

# **DUTCHESS BOCES**

## **ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR)**

CLASSROOM TEACHERS  
AND  
BUILDING PRINCIPALS

**2015-2016**



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## **INTRODUCTION**

Pursuant to Section 3012-c of the New York Education Law, the APPR must be resolved in all collective bargaining agreements applicable to teachers entered into after July 1, 2010. The APPR Language as so negotiated will be, upon completion, attached to and part of the contract as an MOU. This attachment will not cause a re-opening of negotiations about any other part of the contract.

Education Law 3012-c requires that all classroom teachers and building principals will be evaluated under the terms of this agreement for 2013-2014 school year.

## **TRAINING OF EVALUATORS**

Lead Evaluator training will be provided by the Dutchess BOCES Network Team certified trainers and will be based on the NYSED model for certification. The training process will include the NYSED required nine elements of training.

Dutchess BOCES will ensure that Lead Evaluators and Evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.

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 and his/her designees will be trained and certified as lead evaluators according to the NYSED's model to ensure consistency and defensibility. Responsibilities: Lead Evaluators will train and certify other evaluators in the BOCES based on the same model.

### **Timing**

For the 2013-2014 school year all lead evaluators and evaluators shall be appropriately trained in evidenced based observation techniques prior to completing any summative evaluations. In addition, for the 2013-14 school year, all evaluators shall be appropriately trained and certified in accordance with training as promulgated by the State Education Department by May 31, 2014.

### **Re-Certification and Updated Training**

The BOCES 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.

## **DATA MANAGEMENT**

The BOCES 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 teacher and principal verification of the courses and/or student rosters assigned to them.

### **Ensuring Accurate Teacher and Student Data**

The BOCES 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 BOCES student data system records now identify teacher assignments and student enrollment and attendance. The BOCES will verify assignments of classroom teachers.

*Verification:* The BOCES student data system identifies teacher assignments and student enrollment and attendance. The BOCES has obtained the NYSED statewide unique identifier for certain certified individuals employed by the BOCES through “TEACH”. This information has or will be entered into the BOCES data system and will be extracted from the BOCES system and reported to SIRS in accordance with NYSED guidance. The BOCES will verify assignments of classroom teachers of common branch subjects, ELA and Mathematics Grades 4-8 through quarterly grade report verifications by both teachers and administrators.

*Reporting Individual Subcomponent Scores:* The BOCES will report to the NYSED the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in the BOCES in a format and timeline prescribed by the Commissioner. The BOCES 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 BOCES.

*Development, Security and Scoring of Assessments:* The BOCES 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.

## **ANNUAL PROFESSIONAL PERFORMANCE REVIEW - SCHOOL YEAR**

### **TEACHERS**

This APPR Plan will apply to all classroom teachers in the BOCES.

Annual Professional Performance Criteria (SEE APPENDIX)

1. State Assessments (20%, 25% for teachers receiving an NYSED Value-Added Growth Score)
2. Locally-Selected Measures (20%, 15% for teachers receiving an NYSED Value-Added Growth Score): subject to negotiations as described in §3012-c of the Education Law.
3. Other Measures of Teacher Effectiveness (60%): Danielson Framework for Teaching (2007)

The Danielson Framework for Teaching (2007 Edition) has been negotiated as the rubric to be used to inform the local 60 Points of the APPR composite score for 2013-14 school year. Evidence of practice will come from 2 principle sources: direct classroom observation and the examination of artifacts (evidence).

Each Domain within the Framework is weighted equally. In order to calculate the rubric score, each indicator (within each element) is averaged providing an "Element" score. Each element is then averaged in order to compute a "Domain" score. Finally, the "Domain" scores are averaged in order to determine an overall rubric score. This score (1.0-4.0) will be converted to 0 - 60 points using the Dutchess BOCES Conversion Chart attached.

## **PRINCIPALS**

This APPR Plan will apply to all Building Principals.

Annual Professional Performance Criteria (SEE APPENDIX)

1. State Growth (20%, 25% for principals receiving an NYSED Value-Added Growth Score)
2. Locally-Selected Measures (20%, 15% for principals receiving an NYSED Value-Added Growth Score)
3. Other Measures of Principal Effectiveness (60%) – Multi-dimensional Principal Performance Rubric (MPPR).

Dutchess BOCES has chosen the Multidimensional Principal Practice Rubric (MPPR) as the Principal Practice Rubric. Evidence of practice will come from two main sources: direct building visitations and the examination of artifacts (evidence).

Each Domain within the rubric is weighted equally. In order to calculate the rubric score each element will be averaged to determine a "Domain" score. All of the "Domain" scores will be averaged to determine an overall rubric score. This score (1.0 - 4.0) will be converted to 0 - 60 points using the Dutchess BOCES Conversion Chart attached.

## **TEACHER IMPROVEMENT PLAN**

Upon rating a teacher as ineffective or developing, an improvement plan must be developed and commenced no later than ten (10) school days after the first day of the school year for teachers. The evaluator, in conjunction with the teacher, must develop an improvement plan that contains:

1. A clear delineation of the areas in need of improvement that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Differentiated activities (where applicable) to support improvement.
4. A timeline for achieving improvement.
5. Resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first by December 15 and the second by March 15. A written summary of feedback on progress will be provided within seven days of each meeting. Written comments by the teacher must be received no later than ten (10) school days after receipt of the document.
7. A final written summative assessment delineating progress made with an opportunity for comments by the teacher.

**Teacher Improvement Plan**

**Name of Teacher:** \_\_\_\_\_

**School Building:** \_\_\_\_\_

**Areas in Need of Improvement:**

**Improvement Goal/Outcome/Statements:**

**Differentiated Activities (where applicable) to Support Improvement:**

**Method(s) for Assessing for Improvement:**

**Timeline for Achieving Improvement:**

**Resources:**

**Dates of Meetings between Supervisor, Teacher, and BFA representative (if requested):**

## **TEACHER APPEAL PROCESS**

Appeals of annual professional performance reviews shall be limited to those reviews in which a teacher received a rating of “ineffective” or “developing” only. All such appeals shall be submitted in writing within 15 calendar days of the teacher’s school year (beginning with the first day of school for teachers) following the issuance of the composite score. Appeals of the issuance of a teacher improvement plan shall be submitted within 15 calendar days of the issuance of the plan. Appeals of the implementation of a teacher improvement plan shall be submitted within 15 calendar days of the date when each specified portion of the teacher improvement plan was to be implemented. The teacher who is appealing shall send a copy of the appeal to the supervisor who issued the performance review or teacher improvement plan. Failure to submit the appeal within the 15 calendar days shall constitute a waiver of the right to appeal and the appeal shall be deemed abandoned. Any ground not asserted in the appeal shall be deemed waived. The teacher has the burden of proof in the appeal.

Appeals under Education Law §3012-c are limited to the following subjects: (1) Adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c; (2) Adherence to the Commissioner’s regulations, as applicable to annual professional performance reviews (3) Compliance with the District’s Annual Professional Performance Review Plan and (4) The issuance and/or implementation of a teacher improvement plan under Education Law §3012c.

The teacher must submit a written description of the specific areas of disagreement over the performance review or the issuance and/or implementation of the terms of any improvement plan along with any additional documents or materials relevant to the appeal. Information not submitted with the written appeal shall not be considered.

### **Steps in the Appeal Process**

Step 1: Conference with the Evaluator -Within five (5) calendar days of receipt of the request for appeal the teacher shall conference with the Lead evaluator(s). The conference shall be an informal meeting wherein the authoring administrator and the teacher are able to discuss the evaluation and attempt to resolve the areas of dispute. If the teacher is not satisfied with the outcome of the conference then he/she shall elevate the appeal according to the existing supervisory chain (Assistant Principal, Principal, Executive Director, Deputy Superintendent).

Step 2: Appeal to the District Superintendent - If the teacher is not satisfied with the outcome(s) of Step 1, he/she may appeal to the District Superintendent within five (5) calendar days of the conference. The teacher must forward the initial written appeal to the District Superintendent. The employee who issued the performance review, or was responsible for either the issuance and/or implementation of the terms of the teacher improvement plan must submit a detailed written response to the appeal to the District Superintendent within 15 calendar days of the original appeal. The teacher initiating the appeal shall receive a copy of this response. The District Superintendent shall issue his/her decision, in writing, within 30 calendar days from the date the appeal was commenced.

Step 3: Appeal to the Review Panel - In the event that the teacher is dissatisfied with the result of Step 2, the appeal may be taken to a panel within five (5) calendar days of receipt of the Superintendent’s decision. The panel will consist of three (3) District Superintendents from the non-appealing BOCES in the Mid-Hudson JMT Region. Absent exceptional circumstances warranting a brief adjournment not to exceed an additional ten (10) calendar days, upon receipt of the written appeal the panel will convene (in person, by telephone, or electronically) within ten (10) calendar days to review the written record and by consensus develop a written decision.

Step 4: Appeal to an Arbitrator - The final level of the appeal shall be to an Arbitrator. Notice of Intent to arbitrate must be filed with the BOCES within 15 days of the Step 3 decision.

All demands for arbitration shall be filed with: (a) Susan MacKenzie (c) Jeffrey Selchick (b) Martin Scheinman (d)

Thomas Rinaldo in order of availability.

The decision shall be final and binding, and not subject to the grievance procedure or to review in any forum, except as set forth in Education Law §3012-c. The arbitrator shall make a decision on an expedited basis not to exceed 60 days. A copy of the decision shall be provided to the teacher and to the employee responsible for issuing the annual professional performance review or issuing and/or implementing the teacher improvement plan, as well as the District Superintendent.

## **PRINCIPAL IMPROVEMENT PLAN**

Upon rating a principal as ineffective or developing, an improvement plan must be developed and commenced no later than ten (10) school days after the first day of the school year for principals. The evaluator, in conjunction with the principal, must develop an improvement plan that contains:

1. A clear delineation of the areas in need of improvement that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Differentiated activities (where applicable) to support improvement.
4. Timeline for achieving improvement.
5. Resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first by December 15 and the second by March 15. A written summary of feedback on progress will be provided within seven days of each meeting. Written comments by the principal must be received no later than ten (10) school days after receipt of the document.
7. A final written summative assessment delineating progress made with an opportunity for comments by the principal.

**Principal Improvement Plan**

**Name of Principal:** \_\_\_\_\_

**School Building:** \_\_\_\_\_

**Areas in Need of Improvement:**

**Improvement Goal/Outcome/Statements:**

**Differentiated Activities (where applicable) to Support Improvement:**

**Method(s) for Assessing Improvement:**

**Timeline for Achieving Improvement:**

**Resources:**

**Dates of Meetings between Evaluator and Principal, and ASA representative (if requested):**

## **PRINCIPAL APPEAL PROCESS**

Appeals Process Pursuant to Education Law, 3012-c, a principal may only challenge in an appeal:

Appeals of annual professional performance reviews shall be limited to those reviews in which a principal received a rating of “ineffective” or “developing” only. All such appeals shall be submitted in writing within 15 calendar days of the principal’s school year (beginning with the first day of school for principals) following the issuance of the composite score. Appeals of the issuance of a principal improvement plan shall be submitted within 15 calendar days of the issuance of the plan. Appeals of the implementation of a principal improvement plan shall be submitted within 15 calendar days of the date when each specified portion of the principal improvement plan was to be implemented. The principal who is appealing shall send a copy of the appeal to the supervisor who issued the performance review or principal improvement plan. Failure to submit the appeal within the 15 calendar days shall constitute a waiver of the right to appeal and the appeal shall be deemed abandoned. Any ground not asserted in the appeal shall be deemed waived. The principal has the burden of proof in the appeal.

Appeals under Education Law §3012-c are limited to the following subjects: (1) Adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c; (2) Adherence to the Commissioner’s regulations, as applicable to annual professional performance reviews (3) Compliance with the District’s Annual Professional Performance Review Plan and (4) The issuance and/or implementation of a principal improvement plan under Education Law §3012-c.

The principal must submit a written description of the specific areas of disagreement over the performance review or the issuance and/or implementation of the terms of any improvement plan along with any additional documents or materials relevant to the appeal. Information not submitted with the written appeal shall not be considered.

### **Steps in the Appeal Process:**

#### **Step 1: Conference with the Evaluator(s)**

Within five (5) calendar days of receipt of the request for appeal the principal shall conference with the Lead evaluators. The conference shall be an informal meeting wherein the authoring administrator(s) and the principal are able to discuss the evaluation and attempt to resolve the areas of dispute.

#### **Step 2: Appeal to the District Superintendent**

If the principal is not satisfied with the outcome of Step 1, he/she may appeal to the District Superintendent within five (5) calendar days of the conclusion of the conference. The principal must forward the initial written appeal to the District Superintendent. The employee who issued the performance review, or was responsible for either the issuance and/or implementation of the terms of the principal improvement plan must submit a detailed written response to the appeal to the District Superintendent within 15 calendar days of the original appeal. The principal initiating the appeal shall receive a copy of this response. The District Superintendent shall issue his/her decision, in writing, within 30 calendar days from the date the appeal was commenced.

#### **Step 3: Appeal to the Review Panel**

In the event that the principal is dissatisfied with the result of Step 2, the appeal may be taken to a panel within five (5) calendar days of receipt of the Superintendent’s decision. The panel will consist of three (3) District Superintendents from the non-appealing BOCES in the Mid-Hudson JMT Region. Absent exceptional circumstances warranting a brief adjournment not to exceed an additional ten (10) calendar days, upon receipt of the written appeal the panel will convene (in person, by telephone, or electronically) within ten (10) calendar days to review the written record and by consensus develop a written decision.

The decision shall be final and binding, and not subject to the grievance procedure or to review in any forum, except as set forth in Education Law §3012-c. A copy of the decision shall be provided to the principal and to the

employee responsible for issuing the annual professional performance review or issuing and/or implementing the principal improvement plan, as well as the District Superintendent.

# **APPENDIX**

**NOTICE OF THE RIGHT OF PARENTS AND LEGAL GUARDIANS TO RECEIVE ANNUAL  
PROFESSIONAL PERFORMANCE REVIEW FINAL QUALITY RATINGS & COMPOSITE EFFECTIVENESS  
SCORES PURSUANT TO EDUCATION LAW § 3012-c**

Education Law Section 3012-c prohibits the disclosure of annual professional performance reviews of individual teachers and principals under the Freedom of Information Law (Article 6 of the Public Officers Law).

While this information is not subject to disclosure to the general public, parents and legal guardians of students in the District have rights, upon request, to review and receive the final quality rating (i.e. Highly Effective, Effective, Developing or Ineffective) and composite APPR effectiveness score (0 through 100) of individual teachers and principals to which their children have been assigned for the current school year.

Parents and legal guardians may review and receive this information in person.

Upon request a parent or legal guardian shall be entitled to receive an oral explanation of the composite effectiveness scoring ranges for final quality ratings; and be offered opportunities to understand such scores in the context of teacher evaluation and student performance.

The BOCES has a legal obligation to make reasonable efforts to verify that any such request is a bona fide request by a parent or guardian entitled to review and receive such data pursuant to this paragraph. Consequently, we have created a form to be utilized when a parent or legal guardian requests information regarding their child's current teacher(s) and building principal. A separate form must be filled out for each score requested.

1. It is important for BOCES parents to understand that this is the first year of a new, untested evaluation system and will not change the current practices for assigning students to teachers.
2. We hold our teachers to high standards and are very proud of the work they do each and every day.
3. No APPR composite scores or ratings will be provided until all appeals are completed.
4. The BOCES obligation to disclose this information is limited to those teachers and building principals subject to Education Law 3012-c.

This Form is available on the BOCES website at: [www.dcboces.org](http://www.dcboces.org).

In addition, this Form is available at the following building: Dutchess BOCES Administration Building 5 BOCES Road Poughkeepsie, NY 12601

**REQUEST FOR RELEASE OF ANNUAL PROFESSIONAL PERFORMANCE REVIEW FINAL QUALITY  
RATINGS AND COMPOSITE EFFECTIVENESS SCORES PURSUANT TO EDUCATION LAW SECTION  
3012-c\***

**Name of Parent(s)/Legal Guardian(s):** \_\_\_\_\_

**Name and ID number of student:** \_\_\_\_\_

**Grade level of student:** \_\_\_\_\_

Please write in the spaces provided below the name of the teacher and Grade level/ subject area of instruction the teacher currently provides to the above-named student if you are also requesting his/her final quality rating and composite effectiveness score:

**Name:** \_\_\_\_\_ **Subject Area/Grade Level:** \_\_\_\_\_

Please write in the spaces provided below the name of the building principal and the building to which the student is assigned for the current school year: if you are also requesting his/her final quality rating and composite effectiveness score:

**Name:** \_\_\_\_\_ **Building:** \_\_\_\_\_

The BOCES will contact you shortly after we receive your request to receive APPR rating and/or composite scores to schedule an appointment to meet and provide you the information orally.

**Phone Number for us to contact you to schedule appointment:** \_\_\_\_\_

**PLEASE RETURN THIS FORM TO:**

**DR. LINDA HEITMANN DEPUTY SUPERINTENDENT DUTCHESS BOCES 5 BOCES ROAD POUGHKEEPSIE, NY 12601 or  
via email to: [linda.heitmann@dcboces.org](mailto:linda.heitmann@dcboces.org)**

**\* Note: Pursuant to Education Law Section 3012-c, classroom teachers and building principals are entitled to strict privacy rights with respect to the disclosure by the District of the information that will be furnished to you. We are confident that you will respect those privacy rights.**

## Chronology of Deadlines

September	Final Composite Scores issued first week Administration of Pre-Tests Development of the SLOs
October	Set targets and finalize SLOs Begin Unannounced Observations
January	Complete all Unannounced Observations
February	Begin Announced Observations
May	Administer Post-Tests Complete uploads of artifacts to OASYS Complete Announced Observations
June	Summative Meetings Composite Score for “60% Other Measures” issued to teachers

\* The conference observation meeting shall be held between the teacher and the evaluating supervisor within seven (7) school days.

\* The teacher needs at least two (2) school days notice of the meeting in order to review the observation report and complete the teacher reflective form.

## ANNUAL PROFESSIONAL PERFORMANCE REVIEW - TEACHERS

### **60% OTHER MEASURES OF TEACHER EFFECTIVENESS**

Teacher Practice Rubric – Enhancing Professional Practice - Danielson Rubric 2007

- Two classroom observations – one unannounced
- Conversion - unweighted
- Artifacts (Evidence) will contribute to the “60%” Other Measures for Teachers component of the overall evaluation rating. In addition to the classroom observations using the Danielson (2007) Framework for Teaching rubric, teachers will be responsible for providing a minimal number of artifacts two per domain, to demonstrate competency.
- Methodology – observation 1-qualitative, observation 2-qualitative, summative-quantitative

#### ***HEDI Rating (Other Measures – 60)***

**Highly Effective** (59-60 points) **Effective** (57-58 points) **Developing** (50-56 points) **Ineffective** (0-49 points)

<b>HEDI Category</b>	<b>Overall Rubric Average Score</b>	<b>60-point Distribution</b>
Ineffective	1 – 1.4	0 – 49
Developing	1.5 – 2.4	50 – 56
Effective	2.5 – 3.4	57 – 58
Highly Effective	3.5 – 4	59 - 60

**STATE GROWTH (20/25 STATE-PROVIDED VALUE-ADDED)**

- Special Education
  - Grade 4-8 ELA and Math Teachers with >16 scores will receive a score from NYSED. Grades 4-8 ELA and Math Teachers with <16 scores will develop Student Learning Objectives.
  - Grade 8 Teachers (Science) will develop Student Learning Objectives.
  - Grades K-3 – Student Learning Objectives – Dutchess BOCES developed assessments will be used as evidence.
- Alternative High School
  - Student Learning Objectives – NYS Regents Assessments and Dutchess BOCES developed assessments will be used as evidence.
- Career and Technical Institute
  - Student Learning Objectives – Dutchess BOCES developed assessments will be used as evidence.
- Specials
  - Student Learning Objectives – Dutchess BOCES developed assessments will be used as evidence.

***HEDI Rating (State Growth – 20)***

*Teachers will be given HEDI ratings based on the percentage of students that meet their individual targets as specified in the Student Learning Objective(s). This HEDI scale is applicable to all teachers requiring Student Learning Objectives.*

**Highly Effective (18-20 points)   Effective (9-17 points)   Developing (3-8 points)   Ineffective (0-2 points)**

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
91-100	86-90	77-85	73-76	69-72	65-68	61-64	60	59	58	57	56	53-55	50-52	47-49	44-46	41-43	38-40	30-37	16-29	0-15

## **LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT (20/15)**

Determined locally through collective bargaining.

- **Special Education** All grades K-8 teachers will be given a school-wide HEDI rating based on the percentage of all students that meet district goals\* on the NYS ELA/Math or NYS ELA/Math Alternate Assessment.

### ***HEDI Rating (Local Achievement – 20)***

**Highly Effective** (18-20 points) **Effective** (9-17 points) **Developing** (3-8 points) **Ineffective** (0-2 points)

#### ***ELA Grades K-8***

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
91-100	86-90	77-85	73-76	69-72	65-68	61-64	60	59	58	57	56	53-55	50-52	47-49	44-46	41-43	38-40	30-37	16-29	0-15

*\*District Goal Grade 3-8 ELA: Annually, the teacher's bargaining unit and BOCES administration will set the school-wide target for the NYS Grades 3-8 ELA and NYSAA collaboratively.*

#### ***Math Grades K-8***

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
91-100	86-90	77-85	73-76	69-72	65-68	61-64	60	59	58	57	56	53-55	50-52	47-49	44-46	41-43	38-40	30-37	16-29	0-15

*\*District Goal Grade 3-8 Math: Annually, the teacher's bargaining unit and BOCES administration will set the school-wide target for the NYS Grades 3-8 Math and NYSAA collaboratively.*

**District Goals were calculated by averaging students' scores in Grades 3-8 on the 2014-2015 NYS ELA/Math Assessment.**

- **Alternative High School:** For courses ending in a Regents Assessment teachers will be given HEDI Rating based on the percentage of students that pass the Regents Assessment. For all other High School teachers a HEDI Rating will be given based on the percentage of students that pass the post assessment upon completion of coursework. If no students complete the course, teachers will be given a HEDI rating based on students' percentage of completion compared to students' post-assessment score.

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	
91-100	86-90	77-85	73-76	69-72	65-68	61-64	60	59	58	57	56	53-55	50-52	47-49	44-46	41-43	38-40	30-37	16-29	0-15	

**Highly Effective** (18-20 points) **Effective** (9-17 points) **Developing** (3-8 points) **Ineffective** (0-2 points)

- **Career and Technical Institute:** Teachers will be given a school-wide HEDI Rating based on the percentage of students that achieve the NOCTI Criterion Referenced cut-score provided by NOCTI in their trade area (or pass other agreed upon assessments).

**Highly Effective** (18-20 points) **Effective** (9-17 points) **Developing** (3-8 points) **Ineffective** (0-2 points)

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	
91-100	86-90	77-85	73-76	69-72	65-68	61-64	60	59	58	57	56	53-55	50-52	47-49	44-46	41-43	38-40	30-37	16-29	0-15	

**OTHER ITEMS AGREED UPON OR PROVIDED:**

- Single evaluator per teacher
- Unannounced Observations – first half year
- Teacher Training
- Pre and Post Observations to be conducted in person
- Acknowledgement of Special Circumstances
- All observations to be of a reasonable length
- Minimum N Size for Teacher Growth
- Thirty days' written notice prior to unannounced observation
- Student rosters will be finalized to reflect current student enrollments on the first day of Pre-Assessment administration

In the event that any individual receives a NYSED Value-Added Growth Score the following 15-Point HEDI Scale will be used for the Local Point allocation.

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
86-100	77-85	74-76	70-74	60-69	58-59	57	56	52-55	47-51	44-46	41-43	38-40	30-37	16-29	0-15

## **EVIDENCE OF PRACTICE**

Both support of teacher development and the evaluation of teacher performance require evidence of practice – evidence of each of the components of teaching identified in our adopted framework – Danielson’s Framework for Teaching (2007).

### **What is “Evidence of Practice”?**

Evidence comes from two principal sources: direct observation and the examination of artifacts. Observation is appropriate for the observable aspects of teaching, principally, a teacher’s interaction with students in the classroom. But some essential aspects of teaching can’t be observed – for example, a teacher’s skill in planning or in communicating with families. Although a classroom observation might reveal indirect evidence of, for example, planning, only the planning documents themselves provide a coach or a supervisor with the direct evidence of the teacher’s skill in designing and sequencing meaningful learning experiences, locating appropriate resources, and developing suitable assessments.

The observation of classroom practice is the cornerstone of the evidence of a teacher’s skill; engaging students in important learning is rightly considered to be the key of professional teaching. What teachers do in their interaction with students is what matters most in influencing student learning.

In general, observation of classroom practice, with the accompanying preconference and postconference, provides the best evidence of Domains 1, 2, and 3 of the framework for teaching: Planning and Preparation, the Classroom Environment, and Instruction.

(Danielson, 2007).

### **How are Artifacts used in the Dutchess BOCES APPR?**

Artifacts (Evidence) will contribute to the “60%” Other Measures for Teachers component of the overall evaluation rating. In addition to the classroom observations using the Danielson (2007) Framework for Teaching rubric, teachers will be responsible for providing a minimal number of artifacts (pieces of evidence), 12 to demonstrate competency.

Artifacts offer the best, and in some cases, the only evidence of certain aspects of teaching. The planning documents discussed at the preconference for a lesson observation provide important evidence of a teacher’s skill in planning, at least for a single lesson. But what about long-range planning? That is a different and very important skill. Only a unit plan enables teachers to demonstrate how they intend to engage students in sustained learning of complex concepts, with meaningful activities and suitable materials. Through a unit plan, teachers can demonstrate how they develop concepts over time with their students, with the content moving from simpler to more complex, through a variety of approaches. This skill cannot be observed in a single lesson or the lesson plan that accompanies it.

In general, artifacts are essential for teachers to demonstrate their skill in Domains 1 and 4 of the framework for teaching – Planning and Preparation, and Professional Responsibilities. Most of the components of these domains can be observed only indirectly, if at all. No number of classroom observations will enable a teacher to demonstrate the skills of maintaining records, communicating with families, or engaging in professional growth – some of the components of Domain 4. These can be best demonstrated through “stuff” – artifacts. For example, a class newsletter, a phone log, and a letter to parents about a new program indicating the range of teacher’s skills in communicating with families. These written materials should be clear, with proper use of language, and appropriate to the cultural and educational backgrounds of the recipients. For professional conversations or the evaluation of teacher performance in the components of Domains 1 and 4 of the framework for teaching, artifacts are critical.

Artifacts can also provide evidence for Domain 3, Instruction. For example, an assignment or the directions for an activity offer critical evidence of the level of intellectual rigor in the classroom. Furthermore, student work in response to the assignment offers important evidence of student engagement. It's easy to detect whether students have taken the assignment seriously and whether they have engaged thoughtfully with it. Furthermore, in discussing student work with teachers, it's possible to see how they use student work in their informal assessment of student learning (Danielson, 2007).

**Where can I submit my artifacts?**

Artifacts can be submitted through OASYS and attached to your Teacher Planning/Reflection Conference Forms.

**What should the format of artifacts be?**

Artifact files that a teacher uploads into OASYS can be any common file format (i.e. Word, Excel, PowerPoint, Image, Acrobat, etc.)

**Where can I get more information/guidance on artifacts?**

You can refer to "The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School" by Charlotte Danielson published by the Association for Supervision and Curriculum Development ([www.ascd.org](http://www.ascd.org)). You can also contact your principal: Doug Damiani (SPC) 845-486-8004 x407, John Jeffrey (AHS) 845-486-4840 x3047, Mitchell Shron (CTI) 845-486-8001 x300, Kenneth LouisJeune (District) 845-486-4840 x3020, the Executive Director of Educational Programs, Norah Merritt 845-486-4840 x3034, or the Deputy Superintendent, Linda Heitmann 845-486-4800.

## Observation Cycle Using MyLearningPlan's OASYS

Log into your **MyLearningPlan** [MLP] account at: [www.dcboces.org/professionaldevelopment](http://www.dcboces.org/professionaldevelopment)

On your MLP home screen, you'll see three sections:

- The **MLP PDMS** [MyLearningPlan Professional Development Management System] left sidebar for moving around the website [e.g. if you wish to submit a *Same Day Conference* request form].
- The **My Requests** top right area where all of your *Pending Approval*, *Approved and/or In Progress* and *Recently Completed* professional development activities are listed.
- The **My Evaluation** bottom right area where you'll find all of the OASYS evaluation-related forms.

The screenshot displays the MyLearningPlan (MLP) interface. At the top, the logo 'MyLearningPlan' is visible with the tagline 'PLAN » MANAGE » LEARN » EVALUATE'. To the right of the logo are links for 'Print Screen', 'Help', and 'Logout'. Below the logo, a yellow banner reads 'Dutchess BOCES'. The main content area is divided into two sections. On the left is the 'MLP PDMS' sidebar, which contains a 'My Info' section with links to 'My Portfolio', 'My Evaluations', and 'My File Library'. Below this is an 'Activity Catalogs' section with a list of various BOCES and school district names, including 'Workshop Catalog', 'Calendar', 'Dutchess BOCES', 'OCM BOCES / CNYRIC', 'LHRIC & SWBOCES', 'Mid-Hudson RIC', 'Mid-Hudson TC', 'Middletown TC', 'Orange-Ulster BOCES', 'Questar III BOCES', 'Rockland BOCES', 'Sullivan BOCES', and 'Ulster BOCES'. At the bottom of the sidebar is a 'Fill-In Forms' section with links to 'Graduate Course', 'Same Day Conference', 'Overnight Conference', 'Inservice Credit', and 'Previous PD Form'. Below that is an 'Account Options' section with a link to 'My User Profile'. The main content area on the right is titled 'My Requests - Demo Teacher 02'. It contains a table with columns for 'Actions', 'Activity Title', 'Start Date', 'End Date', and 'FormName'. Below the table, there is a section titled 'My Evaluation - "DemoTeacher 02"'. This section is divided into three main categories: 'Scheduled Components', 'In Progress', and 'Complete'. Under 'Scheduled Components', there are three entries: 'Teacher Planning Conference Form - Announced Observation' (Status: awaiting form submission, Action: Submit Teacher Planning Conference Form - Announced Observation), 'Teacher Reflection Conference Form - Announced Observation' (Status: awaiting form submission, Action: Submit Teacher Reflection Conference Form - Announced Observation), and 'Teacher Reflection Conference Form - Unannounced Observation' (Status: awaiting form submission, Action: Submit Teacher Reflection Conference Form - Unannounced Observation). Under 'In Progress' and 'Complete', there are no entries listed.

At the beginning of the school year, you're only going to see the 3 forms you'll be completing for an administrator's later review:

- *Teacher Reflection Conference Form for an Unannounced Observation*
- *Teacher Planning Conference Form for an Announced Observation*
- *Teacher Reflection Conference Form for an Announced Observation*

While you can technically complete each of these forms at any time, you'll want to wait until the right moment in the observation cycle to do so.

Generally, an *Unannounced Observation* will occur first. So there's nothing for you to do until that first observation occurs. After it does take place, both you and the observer each have a form to complete in OASYS: the teacher completes the *Teacher Reflection Conference Form for an Unannounced Observation*; and, the observer completes the *Unannounced Lesson Observation Form*.

## Teacher Reflection Conference Form

User Information

<b>Name:</b> Demo Teacher 02 (7654321) <b>Building:</b> ADMIN-Educational Resources <b>Grade:</b> Non-Instructional <b>Assigned Administrator:</b> Rouse, Jeffery T. <b>Saved By:</b> N/A <b>Finalized By:</b> N/A	<b>Title:</b> Demonstration Teacher <b>Department:</b> Administration <b>Evaluation Type:</b> Teachers [2013 - 2014] <b>Date Completed:</b> Incomplete <b>Date Acknowledged:</b> Unacknowledged <b>Evaluation Cycle:</b> 09/01/2013 - 06/30/2014
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1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?  

abc 🕒 Tahoma ⬇ **B** *I* U **A<sup>+</sup>** **A<sup>-</sup>** A ab<sup>2</sup> ☰ ☷ ☰ 🌐 ☰ ☷ ☰ 📎
  
2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?  

abc 🕒 Tahoma ⬇ **B** *I* U **A<sup>+</sup>** **A<sup>-</sup>** A ab<sup>2</sup> ☰ ☷ ☰ 🌐 ☰ ☷ ☰ 📎
  
3. Comment on your classroom procedures, student conduct and your use of physical space. To what extent did these contribute to student learning?  

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4. Did you depart from your plan? If so, how and why?  

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5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources). To what extent were they effective?  

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6. If you had an opportunity to teach this lesson again to the same group of students, would you do anything differently?  

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**Artifacts** ⬆


➕ Add an Artifact

Name	Date Uploaded	Upload User	File
			<span>📎</span> <span>🗑</span> <span>🔍</span>

📄 Submit 💾 Save ✉ Save & Notify 🔄 Reset 🖨 Print 💬 Comment

The top section is automatically completed for you. There are 6 questions, based on Charlotte Danielson's *Framework for Teaching*, to which you'll need to respond. This form does not need to be completed all at once; you can start it, save it, come back and finish it at your convenience.

There is an *Artifact Upload* section below the 6 questions where you can upload one or more supporting documents, like a lesson plan, a student worksheet or perhaps a sample of completed student work.

Artifacts				
Name	Date Uploaded	Upload User	File	
lesson plan	10/25/2013	Teacher 02, Demo	observation_workflow_customized...	

During the upload process, you can also align each document to specific types of artifacts, as well as specific domains and components within the *Framework for Teaching* rubric:

Upload File

Name:

An artifact document

Description:

the description for the document you're attaching.

Types:

Differentiated Lesson Plans, Lesson Plan, Student Goal Setting

Categories:







Choose the Artifact Categories...

Alignment:

Choose a Rubric...

Choose a Criteria

+ Add Criteria

Rubric	Criteria	
ASCD 1c. Setting Instructional Outcomes	Suitability for diverse learners	
ASCD 1e. Designing Coherent Instruction	Learning activities	
ASCD 1e. Designing Coherent Instruction	Instructional materials and resources	
ASCD 1e. Designing Coherent Instruction	Instructional groups	
ASCD 1e. Designing Coherent Instruction	Lesson and unit structure	
ASCD 3c. Engaging Students in Learning	Instructional materials and resources	

File Type:

☒ File
☐ Url

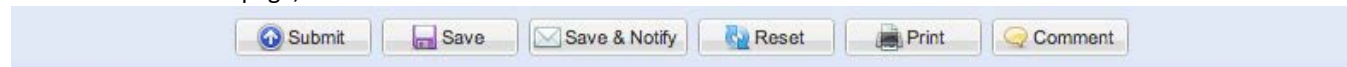
File (50 MB Max):

Observation\_Cycle\_Using\_OASYS\_2013\_12\_04.docx

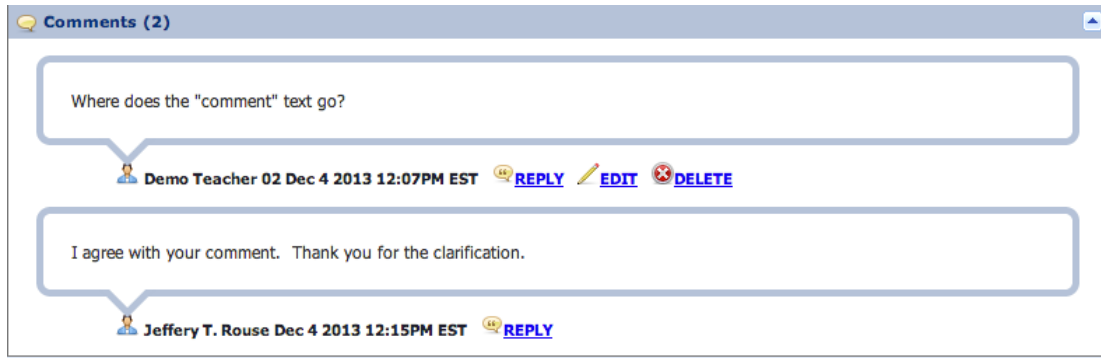
Save

Clear Form

At the bottom of the page, there are 6 action buttons:



- **Save:** click this button when you're not finished and you wish to complete it at a later date.
- **Submit:** click this button when you've finished editing the form and wish your administrator to be able to review it.
  - By submitting the form, you temporarily make it uneditable. However, it is still possible to edit the form later; you'll just need to re-submit it again after you make any changes to it.
- **Save & Notify:** If you want an administrator to review the form before you submit it, and still keep it in an editable state, you can click this button.
- **Reset:** click this button only if you wish to completely erase all content currently in the form and start all over again.
- **Print:** This button creates a "printer-friendly" version of the form.
- **Comment:** This button is good perhaps for documenting changes you've made to the form after you've had a conversation about the observation with your observer.



After you have clicked the **Submit** button, the button selection at the bottom of the page will change to display only **Print** or **Comment**. However, the administrator can select an **Edit** button in their view that will allow you to make changes if necessary after you've had your post-observation meeting.

Also, you'll see that the form has moved to the *In Progress* status area on your MLP homescreen:

My Evaluation - "DemoTeacher 02" ?	
Scheduled Components	
None	
Action Required	
<b>Teacher Planning Conference Form - Announced Observation</b> Status: <span>awaiting form submission</span> Action: <a href="#">Submit Teacher Planning Conference Form - Announced Observation</a>	
<b>Teacher Reflection Conference Form - Announced Observation</b> Status: <span>awaiting form submission</span> Action: <a href="#">Submit Teacher Reflection Conference Form - Announced Observation</a>	
In Progress	
<b>Teacher Reflection Conference Form - Unannounced Observation</b> Status: <span>awaiting administrator acceptance</span> Submitted: 12/04/2013 12:19 PM EST Action: <a href="#">View Teacher Reflection Conference Form - Unannounced Observation</a>	
Complete	
None	

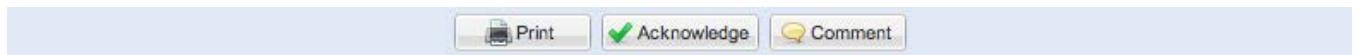
Once you have your post-observation meeting and agree with your administrator that your form is the final version and you no longer wish to edit it, they'll click a **Finalize** button in their view. At that point, neither you nor the administrator can ever edit its contents; it becomes a permanent, archived document. Also, back on your MLP homescreen, the form will move down to the *Complete* section:

My Evaluation - "DemoTeacher 02" ?	
Scheduled Components	
None	
Action Required	
<b>Teacher Planning Conference Form - Announced Observation</b> Status: <span>awaiting form submission</span> Action: <a href="#">Submit Teacher Planning Conference Form - Announced Observation</a>	
<b>Teacher Reflection Conference Form - Announced Observation</b> Status: <span>awaiting form submission</span> Action: <a href="#">Submit Teacher Reflection Conference Form - Announced Observation</a>	
In Progress	
None	
Complete	
<b>Teacher Reflection Conference Form - Unannounced Observation</b> Status: <span>completed</span> Submitted: 12/04/2013 12:19 PM EST Action: <a href="#">View Teacher Reflection Conference Form - Unannounced Observation</a>	

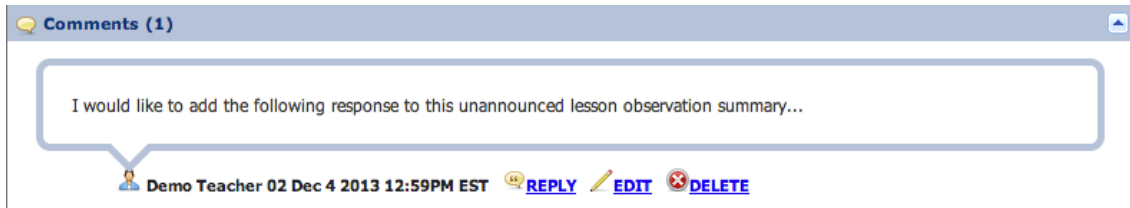
Your administrator will be going through a very similar process with your *Unannounced Lesson Observation Form*. Once they have clicked their **Submit** button for the form, you'll see it listed in the *Action Required* section of your MLP homescreen and you will be able to review it before you have your post-observation meeting:

My Evaluation - "DemoTeacher 02" ?	
Scheduled Components	
None	
Action Required	
<b>Teacher Planning Conference Form - Announced Observation</b> Status: <span>awaiting form submission</span> Action: <a href="#">Submit Teacher Planning Conference Form - Announced Observation</a>	
<b>Teacher Reflection Conference Form - Announced Observation</b> Status: <span>awaiting form submission</span> Action: <a href="#">Submit Teacher Reflection Conference Form - Announced Observation</a>	
<b>Unannounced Lesson Observation Form - Unannounced Observation</b> Status: <span>awaiting acknowledgment</span> Submitted: 12/04/2013 12:51 PM EST Action: <a href="#">Acknowledge Unannounced Lesson Observation Form - Unannounced Observation</a>	
In Progress	
None	
Complete	
<b>Teacher Reflection Conference Form - Unannounced Observation</b> Status: <span>completed</span> Submitted: 12/04/2013 12:19 PM EST Action: <a href="#">View Teacher Reflection Conference Form - Unannounced Observation</a>	

Your next step will be to review and **Acknowledge** the *Unannounced Lesson Observation Form*. As with our previous paper version of the APPR process, by clicking the **Acknowledge** button, you're indicating only that you have been given an opportunity to review and discuss the document with your administrator.

A horizontal bar containing three buttons: 'Print' with a printer icon, 'Acknowledge' with a green checkmark icon, and 'Comment' with a speech bubble icon.

You can also provide any clarifying comments that will become attached to the form once it is finalized.

A 'Comments (1)' section with a text area containing the text 'I would like to add the following response to this unannounced lesson observation summary...'. Below the text area, the comment is attributed to 'Demo Teacher' on '02 Dec 4 2013 12:59PM EST'. To the right of the attribution are three links: 'REPLY' with a speech bubble icon, 'EDIT' with a pencil icon, and 'DELETE' with a red 'X' icon.


The document will then move to your *In Progress* section where it'll remain until the administrator **finalizes** it, like they did with the *Teacher Reflection Conference Form*:

My Evaluation - "DemoTeacher 02" ?
Scheduled Components
None
Action Required
<b>Teacher Planning Conference Form - Announced Observation</b> Status: <a href="#">awaiting form submission</a> Action: <a href="#">Submit Teacher Planning Conference Form - Announced Observation</a>
<b>Teacher Reflection Conference Form - Announced Observation</b> Status: <a href="#">awaiting form submission</a> Action: <a href="#">Submit Teacher Reflection Conference Form - Announced Observation</a>
In Progress
<b>Unannounced Lesson Observation Form - Unannounced Observation</b> Status: <a href="#">awaiting administrator finalization</a> Submitted: 12/04/2013 12:51 PM EST Action: <a href="#">View Unannounced Lesson Observation Form - Unannounced Observation</a>
Complete
<b>Teacher Reflection Conference Form - Unannounced Observation</b> Status: <a href="#">completed</a> Submitted: 12/04/2013 12:19 PM EST Action: <a href="#">View Teacher Reflection Conference Form - Unannounced Observation</a>

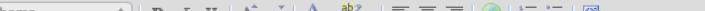
My Evaluation - "DemoTeacher 02" ?
Scheduled Components
None
Action Required
<b>Teacher Planning Conference Form - Announced Observation</b> Status: <a href="#">awaiting form submission</a> Action: <a href="#">Submit Teacher Planning Conference Form - Announced Observation</a>
<b>Teacher Reflection Conference Form - Announced Observation</b> Status: <a href="#">awaiting form submission</a> Action: <a href="#">Submit Teacher Reflection Conference Form - Announced Observation</a>
In Progress
None
Complete
<b>Unannounced Lesson Observation Form - Unannounced Observation</b> Status: <a href="#">completed</a> Submitted: 12/04/2013 12:51 PM EST Action: <a href="#">View Unannounced Lesson Observation Form - Unannounced Observation</a>
<b>Teacher Reflection Conference Form - Unannounced Observation</b> Status: <a href="#">completed</a> Submitted: 12/04/2013 12:19 PM EST Action: <a href="#">View Teacher Reflection Conference Form - Unannounced Observation</a>

Then the cycle is repeated for your *Announced Observation* with the one addition of the *Teacher Planning Conference Form* that you will complete like the *Teacher Reflection Conference Form* but **before** you have the planning meeting with your administrator:

1. To which part of the curriculum does this lesson relate?



2. How does this learning fit in the sequence of learning for this class?



3. Briefly describe the students in this class, including those with special needs.

January, January's are stocked with the class, including those with special needs.

4. What are your learning outcomes for this lesson? What do you want the students to understand?

What are your learning outcomes for this lesson? What do you want the students to understand?

5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually or as a large group? Provide any worksheets or other materials the students will be using.

6. How will you differentiate instruction for different individuals or groups of students in the class?

Now that you understand the basic for different methods of groups of students in the class.

7. How and when will you know whether the students have learned what you intended?

How and when will you know whether the students have learned what you intended?

8. Is there anything that you would like me to specifically observe during the lesson?

Is there anything that you would like me to specifically observe during the lesson?

At the very end of the observation cycle, your administrator will complete the *Summative Evaluation* and *Composite Score Reports* like they did last year and which you'll be able to review from your MLP homescreen after they have submitted them.

Throughout this process, OASYS will send automated eMail messages alerting you to the completion status of the various forms:

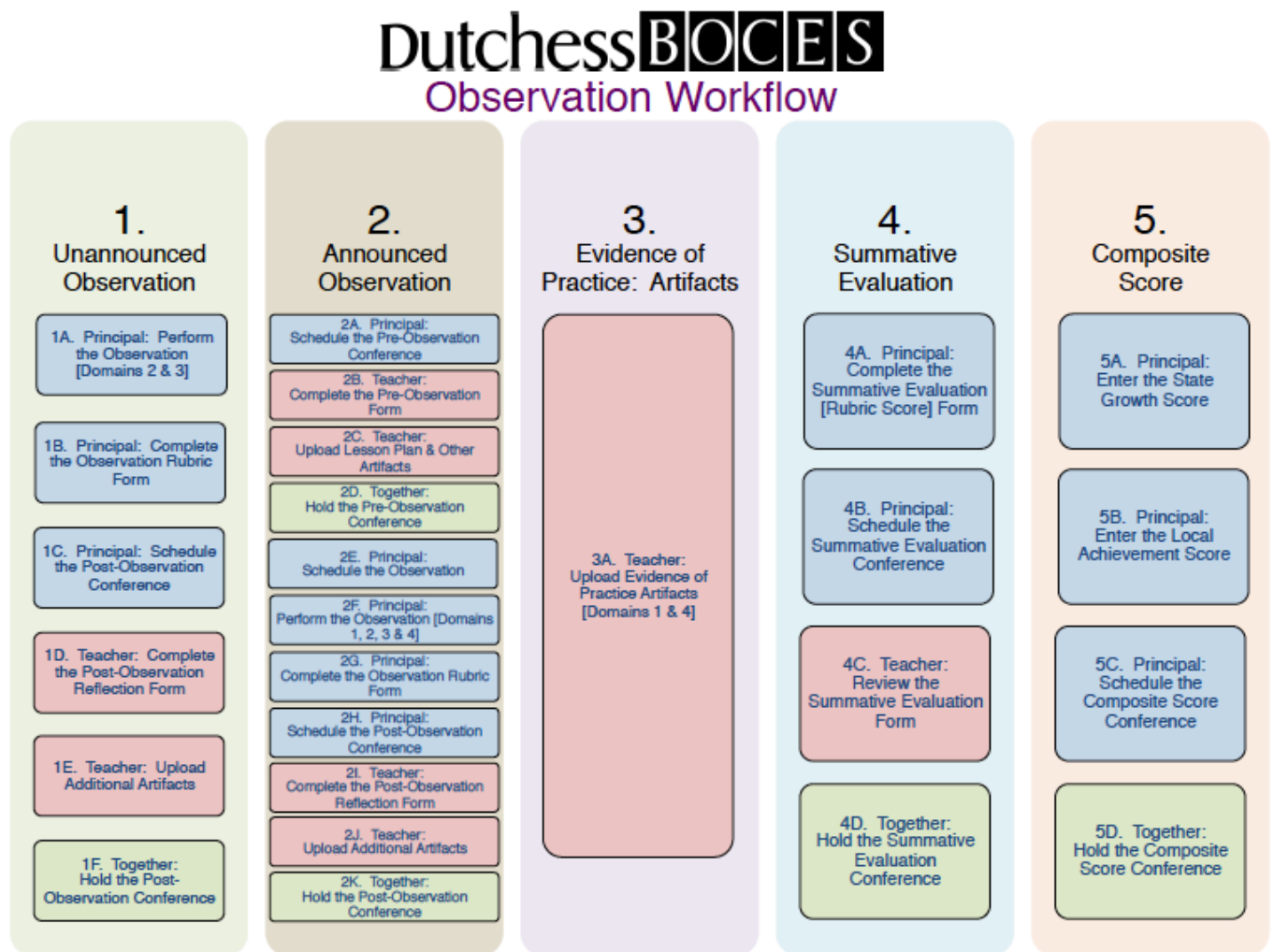
**From:** <OASYS@mylearningplan.com>  
**Subject:** Teacher 02, Demo - Element Submitted - Unannounced Lesson Observation Form  
**Date:** November 20, 2013 08:25:37 AM EST  
**To:** <teacher02@midhudsonedresources.org>

Element: Unannounced Lesson Observation Form  
 User: Teacher 02, Demo  
 Submitted By: Rouse, Jeffery T.

Log in to <http://www.mylearningplan.com> to acknowledge the evaluation element.

DO NOT REPLY TO THIS MESSAGE!  
 THIS IS AN AUTOMATED MESSAGE AND YOU WILL NOT RECEIVE A RESPONSE!  
 If you have any questions about these requests, please contact your administrator/appraiser, Human Resources or your Professional Development Staff.

The entire **Observation Cycle** looks like this:



For more detailed assistance, try MLP's **Help** section of their website [click "**Help**" in the upper right corner *after* you've logged into MLP]:

MyLearningPlan®  
PLAN » MANAGE » LEARN » EVALUATE

Print Classic MLP Help Logout

LearningPlan

Dutchess BOCES

MyLearningPlan Help

Print Reset

Documents and Webinars

Help Manual

MLP PDMS - Teacher/End User

Login / Basic Account Information

Activity Registration

Form Submissions

Portfolio

Tutorials/Webinars

Frequently Asked Questions (FAQs)

MLPOASYS - Teacher/End User

Learning Plan Tab

Tutorials/Webinars

Frequently Asked Questions (FAQs)

User Info

Demo Teacher 02

teacher02@midhudsonedresources.org

Dutchess BOCES

Browser:

Chrome V31

Have a procedural question? Contact:

Suzan Bajardi (suzan.bajardi@dcbores.org)

My Help Request Tickets

View Existing Tickets

Enter your keyword search below:

OASYS

Frequently Asked Questions (FAQs) - MLPOASYS - Teacher/End User

Q: How can I add an artifact?

Answer: If the District permits the direct upload of artifacts by teachers, you would simply go to the "My Evaluations" link on the top left of your left navigation menu. There, you can click on the ...

Q: What's the difference between Submit and Save?

Answer: There is a significant difference between the Save and the Submit buttons in OASYS forms. Submit is the button you would click to officially submit the form in the system. This button tri...

Q: How do I copy & paste from MS Word to OASYS?

Answer: My Learning Plan OASYS (MLP OASYS) uses standard internet rich text fields to capture and store written content. Copying from MS Word into an internet based tool like MLP OASYS can sometimes...

Tutorials/Webinars - MLPOASYS - Teacher/End User

Webinar: Using the Artifact Tool

Tutorial on using the Artifact Tool in MyLearningPlan OASYS. ...

Webinar: End User Tutorial (MLPOASYS)

This video tutorial is designed to show teachers, and other educators how to access, respond to and manage all evaluation documents. (Oct 2013) ...

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## ANNUAL PROFESSIONAL PERFORMANCE REVIEW – PRINCIPALS

### 60% OTHER MEASURES OF PRINCIPAL EFFECTIVENESS

Principal Practice Rubric – Multi-Dimensional Principal Practice Rubric (MPPR)

- Two school visitations – one unannounced
- Artifacts (Evidence) will contribute to the “60%” Other Measures for Principal component of the overall evaluation rating. In addition to the school visits using the MPPR, principals will be responsible for providing a minimal number of artifacts (pieces of evidence), 8, to demonstrate competency.

#### ***HEDI Rating (Other Measures – 60)***

**Highly Effective** (59-60 points) **Effective** (57-58 points) **Developing** (50-56 points) **Ineffective** (0-49 points)

### STATE GROWTH (20/25 STATE-PROVIDED VALUE ADDED)

- Special Education
  - A NYSED Student Growth Score will be provided.
  - Student Learning Objectives – School-wide results on the NYS Grade 3-8 ELA and Math and NYS Alternate Assessment ELA and Math will be used as evidence.
- Alternative High School
  - A NYSED Student Growth Score will be provided.
  - Student Learning Objectives – Regents results in English 11 and Algebra I will be used as evidence.
- Career and Technical Institute
  - A NYSED Student Growth Score will be provided.
  - Student Learning Objectives – Results from Introduction to Health Occupations, Culinary Arts/Restaurant Management, and Cosmetology 1 Dutchess BOCES developed assessments (or other agreed upon assessments) will be used as evidence.

#### ***HEDI Rating (State Growth – 20)***

*Principals will be given HEDI ratings based on the percentage of students that meet their individual targets as specified in the Student Learning Objective(s). This HEDI scale is applicable to all principals requiring Student Learning Objectives.*

**Highly Effective** (18-20 points) **Effective** (9-17 points) **Developing** (3-8 points) **Ineffective** (0-2 points)

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
91-100	86-90	77-85	73-76	69-72	65-68	61-64	60	59	58	57	56	53-55	50-52	47-49	44-46	41-43	38-40	30-37	16-29	0-15

## **LOCAL SELECTED MEASURES OF STUDENT ACHIEVEMENT (20/15)**

Determined locally through collected bargaining.

- Special Education The K-8 principal will be given a school-wide HEDI rating based on the percentage of all students that meet district goals\* on the NYS ELA/Math or NYS ELA/Math Alternate Assessment.

### ***HEDI Rating (Local Achievement – 20)***

**Highly Effective** (18-20 points) **Effective** (9-17 points) **Developing** (3-8 points) **Ineffective** (0-2 points)

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
91-100	86-90	77-85	73-76	69-72	65-68	61-64	60	59	58	57	56	53-55	50-52	47-49	44-46	41-43	38-40	30-37	16-29	0-15

### ***ELA Grades K-8***

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
91-100	86-90	77-85	73-76	69-72	65-68	61-64	60	59	58	57	56	53-55	50-52	47-49	44-46	41-43	38-40	30-37	16-29	0-15

\* District Goal Grade 3-8 ELA: Annually, the teacher's bargaining unit and BOCES administration will set the school-wide target for the NYS Grades 3-8 ELA and NYSAA collaboratively.

### ***Math Grades K-8***

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
91-100	86-90	77-85	73-76	69-72	65-68	61-64	60	59	58	57	56	53-55	50-52	47-49	44-46	41-43	38-40	30-37	16-29	0-15

\* District Goal Grade 3-8 Math: Annually, the teacher's bargaining unit and BOCES administration will set the school-wide target for the NYS Grades 3-8 Math and NYSAA collaboratively.

District Goals were calculated by averaging all students' scores in Grades 3-8 on the 2012-2013 NYS ELA/Math.

- Alternative High School: The Principal will be given a HEDI Rating based on the percentage of students that pass the Regents Assessment or their post assessment.

**Highly Effective** (18-20 points) **Effective** (9-17 points) **Developing** (3-8 points) **Ineffective** (0-2 points)

- Career and Technical Institute: The Principal will be given a HEDI Rating based on the percentage of all exiting students that achieve the NOCTI Criterion Referenced cut-score provided by NOCTI in their trade area (or pass other agreed upon assessments).

**Highly Effective** (18-20 points) **Effective** (9-17 points) **Developing** (3-8 points) **Ineffective** (0-2 points)

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
91-100	86-90	77-85	73-76	69-72	65-68	61-64	60	59	58	57	56	53-55	50-52	47-49	44-46	41-43	38-40	30-37	16-29	0-15

In the event that any individual receives a NYSED Value-Added Growth Score the following 15-Point HEDI Scale will be used for the Local Point allocation.

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
86-100	77-85	74-76	70-74	60-69	58-59	57	56	52-55	47-51	44-46	41-43	38-40	30-37	16-29	0-15

## DUTCHESS BOCES CONVERSION CHART

Overall Rubric Average Score	Composite Score
1	0
1.008	1
1.017	2
1.025	3
1.033	4
1.042	5
1.05	6
1.058	7
1.067	8
1.075	9
1.083	10
1.092	11
1.1	12
1.108	13
1.115	14
1.123	15
1.131	16
1.138	17
1.146	18
1.154	19
1.162	20
1.169	21
1.177	22
1.185	23
1.192	24
1.2	25
1.208	26
1.217	27
1.225	28
1.233	29
1.242	30
1.25	31
1.258	32

Overall Rubric Average Score	Composite Score
1.267	33
1.275	34
1.283	35
1.292	36
1.3	37
1.308	38
1.317	39
1.325	40
1.333	41
1.342	42
1.35	43
1.358	44
1.367	45
1.375	46
1.383	47
1.392	48
1.4	49
1.41	49
1.42	49
1.43	49
1.44	49
1.45	50
1.46	50
1.47	50
1.48	50
1.49	50
1.5	50
1.51	50
1.52	50
1.53	50
1.54	50
1.55	50.7
1.56	50.7
1.57	50.7
1.58	50.7
1.59	50.7

Overall Rubric Average Score	Composite Score
1.6	50.7
1.61	50.7
1.62	50.7
1.63	50.7
1.64	50.7
1.65	51.4
1.66	51.4
1.67	51.4
1.68	51.4
1.69	51.4
1.7	51.4
1.71	51.4
1.72	51.4
1.73	51.4
1.74	51.4
1.75	52.1
1.76	52.1
1.77	52.1
1.78	52.1
1.79	52.1
1.8	52.1
1.81	52.1
1.82	52.1
1.83	52.1
1.84	52.1
1.85	52.8
1.86	52.8
1.87	52.8
1.88	52.8
1.89	52.8
1.9	52.8
1.91	52.8
1.92	52.8
1.93	52.8
1.94	52.8
1.95	53.5

Overall Rubric Average Score	Composite Score
1.96	53.5
1.97	53.5
1.98	53.5
1.99	53.5
2	53.5
2.01	53.5
2.02	53.5
2.03	53.5
2.04	53.5
2.05	54.2
2.06	54.2
2.07	54.2
2.08	54.2
2.09	54.2
2.1	54.2
2.11	54.2
2.12	54.2
2.13	54.2
2.14	54.2
2.15	54.9
2.16	54.9
2.17	54.9
2.18	54.9
2.19	54.9
2.2	54.9
2.21	54.9
2.22	54.9
2.23	54.9
2.24	54.9
2.25	55.6
2.26	55.6
2.27	55.6
2.28	55.6
2.29	55.6
2.3	55.6
2.31	55.6

Overall Rubric Average Score	Composite Score
2.32	55.6
2.33	55.6
2.34	55.6
2.35	56.3
2.36	56.3
2.37	56.3
2.38	56.3
2.39	56.3
2.4	56.3
2.41	56.3
2.42	56.3
2.43	56.3
2.44	56.3
2.45	57
2.46	57
2.47	57
2.48	57
2.49	57
2.5	57
2.51	57
2.52	57
2.53	57
2.54	57
2.55	57.2
2.56	57.2
2.57	57.2
2.58	57.2
2.59	57.2
2.6	57.2
2.61	57.2
2.62	57.2
2.63	57.2
2.64	57.2
2.65	57.4
2.66	57.4
2.67	57.4

Overall Rubric Average Score	Composite Score
2.68	57.4
2.69	57.4
2.7	57.4
2.71	57.4
2.72	57.4
2.73	57.4
2.74	57.4
2.75	57.6
2.76	57.6
2.77	57.6
2.78	57.6
2.79	57.6
2.8	57.6
2.81	57.6
2.82	57.6
2.83	57.6
2.84	57.6
2.85	57.8
2.86	57.8
2.87	57.8
2.88	57.8
2.89	57.8
2.9	57.8
2.91	57.8
2.92	57.8
2.93	57.8
2.94	57.8
2.95	58
2.96	58
2.97	58
2.98	58
2.99	58
3	58
3.01	58
3.02	58
3.03	58

Overall Rubric Average Score	Composite Score
3.04	58
3.05	58.2
3.06	58.2
3.07	58.2
3.08	58.2
3.09	58.2
3.1	58.2
3.11	58.2
3.12	58.2
3.13	58.2
3.14	58.2
3.15	58.4
3.16	58.4
3.17	58.4
3.18	58.4
3.19	58.4
3.2	58.4
3.21	58.4
3.22	58.4
3.23	58.4
3.24	58.4
3.25	58.6
3.26	58.6
3.27	58.6
3.28	58.6
3.29	58.6
3.3	58.6
3.31	58.6
3.32	58.6
3.33	58.6
3.34	58.6
3.35	58.8
3.36	58.8
3.37	58.8
3.38	58.8
3.39	58.8

Overall Rubric Average Score	Composite Score
3.4	58.8
3.41	58.8
3.42	58.8
3.43	58.8
3.44	58.8
3.45	59
3.46	59
3.47	59
3.48	59
3.49	59
3.5	59
3.51	59
3.52	59
3.53	59
3.54	59
3.55	59.3
3.56	59.3
3.57	59.3
3.58	59.3
3.59	59.3
3.6	59.3
3.61	59.3
3.62	59.3
3.63	59.3
3.64	59.3
3.65	59.5
3.66	59.5
3.67	59.5
3.68	59.5
3.69	59.5
3.7	59.5
3.71	59.5
3.72	59.5
3.73	59.5
3.74	59.5
3.75	59.8

Overall Rubric Average Score	Composite Score
3.76	59.8
3.77	59.8
3.78	59.8
3.79	59.8
3.8	59.8
3.81	59.8
3.82	59.8
3.83	59.8
3.84	59.8
3.85	60
3.86	60
3.87	60
3.88	60
3.89	60
3.9	60
3.91	60
3.92	60
3.93	60
3.94	60
3.95	60
3.96	60
3.97	60
3.98	60
3.99	60
4	60.25

(Round to 60)

**DUTCHES**B*OCES*