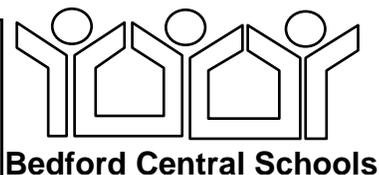


Every Single Student, Every Single Day.

ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN

INITIAL ADOPTION FOR 2011-2012



The Annual Professional Performance Review

*Adopted by the BCSD Board of Education on September 7, 2011,
available electronically at <http://www.bcsdny.org>.*

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APPR Committee Membership

A hallmark of this plan is the collaborative effort undertaken to achieve its contents. There has been a long-existing spirit of collegiality and partnership on the APPR committee, and while the recently mandated changes pose a great challenge to us, the committee has risen to meet this challenge head on. The Bedford Central School District is indebted to the professional participation and of the following educators, teachers and leaders alike.

Carol Bartlik	Nancy Brown	Brian Davidson	Drew Patrick	Paul Tooker
Carol Bauman	Maria Cambareri	Denise Gagne	Susan Polos	Adrienne Viscardi
Vera Berezowsky	George Crute	Caitlin Hall	Clenn Reed	Kristin Woodell
Maureen Brown Warren	Tracy Cruz	Beth Kolb	Gene Spieler	Adam Yuro
				Michele Zaino

"...of all the things that are important to having good schools, nothing is as important as the teacher and what that person knows, believes, and can do...Teacher effects dwarf all others on student learning." The Skillful Teacher, p. V

1. Introduction

The quote above says it all. Ensuring that all Bedford students are engaged by relevant, high-quality instruction delivered by excellent teachers is the most important thing we can do as a district. The APPR plan details the district's framework for supervision and evaluation, which in turn is designed to promote the continuous growth and development of professional staff toward this end. The advancement of student learning—every single student, every single day—is our goal.

2. The Foundation—Beliefs and Guiding Principles

Teaching and Learning

There are a variety of foundational beliefs that provide the necessary conditions for effective teaching and learning—for both adults and children. It is critical to examine one's beliefs in order to understand one's attitude and motivation to learn new approaches to teaching. The beliefs most important to teacher learning pertain to intelligence and children's capacity to learn, beliefs about learning, beliefs about teachers and teaching, and beliefs about schools and schooling.

1. You can "get smart." Learning is primarily determined by effective effort and use of appropriate strategies. "Intelligence" is not a fixed inborn limit on learning capacity. All children have the raw material to do rigorous academic material at high standards.
2. Learning is constructed as learners assimilate new experience with prior knowledge.
3. Learning varies with the degree to which learners' need for inclusion, influence, competence, and confidence are met.
4. The nature of professional knowledge encompasses areas of performance, repertoire, and matching, not "effective behaviors."
5. The knowledge bases of a professional teacher are many, diverse, and complex; and skillful teaching requires systematic and continual study of these knowledge bases.
6. The total environment of a school has a powerful effect on students' learning.
7. Racism exerts a downward force on the achievement of students of color that must be met with active anti-racist teaching and cultural proficiency.

Supervision and Evaluation

Since this plan lays out the supervision and evaluation processes, it is important to clearly explain what is meant by each term. The goal of supervision is to provide teachers with frequent high-quality feedback by individuals who know what they're talking about in order to stimulate teachers' thinking about their decisions. An important component of supervision involves members of the school community in spreading a vision of high quality learning and teaching across the entire school. Evaluation is the process of making judgments about teacher performance in order to assess progress, growth and development, and the degree of teacher effectiveness.

Above all, we expect the supervision and evaluation processes to observe these guiding principles:

- Supervision of instruction is learning, rather than teaching, focused.
- Teacher effectiveness is validated in believable and strength-building ways.

- Resources are available to help teachers think about and plan to meet self-set goals.
- Resources are available to facilitate teachers' analyzing and solving of classroom challenges.
- Teachers are able to get and use feedback to stretch their thinking about instructional decisions.

In addition, we believe that this process should enable expert teachers to receive credible recognition and serve as resources for their colleagues; that all teachers should work in an environment surrounded by expectations for and opportunities for constant growth and improvement through feedback, and those teachers with identifiable weaknesses get information and follow-up that causes them to address their weaknesses. When necessary, unsatisfactory teaching must be addressed directly, humanely, and decisively.

3. Standards and Expectations

The APPR process, as with any evaluation system, must be rooted in some kind of standard of practice. While the NYS Teaching Standards must be the basis for our plan, we have chosen to align those standards of practice to two key, sustained professional learning initiatives in our district- Skillful Teaching, and the 10 Principles of the Learner-Active, Technology-Infused Classroom (Appendix B).

The NYS Teaching Standards

The NYS teaching standards (Appendix C) were officially adopted by the Board of Regents in January, 2011. The standards are:

- I. **Knowledge of Students and Student Learning**- Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.
- II. **Knowledge of Content and Instructional Planning**-Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.
- III. **Instructional Practice**- Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.
- IV. **Learning Environment**- Teachers work with all students to create a dynamic learning environment that supports achievement and growth.
- V. **Assessment for Student Learning**- Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.
- VI. **Professional Responsibilities and Collaboration**- Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.
- VII. **Professional Growth**- Teachers set informed goals and strive for continuous professional growth.

The standards are further subdivided into elements, and each element is further divided into indicators of performance. In total, there are 36 elements and 136 specific performance indicators across the seven standards. It would be foolish to think that each element or performance indicator could be discretely observed, or identified through any single source of evidence. Thus, it is critical that teachers, supervisors and evaluators agree on a multitude of sources of data be used over time in the service of providing frequent, high-quality feedback and for making judgments about teacher effectiveness.

The Instructional Framework

While the teaching standards broadly describe the widely accepted capacities, knowledge bases, and performances to be expected from teachers, they are not so specific as to prescribe what a specific teacher should do in a specific situation with a particular mix of students. They

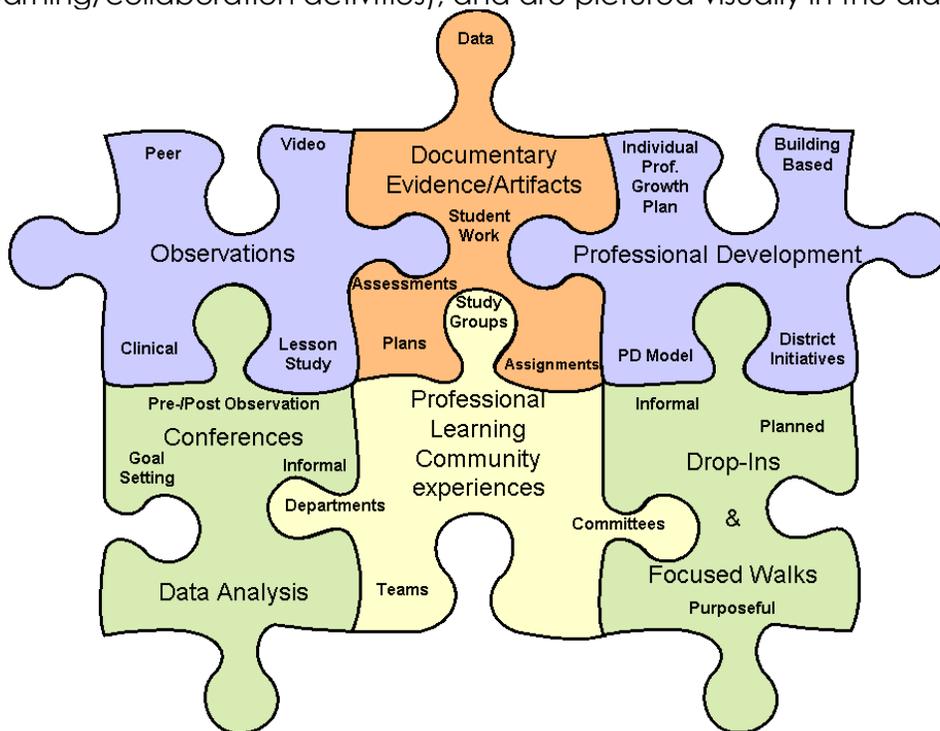
also do not describe how a supervisor or evaluator could or should give feedback. A more substantial framework and common language is required for this. Thus, we have developed a description of the knowledge bases that are essential for successful teaching and learning, based on the research summarized by Research for Better Teaching in *The Skillful Teacher* and by IDE in the 10 Principles. The rationale for choosing this approach and a more detailed description of it can be found in Appendix F. This framework is further described in the practice rubric found in Appendix C.

The Learner-Active, Technology-Infused Classroom

There is one other critical component to Bedford's approach to pedagogy. Recently, we have been engaged in a long-term professional development initiative with IDE built around the 10 principles of the learner-active, technology-infused classroom. Make no mistake- there is a direct connection between the 10 principles, and skillful teaching! The underlying purpose for this work is to expand our **repertoire** and continue to increase our ability to **match** in all areas of performance. There is clear alignment between the two models. See Appendix F for details.

4. Sources of Data

Teaching is an intellectually complex, demanding profession. No single measure of student growth or achievement, observation, conference, or collection of artifacts alone can describe a teacher's performance or measure her effectiveness. Such elements can be used to give constructive feedback that facilitates teachers' analyzing and solving of classroom problems, ultimately leading to improved teaching and learning. These measures can also be viewed collectively in order to develop a summative picture of teacher performance. Thus, it is important to include a variety of data sources in order to align with our guiding principles. The sources of evidence available to supervisors and evaluators for this purpose generally fall into four categories (direct observation of instruction, conferencing, documentary evidence/artifacts, professional learning/collaboration activities), and are pictured visually in the diagram below.



The Data Puzzle. Available sources of data/evidence in APPR supervision and evaluation.

I. Direct Observation of Instruction

The supervision and evaluation process will include multiple observations of instructional practice in combinations determined by status (probationary, leave replacement, part-time, or tenured), cycle (tenured year 1, 2 or 3), and choice. Status “codes”, used for planning purposes and in the annual communication of who is a teacher’s lead evaluator, are outlined below. Narrative descriptions of each process follows and are summarize on pages 12-13.

Description	Code
Probationary - Year 1	P1
Probationary - Year 2	P2
Probationary - Year 3	P3
Probationary - Year 4	P4
Tenured - Year 1	T1
Tenured - Year 2	T2
Tenured - Year 3	T3
Leave Replacement - full-time	P1
Part-time - 40% or more (.4 FTE)	P1
Part-time - less than 40% (.4 FTE)	PT1
Part-time - more than 40% ; for > 3 years	Follow T1, T2 or T3 cycle

Clinical Observation (Applies to P1, P2, P3, P4, PT1, and T3)

The clinical observation process will follow one of two models- one traditional, and the other a relatively new approach. For the 2011-12 school year, the teacher and evaluator will decide collaboratively which clinical model will be followed.

A. Traditional Model

The process will involve a pre-observation planning conference that should last no more than 30 minutes; a full period (roughly 40 minutes) observation; a post-observation reflection conference held within five days of the observation. At least three complete cycles will take place for probationary teachers, and two for tenured teachers (T3).

B. Alternate Model

The alternate model is required in years P2 and P3, and is optional in T3. This model is anchored around a unit of study (or a large portion thereof) selected by the teacher. The process include a 30 minute pre-observation conference in which the unit of study in presented, three to four 15-20 minute drop-in visits by the observer over the course of the unit, and a post-unit reflection conference within five days of final drop-in visit.

In both models, a written report shall be made within ten days of the post conference.

Short Visits (Applies to P1, P2, P3, P4, T1 and T2; optional on part of evaluator in T3)

These 7-10 minute unannounced or planned drop-ins are designed to enable supervisors and evaluators to observe teachers practice within specific areas of performance, their repertoire and ability to match appropriately. Classroom “look-fors” are tied to the elements in the BCSD Teacher Practice rubric, and it is possible that a specific focus for these visits within a building or department will be developed. The visits are designed to give supervisors and evaluators a view of pedagogy exhibited by the teacher, and will include feedback to the teacher, either verbal and/or written, using the CEIQ/J format (see page 9).

Tenured Choices- Peer Observation, Videotape Reflection, Lesson Study (Applies to T1, T2)
 Tenured teachers in the first two years of their three year cycle can select from three possible forms of observation for the *explicit* purpose of self-reflection. These choices—peer observation, videotape reflection, and lesson study—are designed to enable teachers to focus on an area of performance they desire feedback on by collaborating with colleagues. A detailed description of each appears in Appendix G.

Walkthroughs (Applies to all)
 Classroom walkthroughs are designed to quickly gather whole-school, department, team, or grade-level based information about instructional practice. Walkthroughs last between 2-5 minutes, and are not intended to be evaluative in nature. Rather, data gathered from a walkthrough are combined in order to develop a grade level-, department-, or school-wide picture of a particular element of teaching and learning. For example, we will be in the evaluation year for our K-5 reading curriculum, so walkthroughs might focus on the elements that point to the effectiveness of guided reading groups. Similarly, walkthroughs at the secondary level might focus on evidence for strategies and structures related to the learner-active, technology-infused classroom.

II. Conferencing

Conferences are a vehicle for honest, substantive conversation about teaching and learning. While there are several forms and purposes of conferences, effective ones should aspire to result in better teaching and learning for students by supporting the continuous development of a teachers' practice. This will require supervisors and evaluators to develop skills in differentiated conferencing so they are able to effectively identify and support the most important issues for the teacher and her students.

IPLP/Goal Setting and Plan Conference

Teachers and supervisors and/or evaluators will meet annually in the fall to discuss the individual professional learning plan, which includes two individual goals for the year. The objective of the conference is to reflect on the past year, identify and clarify any professional learning interests and needs, generate ideas, and commit to specific action steps in the coming year.

Planning (pre-observation) and Reflection (post-observation) conferencing

The planning conference is an opportunity for the observer to gain an understanding of the context for the observation. This is achieved by collaboratively unpacking what content is to be learned, the mastery objective(s), what evidence of student learning is expected, the key learning activities, and the anticipated teacher actions and behaviors. Teachers should prepare a lesson (traditional clinical) or unit (alternative clinical) plan in advance (see below).

Lesson Plan- Traditional Clinical Observation Cycle	Unit Plan- Alternative Clinical Observation Cycle
<ul style="list-style-type: none"> • Lesson objectives in student-friendly language • The expected sequence of teacher and student actions/behaviors • The instructional strategies and student tasks designed to fulfill the objectives • The plan for formative/summative assessment, including checking for understanding and maximizing student retention of the lesson 	<ul style="list-style-type: none"> • Unit objectives in student-friendly language • The general expected sequence of teacher and student actions/behaviors throughout the unit • Key instructional strategies and student tasks designed to fulfill the objectives • The plan for formative and summative assessment.

<p>Be prepared to discuss:</p> <ul style="list-style-type: none"> • Your standards (what you want students to accomplish and how they should behave) and how you communicate them • Your expectations (communicated through 3 key messages- <i>this is important; you can do it, with effective effort; I won't give up on you</i>). • The overall context- how this fits in to the year, unit. 	<p>Be prepared to discuss:</p> <ul style="list-style-type: none"> • Your standards (what you want students to accomplish and how they should behave) and how you communicate them • Your expectations (communicated through 3 key messages- <i>this is important; you can do it, with effective effort; I won't give up on you</i>). • The overall context- how this fits in to the year
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The reflection conference should identify and clarify any instructional issues or concerns, generate ideas or solutions, and result in a commitment to action steps and specify future follow-up. It should also result in identifying particular strengths positively impacting student learning. The nature of the reflection conference will be more or less directive, and more or less collaborative, depending on the experience level of the teacher, the nature of any teaching and learning issues, and the urgency of these issues. For example, a new teacher might have a challenge with classroom management that requires urgent attention, and a prescriptive suggestion might be made. Alternately, a conference with a veteran teacher trying out a new approach to teaching a unit might call for collaborative generation of possible ideas or solutions to improve the next lesson in the unit.

Mid-Year Check-In

This conference may occur formally or informally, and is focused on progress toward goals, professional learning and collaboration, and progress toward improvement in any areas of the practice rubric that have been identified and communicated. Evaluators should schedule a formal conference with teachers they have urgent or pressing concerns about, and those on an improvement plan. Teachers who have significantly changed their goals or professional learning plans significantly since the fall conference should schedule a meeting to update their evaluator.

Final Evaluation Conference

The final evaluation conference will be an opportunity for evaluators and observers to synthesize and summarize the multiple sources of evidence of teacher effectiveness collected during the year. This is also an opportunity for those being evaluated to share their self-reflection related to their practice, and to bring additional sources of evidence to the table—exemplars of student work, evidence of planning (year-unit-lesson), reflections from the tenured cycle choices (peer observation, videotape self-reflection, lesson study), and the like. The conversation will take place around the elements found in the Bedford Teacher Practice Rubric, and will ultimately result in a determination of effectiveness for each category, and an overall effectiveness rating of *highly effective, effective, developing, or ineffective*.

In 2011-12, teachers of grades 4-8 ELA and Mathematics will have the additional student assessment evaluation components. 20% of the final evaluation determination will be based on the score determined by NYSED related to student growth on state assessments; an additional 20% will be determined by student growth or achievement on local assessments, as agreed upon at that point in time. Every effort will be made to communicate these portions of the final evaluation rating in a timely fashion once they become available.

The final evaluation conference will take place prior to March 22 for probationary, part-time and leave replacement teachers, and prior to June 15 for tenured teachers. Teachers should come to the final evaluation conference having done the following:

- Documented any self-directed PD hours
- Completed all appropriate reflection/completion forms for Pathways and Tenured Choices
- Uploaded any pertinent files to the final evaluation form, and gathered any non-electronic artifacts that provide evidence of practice for discussion at the conference
- Completed a self-assessment using the practice rubric

III. Documentary Evidence/Artifacts

Teachers are expected to gather artifacts throughout the year that illustrate areas of performance that are not easily observable, or that generally contribute to the whole picture of a teacher's practice. Artifacts can include achievement data, lesson/unit plans, curriculum, assignments & assessments, student products and accompanying performance criteria, feedback on student work, etc.

IV. Professional Learning and Collaboration Activities

All professional learning and collaboration activities that are goal-related, or that should be included as part of a teacher's final evaluation, will be captured in My Learning Plan. The processes for doing so are outlined below:

- Administratively Assigned PD Hours- entered by building/department leader and assigned to participating teachers
- Catalog-based activities, including conferences, workshops, courses, trainings, etc.- registration by individual teachers using MLP.
- Self-assigned PD hours- entered by individual teachers using MLP.
- Pathway completion forms- entered by responsible "instructor" for Path B activities; entered by individual teachers for Path A and C activities.

5. Feedback

We are committed to ensuring that we continuously develop supervisors and evaluators to be knowledgeable observers capable of:

- seeing and naming what's important;
- capturing the evidence to illuminate their impressions;
- linking teacher actions to impacts on students;
- provide meaningful feedback in both verbal and written forms.

As a result, the administration is committed to providing sustained, embedded professional learning around the process of observing and analyzing teaching, and the work of teachers. All new supervisors and evaluators will be expected to take the companion course to The Skillful Teacher—Observing and Analyzing Teaching—as a pre-requisite for taking on this huge responsibility. Further, the leadership team will engage in ongoing collaborative work of building common language, aligning our practices and further our attainment of the guiding principles outlined above.

Communicating our Expectations

Beginning teachers and principals will receive induction support from effective mentors through our mentoring and new teacher programs, and will engage in training to ensure understanding of the expectations and performance indicators incorporated in the APPR plan. Professional development in effective teaching strategies and evaluation and observation techniques will be provided in-district, through BOCES and/or through on-line options, depending on the individual and the need.

Notification of Lead Evaluators/Observers

Teachers will be notified in writing or electronically through My Learning Plan of their lead evaluator, and additional observers/evaluators as applicable, by September 30. Informal and formal feedback opportunities will be provided to guide improvement and provide professional development recommendations on an ongoing basis.

Claims and Evidence of Effective Teaching and Learning

Following the model outline in Observing and Analyzing Teaching, supervisors and evaluators will make every effort to use the CEI/(J)(Q) approach, as outlined below, when providing feedback. This process contributes to more effective communication between teacher and observer.

CLAIM- a statement that a teacher performs—or does not perform—a certain teaching skill or carries out a certain pattern in his or her instruction; thus, a **generalization** drawn after looking at evidence.

...is based on...

EVIDENCE- a **quote** or **literal description** of something said or done; the proof for the claim and one of the reasons for making it.

...in order to describe the...

IMPACT- a statement of what the behavior accomplished or intended to accomplish, what was significant about it, and its **effect on students**.

...which leads to a...

QUESTION	or	JUDGMENT
an open-ended inquiry to stimulate thinking or improve understanding.		a sentence, phrase, or adjective that lets the receiver know what the sender thought of the behavior.

Written Feedback- The Observation Report

The most important and in-depth feedback a teacher will receive about his or her pedagogical knowledge and skills is through the clinical observation process. The clinical observation process will include a pre-conference (planning) and a post-conference (reflection), and the observer will use the CEI/J process for delivering timely and constructive feedback.

Differentiation of professional development will be developed and made available through analysis of data from assessments, observations, TIPs and PIPs as well as other multiple measures that may (in the future) include structured feedback from students, parents, and staff.

Verbal Feedback

As in effective classrooms, structured feedback will take place as soon as possible after observations or other performance evidence is documented. Often, an informal conversation is the most effective and efficient way to do this. Like other forms of documented evidence and feedback, verbal feedback should be timely and constructive, and can lead to suggestions for self-directed research on teacher effectiveness strategies, recommendations for training and practice and for support from teachers with expertise in specific instructional practices as observed by the evaluator.

The Final Evaluation Report

The final evaluation report will be completed by March 22 for probationary teachers, and by June 15 for tenured teachers. Teachers evaluated with composite scores in the *developing* or *ineffective* ranges will be placed on a *Teacher Improvement Plan*. The *TIP* plan, including timelines and contents, can be found in Appendix I.

6. Evaluation Timelines and Components

The dates and timelines below guide the evaluation process. It is understood that teachers will make all appointments based on this timeline. All components requiring written feedback and formalized with signatures will occur electronically through My Learning Plan.

Timelines for Probationary and Tenured Teachers	Probationary- Year 1*	Probationary- Years 2 & 3	Tenured- Cycle Year 1&2	Tenured- Cycle Year 3
IPLP/Goal Setting Meeting	Teacher makes appointment to meet with supervisor or evaluator by October 15		Teacher makes appointment to meet with supervisor or evaluator by October 30	
Clinical Cycle 1	Prior to November 1			Prior 2 May 15; see below if choosing alternative clinical model
Clinical Cycle 2	Prior to December break			
Clinical Cycle 3	Prior to February break			
Alternative Clinical Cycle		Prior to February Break		
Tenured Years 1/2 Options:			Select from list and complete planning form by October 30	
Midyear Evaluation	Verbal at 3 rd post-observation conference- notification of progress toward continuation		Informal unless an identified need arises on part of teacher or supervisor/evaluator	
Clinical Cycle 4	If deemed necessary when there is more than 1 observer			
Classroom Walkthroughs	Occasional, unannounced, school-wide			
Short Visits	2-3, unannounced or scheduled, with feedback		2 by January 15, 1-2 more by May 15	Optional
End of Year Evaluation	By March 22		By June 15	
IPLP/Goal Setting & Planning Conference (for next year)	By June 15		By June 15	

*Teachers on full-time leave-replacement appointments will follow the probationary year 1 teacher timeline.

**Part-time teachers 40% or less will be observed a minimum of 1 time per year. Teachers assigned to more than 40% will follow the first year teacher probationary timeline. After 3 years of successful evaluations, teachers assigned to more than 40% will go onto the tenured teacher timeline.

APPR Cycle with Options for Tenured Teachers			
Cycle Year	Year 1	Year 2	Year 3
Goal Setting & Planning IPLP FORM on MLP	Complete the individual professional learning plan (IPLP), which includes goal setting, by the end of October (for 2011-12). We will eventually shift this timeline to the point of having a draft by the end of June so summer activities can be planned for in advance. Also complete the APPR Planning Form by October 30.		
Clinical Observation PRE-CONFERENCE/OBSERVATION FORM on OASYS	See Years 1 and 2 Options below; Can also choose clinical cycle -- >		Minimum: 2 clinical cycles -OR- 1 alternative cycle
Years 1 and 2 Options:			<ul style="list-style-type: none"> The clinical cycle involves the tradition planning (pre) conference-observation-reflection (post) conference process. The alternative cycle involves a unit planning conference, 3-4 drop-ins during the taught unit (planned or unplanned, jointly determined), and a reflection conference.
Choice 1. Self/Peer Observation PROPOSAL & REFLECTION FORM on OASYS	One cycle w/reflection, choice of: A. Peer observation (partner, focused, feedback) B. Videotape self (protocol and reflection) C. Lesson study group (protocol and reflection)		
To Be Developed for 2012-13 Choice 2. Surveys & Interviews	Surveys and Interviews, choice of: A. Peer-Student Evaluation B. Parent-Student Evaluation C. Parent-Peer Evaluation D. Shadow student (protocol and reflection)		
Other Classroom Visits: Short Visits w/CEI(Q)(J) Walkthroughs	3-4 times/year Up to 1-2 times/monthly	3-4 times/year Up to 1-2 times/monthly	Optional Up to 1-2 times/monthly
Conferences	<input type="checkbox"/> Fall IPLP conference <input type="checkbox"/> Mid-year check-in (formal or informal, as needed) <input type="checkbox"/> Ongoing informal, as needed <input type="checkbox"/> Final evaluation	<input type="checkbox"/> Fall IPLP conference <input type="checkbox"/> Mid-year check-in (formal or informal, as needed) <input type="checkbox"/> Ongoing informal, as needed <input type="checkbox"/> Final evaluation	<input type="checkbox"/> Fall IPLP conference <input type="checkbox"/> Planning/reflection conferences <input type="checkbox"/> Mid-year check-in (formal or informal, as needed) <input type="checkbox"/> Final evaluation
Planning, instruction and assessment artifacts (discussed during conferences) Ongoing uploads to your Final Evaluation Form on OASYS	Include one or more to support elements of the teacher practice rubric: Student Achievement Planning (Lesson or Unit) Student Work/Feedback Assessment Design Other		
Professional culture and learning artifacts (discussed during conferences) IPLP REFLECTION FORM on OASYS	Individual Professional Growth Plan (IPGP)- review, monitor, reflect		
Final Evaluation FINAL EVAL FORM ON OASYS	Input from all data sources; Teacher reflection on rubric; Summative score- HEDI		

APPR Cycle for Probationary Teachers			
Cycle Year	Year 1	Year 2	Year 3
Goal Setting & Planning IPLP FORM on MLP	Complete the IPLP Complete induction and year 1 experiences	Complete the IPLP Complete induction year 2 induction experiences	Complete the IPLP Complete induction year 3 induction experiences
Clinical Observation PRE-CONFERENCE/OBSERVATION FORM on OASYS	Minimum- 3 cycles w/ planning and reflection conferences	Minimum- 1 clinical cycle and 1 alternative clinical cycle w/ planning and reflection conferences	Minimum- 1 clinical cycle and 1 alternative clinical cycle w/ planning and reflection conferences
Other Classroom Visits: Short Visits w/CEI(Q)(J) Walkthroughs Mentor/Colleague Visits	2-3 times/year Up to 1-2 times/monthly 1-2 times/yearly	2-3 times/year Up to 1-2 times/monthly Optional	2-3 times/year Up to 1-2 times/monthly Optional
Self/Peer Observation	Part of mentoring	Optional, or as directed by supervisor	
Conferences	<input type="checkbox"/> Fall Goal Setting & Plann <input type="checkbox"/> Planning and reflection as per clinical cycle <input type="checkbox"/> Mid-year <input type="checkbox"/> Final evaluation	<input type="checkbox"/> Fall Goal Setting & Plann <input type="checkbox"/> Planning and reflection as per clinical cycle <input type="checkbox"/> Mid-year <input type="checkbox"/> Final evaluation	<input type="checkbox"/> Fall Goal Setting & Plann <input type="checkbox"/> Planning and reflection as per clinical cycle <input type="checkbox"/> Mid-year <input type="checkbox"/> Final evaluation
Planning, instruction and assessment artifacts Ongoing uploads to your Final Evaluation Form on OASYS	Evidence of growing repertoire: <input type="checkbox"/> Management <input type="checkbox"/> Instructional Strategies <input type="checkbox"/> Motivation <input type="checkbox"/> Curriculum Planning	Evidence of growing repertoire: <input type="checkbox"/> Management <input type="checkbox"/> Instructional Strategies <input type="checkbox"/> Motivation <input type="checkbox"/> Curriculum Planning	Evidence of growing repertoire: <input type="checkbox"/> Management <input type="checkbox"/> Instructional Strategies <input type="checkbox"/> Motivation <input type="checkbox"/> Curriculum Planning
Professional culture and learning artifacts IPGP REFLECTION FORM on OASYS	Individual Professional Growth Plan (IPGP)- review, monitor, reflect		
Surveys & Interviews			Written Teacher Self-Evaluation
Final Evaluation FINAL EVAL FORM ON OASYS	Input from all data sources Teacher reflection on rubric Summative score- HEDI Determination for continuation or discontinuation	Input from all data sources Teacher reflection on rubric Summative score- HEDI Determination for continuation or discontinuation	Input from all data sources Teacher reflection on rubric Summative score- HEDI Determination for tenure or discontinuation

7. Compliance with Education Law 3012-c and the Commissioner's Regulations

We either have complied, or are in discussions with the APPR committee surrounding each of the required components. Each is described in the sections below.

a. Data System Assurance

The district's database team, CIO and Assistant Superintendent continually implement our district technology plan, which outlines the steps and responsibilities required to maintain accurate student information system data in conjunction with LHRIC. We adopted, developed, and continually update our "5 W's Data Management" document, recognized by the State Education Department as an IT best practice (see appendix D). Data reports are timely and accurate and are reviewed and verified by principals and teaching staff as required prior to submission, and certified by the superintendent. Data includes attendance, enrollment rosters, student and teacher IDs, school courses and linkage data as required. Furthermore, our student information system, eSchoolData, fully complies with the State Student Information Repository System Manual, enabling us to execute our responsibilities in a timely and efficient manner. We use My Learning Plan to track professional development and to handle our appraisal system. Finally, we contract with our local BOCES to implement our financial and human resources package, Finance Manager, enabling us provide the necessary linkage between teacher identification information and the students they teach.

b. Subcomponent Scoring/Reporting

The district is currently in the process of developing a weighted scoring system as part of the evaluation process, which will be described in more detail in a revised APPR plan pending review of our proposed teacher practice rubric by SED, and adoption of a principal practice rubric. The composite scores will be reported in the three components for each teacher and principal: growth (20%), local assessment (20%) and practice (60%). With respect to the 60%, the scores of the teaching and principal standards will be provided. Each standard or domain area will be holistically scored. The data will be transferred to NYSED in conjunction with LHRIC as required. For the 2011-12 school year, the scores of teachers of record in grades 4 through 8 will be reported to NYSED as well as those scores of principals of schools that serve those students. The 60 points representing teacher scores will be based on multiple classroom observations, as agreed through our APPR committee. The 60 points representing the principal scores will be based on a broad assessment by the evaluator as well as school visits.

c. Assessment Development and Scoring Processes

The district's APPR committee has agreed to a process for developing and adopting the locally selected assessments. This process will involve grade level and subject area teachers and will use a consensus building approach. The chosen assessments will be implemented in grades 3-8 to determine a base-line achievement measure, and agreement over how to disaggregate the data will be reached. Assessments will be aligned with the common core curriculum standards for years 2012-13 and beyond. Assessment selection will be reviewed for approval by the district Curriculum Council, and the Superintendent will certify rigor and comparability of the local measure using a to-be-determined definition. Twenty-percent (20%) of the grades 4-8 ELA and Math teachers' and their corresponding principal's composite score will be based on the results of this local assessment, and determination of achievement targets and associated scores will be prescribed by the district prior to the test administration.

Security of the testing process for both State and locally-determined assessments will be ensured by withholding test materials until the day of testing by storing tests in the safes located in each school building office. Standardized tests, if chosen, will be scored by the vendor. Locally scored assessments will be scored by teachers in grades other than the tested grade being scored.

d. Scoring of Local Assessments and Other Measures Components

The District has applied for a variance in order to use our own teacher practice rubric, and we are waiting to hear back from SED before formally building this in to our plan. We also submitted a comprehensive plan to ensure understanding of the rubric and to afford teachers the opportunity to develop the skills reflected in the expectations required for highly effective ratings. By using My Learning Plan for our professional development and teacher and principal appraisals, we are able to create a “learning loop” that clearly connects targeted learning opportunities to identified areas in the practice rubric, which will be offered in multiple venues and modalities. Scoring of the rubrics will be based on multiple observations as well as approved artifacts as described in Section 5, **Sources of Data**. Scoring values of the rubrics have yet to be officially negotiated, but are proposed as follows:

Scoring Methodology	Ineffective	Developing	Effective	Highly Effective
<i>We know what to teach and how to teach it...</i>	.5 each X 4 elements = 2	1.5 each X 4 elements = 6	2.5 each X 4 elements = 10	3.5 each X 4 elements = 14
<i>We know our students and how each learns</i>	.5 each X 4 elements = 2	1.5 each X 4 elements = 6	2.5 each X 4 elements = 10	3.5 each X 4 elements = 14
<i>We manage and monitor progress...</i>	.5 each X 4 elements = 2	1.5 each X 4 elements = 6	2.5 each X 4 elements = 10	3.5 each X 4 elements = 14
<i>We create a climate and culture for learning</i>	.5 each X 4 elements = 2	1.5 each X 4 elements = 6	2.5 each X 4 elements = 10	3.5 each X 4 elements = 14
<i>We foster a culture of professional growth...</i>	1 each X 1 element = 1	2 each X 1 element = 2	3 each X 1 element = 3	4 each X 1 element = 4
Scoring Bands	9-18	18-34	35-51	52-60

We have not yet selected a principal rubric, but expect to select one from the approved list. Scoring will be determined utilizing the 3012-c requirement for supervisor’s assessment of principal leadership and management action. The Supervisor’s assessment will incorporate at least two supervisory visits to the school and at least two other sources of evidence from the following options: structured feedback from the following constituencies: teachers, students, and/or families, school visits by other trained independent evaluators, review of school documents, records, state accountability processes and/or other locally determined sources.

The remaining points will be based on results of one or more ambitious and measurable goals set collaboratively with the lead evaluators. One goal will address the principal’s contribution to improving teacher effectiveness, including but not limited to improved retention of high performing teachers, student growth scores of teachers granted vs. denied tenure, the quality of feedback provided to teachers, facilitation of teacher participation in professional development opportunities and/or the quality and effectiveness of teacher evaluations.

Any other goals shall address quantifiable and verifiable improvements in academic results or the school’s learning environment. Any remaining leadership standards not addressed through the above requirements must be assessed at least once a year.

e. Timely and Constructive Feedback

We are committed to ensuring that we continuously develop supervisors and evaluators to be knowledgeable observers capable of seeing and naming what's important, capturing the evidence to illuminate their impressions, linking teacher actions to impacts on students, and providing meaningful feedback in both verbal and written forms. Our plan for doing so is described thoroughly below in Section 6, **Feedback**.

f. Appeals

The appeal language will be negotiated with the collective bargaining unit and will appear in Appendix H of this plan. Appeals may only be made in response to "developing or "ineffective" composite scores. However, appeals may also be made with regard to TIP or PIP determinations.

g. Improvement Plans

When a teacher or principal is rated "developing" or "ineffective" in any area, an improvement plan will be developed by the evaluator. The elements of these plans are yet to be determined, but should include the following: area of need (rubric indicator), expected timeline for improvement; how improvement will be assessed; process for progress monitoring (who, how, when); specific, targeted "differentiated" professional development options; mechanism for delivering timely and constructive feedback; monitoring and documentation plan and progress reporting.

h. Communicating the Plan, Training Evaluators, and Ensuring Inter-Rater Reliability

Our training and implementation plan is comprehensive, aligned, and targeted to provide the appropriate degree of support to all involved—those providing feedback through observation, coaching, and evaluation, and those receiving feedback and being evaluated.

Introducing and Unpacking the Rubric

- All stakeholders will receive a comprehensive introduction to the rubric, its origins and purpose, and how it will be used in the supervision and evaluation process.
- Introduction will be conducted collaboratively with teachers' union leadership and district and building leadership.
- Superintendents' conference days and contractual, administratively assigned PD hours, as well as faculty, grade-level team and department meeting time will be set aside for this.

Studying Skillful Teaching

- Our annual Skillful Teaching course, taught by Deb Reed, Research for Better Teaching Consultant, consists of 36 hours of training, including the use of videotape to discuss teacher practice. All 2nd year Bedford teachers take the full course, plus sections are open to anyone else interested in a refresher.
- Sessions can be attended individually by topic. Recommendations by supervisors/evaluators possible, as is individual self-selection.

Observing and Analyzing Teaching

- Our OAT course, taught by Deb Reed, Research for Better Teaching Consultant, involves 7 6-hour sessions in for lead evaluators, observers, and teacher leaders who were not trained in 2010-11.

Instructional Coaching

- A trained cohort of K-12 teacher leaders are in position to support classroom practice using language of Skillful Teaching, best practices, and the 10 principles of the learner-active, technology-infused classroom.

Implementation, Monitoring, Calibration

- Twice-monthly meetings of lead evaluators with built in practice- looking at video of classroom practice, applying rubric, reviewing classroom observations and application of HEDI rating.
- Continuation of instructional rounds between building, jointly conducted by building and district leaders to identify and discuss specific teacher and student actions and behaviors, and to develop credible ways to provide constructive feedback.
- 6 coaching visits throughout the year by Deb Reed, RBT to conduct joint observations, debrief, and reflect. Deb Reed will also debrief with Central Office to identify strengths and gaps in the process and use of the rubric.
- 8 coaching visits throughout the year by Tanya Bosco to support administrators and instructional coaches in providing timely and constructive feedback regarding classroom practice and instructional planning.

My Learning Plan/OASYS

- Our teacher practice rubric has been loaded into MLP and is ready to use, pending approval. Each element/indicator (17 total) has been aligned to one or more of the NYS Teaching Standard elements.
- The technology allows for multiple levels of analysis- by evaluator, school, department, subject, etc. This will allow for the ongoing, comprehensive analysis of users practice by enabling peer-to-peer comparisons as the basis for meaningful calibration discussions.