATA MANAGEMENT**

The District 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.

Ensuring Accurate Teacher and Student Data

The District shall ensure that SED 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 by eSchool and through systems provided by the New York State Education Department. The District is exploring the system’s ability to allow for more than one teacher of record for applicable classrooms. The District’s Chief Information Officer is responsible for overseeing data collection and maintenance. All information is verified within the protocols of each data system.

The New York State Education Department’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. NYSED advises that it will provide roster verification reports to assist in this process (see *APPR Guidance, L4*). 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. The District has obtained the NYSED statewide unique identifier for certain certified individual 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. The Chief Information Officer will work with each principal to verify teachers of record and rosters of students assigned to them. Teachers will be notified of their class rosters at the beginning of each school year. This roster will be updated as new students enroll and current student un-enroll. Teachers are expected to review rosters to ensure each roster's accuracy.

Reporting Individual Subcomponent Scores: The District will report to SED 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 Board of Education, Capital Region BOCES, the Helderberg Administrators Association, the Berne-Knox-Westerlo Teachers Association, and any other appropriate parties to determine decisions about local measures of student achievement; teacher and 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 and score all exams and assessments within the protocols proscribed by those exams and assessments. Exams and assessments will not be disseminated to students before administration. The District will ensure that teachers and/or principals will not have a vested interest in the outcome of the assessments they score. Also, the District will work with SED, and the regional testing center to secure and grade all State assessments within the protocols proscribed by SED. These assessments will not be disseminated to students before administration and that teachers or principals do not have a vested interest in the outcome of the assessments they score.

Scoring: The District will ensure that all assessments are scored in the manner as proscribed by the assessment.

PART III
ANNUAL PROFESSIONAL PERFORMANCE REVIEW
GRADES 4-8 COMMON BRANCH TEACHERS AND BUILDING PRINCIPALS
2011-2012 SCHOOL YEAR

Teachers

For the 2011-2012 school year, this APPR Plan will apply only to classroom common branch, teachers who teach English language arts or mathematics in grades four to eight and at least 50% of the teacher's students must be in grades 4-8 English language arts or mathematics. The performance of other teachers within the District will be evaluated in accord with the District's pre-existing Annual Professional Performance Review Plan developed and maintained pursuant to §100.2(o) of the Regulations of the Commissioner of Education. Nothing in this APPR Plan will be construed to abrogate any conflicting provisions of any collective bargaining agreements continuously in effect on July 1, 2010 through the present until a successor collective bargaining agreement is negotiated.

Annual Professional Performance Criteria

1. State Assessments² (20%): State Assessments will provide 20% of the total annual professional performance rating.³
2. Locally-Selected Measures (20%): The process for choosing the local assessment shall be negotiated between the District and the Berne-Knox-Westerlo Teachers Association within the parameters provided by the New York State Education Department.
3. Other Measures (60%): The Other Measures shall be negotiated between the District and the Berne-Knox-Westerlo Teachers Association.

Composite Rating System

The rating system shall define the overall categories of performance as follows:

- Highly Effective: Performing at a Higher Level (91-100)
- Effective: Performing at Level Typically Expected (75-90)
- Developing: Not Performing at Level Typically Expected (65-74)
- Ineffective: Performance is unacceptable (0-64)

Rubric/Formula of Summative Evaluation

The process for choosing the Rubric/Formula of the Summative Evaluation shall be negotiated between the District and the Berne-Knox-Westerlo Teachers Association.

Teacher Development

The development of the Teacher Professional Development Plan shall be negotiated between the District and the Berne-Knox-Westerlo Teachers Association.

² Baseline for state assessments will be the 2010-2011 school year.

³ If the New York State Education Department adopts a value-added scoring methodology, the State Assessments will provide 25% of the total annual professional performance rating.

Principal

For the 2011-2012 school year, this APPR Plan will apply only to Principals in buildings where classroom common branch teachers teach English language arts or mathematics to students in grades four to eight comprise at least 30% of the building. The performance of all other principals within the District will be evaluated with the District's pre-existing Annual Professional Performance Review Plan. The Union, if any, will be consulted about section 100.2(o) of the Regulations of the Commissioner of Education. Nothing in this APPR Plan will be construed to abrogate any conflicting provisions of any collective bargaining agreements continuously in effect on July 1, 2010 through the present until a successor collective bargaining agreement is negotiated.

Annual Professional Performance Criteria:

1. State Assessments⁴ (20%): State Assessments will provide 20% of the total annual professional performance rating.⁵
2. Locally-Selected Measures (20%): The process for choosing the local assessment shall be negotiated between the District and the Helderberg Administrators Association within the parameters provided by the New York State Education Department. The
3. Leadership and Management (40%): A broad assessment of leadership and management skills will be based on the following three (3) sources:
 - a. Direct Supervisory Visit: A direct supervisory visit shall be conducted by the Superintendent or his/her designee.
 - b. Second Source: The second source of this assessment shall be negotiated between the District and the Helderberg Administrators Association within the parameters provided by the New York State Education Department.
 - c. Third Source: The third source of this assessment shall be negotiated between the District and the Helderberg Administrators Association within the parameters provided by the New York State Education Department.
4. Miscellaneous (20%). The criteria for the remaining twenty percent (20%) of the evaluation shall be negotiated between the District and the Helderberg Administrators Association.

Rating System: The rating system shall define the overall categories of performance as follows:

- Highly Effective: Performing at a Higher Level (91-100)
- Effective: Performing at Level Typically Expected (75-90)
- Developing: Not Performing at Level Typically Expected (65-74)
- Ineffective: Performance is unacceptable (0-64)

Rubric/Formula of Summative Evaluation

The process for choosing the Rubric/Formula of the Summative Evaluation shall be negotiated between the District and the Helderberg Administrators Association.

⁴ Baseline for state assessments will be the 2010-2011 school year.

⁵ If the New York State Education Department adopts a value-added scoring methodology, the State Assessments will provide 25% of the total annual professional performance rating.

Principal Development

The development of the Principal(s) Professional Development Plan shall be negotiated between the District and the Helderberg Administrators Association. The current collective bargaining agreement between the District and the Helderberg Administrators Association provides for professional development grants for academic improvement and other purposes. It is contemplated that as part of negotiations, criteria will be negotiated for the use of development grant monies.

PART IV
TEACHER IMPROVEMENT PLANS

If a teacher is rated “developing” or “ineffective” the District shall develop and implement a Teacher Improvement Plan (“TIP”).

Process

The process for developing an individual teacher’s improvement plan shall be negotiated between the District and the Berne-Knox-Westerlo Teachers Association.

Contents

Each TIP shall contain the following information:

- Identify Areas of Improvement
- Identify Timeline for Improvement
- Identify How Improvement will be Assessed
- Identify Differentiated Activities to Support Improvement
- {Additional Elements May Be Negotiated}

Timing

Each TIP shall be in place no later than ten (10) days after teachers are required to report to the District the next school year.

PART V
PRINCIPAL IMPROVEMENT PLAN

If a principal is rated “developing” or “ineffective” the District shall develop and implement a Principal Improvement Plan (“PIP”).

Process

The process for developing an individual principal’s improvement plan shall be negotiated between the District and the Helderberg Administrators Association.

Contents

Each PIP shall contain the following information:

- Identify Areas of Improvement
- Identify Timeline for Improvement
- Identify How Improvement will be Assessed
- Identify Differentiated Activities to Support Improvement
- { Additional Elements May Be Negotiated }

Timing

Each PIP shall be in place no later than ten (10) days after principals are required to report to the District the next school year.

PART VI
APPEALS

The details of the District's procedure for resolving appeals of annual professional performance reviews cannot be described at this time pending the outcome of collective negotiations with the representative of the classroom teachers or principals of the District. Upon the successful completion of these negotiations, this APPR Plan will be amended to reflect the agreed-upon procedures.

PART VII
MISCELLANEOUS

Required Certificates

The District shall include with this APPR Plan any certifications required by the Board of Regents regulations.

Filing and Publication of APPR Plan

This APPR Plan shall be adopted by the Board of Education, filed in the office of the District, and shall be made available to the public on the District's website by September 10, 2011, or within ten days after its adoption, whichever shall later occur.

Monitoring

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