

SOUTH
COLONIE
CENTRAL SCHOOLS

**Annual
Professional
Performance
Review
Plan
(APPR)**

Approved by the Board of Education

September 20, 2011

South Colonie Central School District
Annual Professional Performance Review Plan
2011-12

It is the intent of the South Colonie Central School District to implement an Annual Professional Performance Review Plan (APPR) that is in accordance with Education Law 3012-c and Part 100.2 of the Commissioner's Regulations for the 2011-12 school year.

Demographic Information:

Approximately 5,200 students attend school in South Colonie located in Colonie, New York - a suburb of Albany - the state's capital, in the middle of Tech Valley. It is located in Albany County and is one of the largest school districts in the Capital Region serving a community of 80,000 residents in a 60 square mile area.

The district's goal is simple: To offer unlimited learning opportunities, to maintain high student expectations for success and provide taxpayers with an educational system they can be proud of and afford.

The district's longstanding mission is to graduate students who have the knowledge, skills, attitude and self esteem to succeed in the real world of the 21st century. A talented staff of some 500 teachers, librarians, guidance counselors, nurses, psychologists, social workers and more are dedicated to making this happen. We continually strive for community and family engagement in shaping the district's direction.

As a district, it is the extra opportunities we offer to our students that sets us apart from the rest. From its pre-school and full day kindergarten programs for youngsters to its multitude of Advanced Placement and college-level courses at the high school, the district has consistently demonstrated our commitment to the students and community that we serve.

Annual Professional Performance Review Plan:

For the 2011-12 school year, the South Colonie Central School District will take the following steps to be in compliance with Education Law 3012-c:

2011-12 Math/ELA Teachers at grades 4-8		District Plan
Multiple Measures (60%)	Teacher Practice Rubric	Danielson Framework for Teaching (2011 Revised Edition)
	Classroom Observations	Multiple observations including one formal observation
	Allocation of 60-points	Subject to ongoing collective bargaining.
Local Measure (20%)	Locally selected measure	The process for determining the locally selected measure is subject to collective bargaining which is currently on-going.
Growth (20%)	State Assessment Data for ELA /Math 4-8	State assessment data for the 2011-12 school year

For the 2011-12 school year, non-tenured teachers in the district will continue to be evaluated in accordance with Commissioner’s Regulations 100.2 which specifically includes the following components:

A. OBSERVATION AND FEEDBACK

- Minimum of three full period (lesson) observations per year including a Pre-Conference, Observation and Post-Conference (completed reflection sheet).
- First observation each school year should be done by the primary evaluator.
- The summative evaluation should include information from the primary and secondary evaluators.
- In addition to three formal observations, the probationary teacher evaluation may include informal, unannounced, mini or partial and walk-through observations.
- Post conferences will be held within five (5) school days of the observation date.
- The primary evaluator will be responsible for coordinating a schedule of evaluation dates for teachers with more than one evaluator.
- During the tenure year, all formative evaluations must be completed by March 1.

B. PORTFOLIO

- To be compiled over the probationary period.
- It is strongly suggested that the probationary teacher request that the primary evaluator review the portfolio at least once during each year of the probationary period.
- The primary evaluator should review the portfolio with the probationary teacher during the tenure year prior to it being submitted for tenure consideration.

- Items that may be included are:
 1. Complimentary letters from parents, administrators, students, etc.
 2. Student work
 3. Contributions, attributes, accomplishments
 4. Personal and professional growth activities
 5. A DVD of activities or a lesson
 6. Extracurricular activities
 7. Building and/or district committee work
 8. Examples of community and family engagement
 9. Professional organizations
- Model portfolios may be viewed in the Personnel Office during September and October of each school year.
- Completed portfolios are due to the primary evaluator by March 1 of the tenure year.

C. SUPPORT SYSTEM

- Ongoing staff development which will include:
 1. New Teacher Orientation program
 2. Workshops throughout the probationary period
 3. In-service opportunities
 4. Conferences
 5. Articles from professional journals
- Mentor Teacher Program

For the 2011-12 school year, the tenured teachers in the South Colonie Central School District will continue to be evaluated in accordance with Commissioner's Regulations 100.2 which includes the following components:

GOAL SETTING PROCESS

In order to recognize the individual strengths of each teacher and in keeping with the intent of the evaluation process, which is to assist all educators in their attempt to grow professionally, all tenured teachers will participate in a goal setting process. The teacher and the administrator will collaboratively agree upon at least one goal from the five major areas listed below:

1. Planning
2. Management of the classroom environment
3. Instruction
4. Assessment
5. Professional responsibilities

The teacher and administrator will collaboratively agree upon both the plan(s) and means of assessment for the agreed upon goal(s).

Within the evaluation tool, the teacher and administrator may agree upon checkpoints and/or observations throughout the school year (i.e., quarterly, monthly, mid-year) as deemed necessary for the success and/or evaluation of the goal.

Two narratives will be written at the end of year: one by the teacher and one by the administrator. Narratives will be placed in the teacher's personnel file.

If the administrator and teacher cannot agree upon the goal, the goal should be modified, a new goal should be written, or a new goal will be added to address areas of growth. It is recognized that if agreement cannot be reached, the administrator may establish a goal to address an area for growth.

Performance Improvement Plans:

The South Colonie Central School District will support teachers whose performance is identified as requiring a Teacher Improvement Plan (TIP). This plan will include specific goals that are standards based, a timeline for meeting the goals and activities that will be undertaken and/or provided to support this improvement plans. The plan will also describe any learning activities that need to be completed and any evidence that would need to be submitted in order to measure the success of the plan.

Appeals Process:

At the present time, the South Colonie Central School District is continuing to negotiate a fair and equitable Appeals Process for teachers impacted by Education Law 3012-c.

The Appeals Process will adhere to Education Law 3012-c and will ensure:

- The South Colonie Central School District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c.
- Adherence to the Commissioner's Regulations as applicable to such reviews
- Compliance with any locally negotiated procedures applicable to the APPR
- Issuance and/or implementation of the terms of the Teacher Improvement Plan under Education Law 3012-c.

Evaluator Training:

The District will also provide training to all members of the administrative team that is consistent with the SED approved certification process and will include instruction on the following:

- New York State teaching standards and ISSLC Standards
- Conducting evidence based observations
- The application and use of the Student Growth Percentile, Value Added Growth Model data, State-approved teacher and principal rubrics, and any assessment tools used to evaluate teachers and principals including any State-approved locally selected measures of student achievement.
- Using the statewide instructional Reporting System
- Scoring methodology used to evaluate teachers and principals
- Specific areas of consideration when evaluating teachers and principals of ELL's and students with disabilities.

The South Colonie Central School District will work to ensure that lead evaluators maintain inter-rater reliability and are re-certified on an annual basis.

Data Management:

The South Colonie Central School District will work with NERIC and SED to develop a process through which the district can align the Student Information System, TEACH and our own data management systems to ensure the SED receives timely and accurate teacher, course and student data. Additionally, a process to verify the courses and/or student rosters assigned to teachers and principals will be developed.

The South Colonie Central School District will also work with NERIC and SED to develop a process to align the Student Information System, TEACH and the district's own data management to facilitate in the reporting of the individual subcomponent scores and total composite effectiveness scores for each applicable educator to the SED.

The South Colonie Central School District will continue to secure Regents exams at Colonie Central High School in an approved safe to ensure they are not disseminated to students before the administration date and will work to ensure all teachers or principals follow correct scoring procedures outlined by SED.

The South Colonie Central School District will continue to work with NERIC to secure the grade 3-8 assessments in math and English Language Arts to ensure they are not disseminated to students before the administration date and will work to ensure that teachers and principals follow all correct scoring and administration guidelines outlined by SED.

Summary:

The South Colonie Central School District will work with the Board of Education, Capital Region BOCES, SCTA, Administrators Association and our communities and families to adopt local measures of student achievement; teacher and principal evaluation rubrics and any other evaluation or assessment instruments; and a scoring methodology for use in assigning points to teachers and administrators for locally selected measures of student achievement and other measures of teacher effectiveness.

The South Colonie Central School District agrees to collaborate with SED to address any concerns regarding our process and/or the monitoring of the district in our attempt to implement the new evaluation systems.