Education Law 3012-c
Requires each classroom teacher and building principal to receive an annual professional performance review (APPR) resulting in:
- A single Composite Effectiveness Score (CES) ranging from 0 to 100 points
- A quality rating category (HEDI)
  - Highly Effective
  - Effective
  - Developing
  - Ineffective

Non 3012c Teacher APPR process
- 1 Formal Observation
  - Pre Conference
  - Observation
  - Post Conference
  - Written Feedback
- Final Summative Assessment in June.

Tenured Teachers

Which Teacher are you?
- Probationary & Tenure Teachers
  - K–6 Common Branch
  - 7–12 Teachers
  - ESL
  - Special Area Teachers
  - LOTE
- 3012c Teachers
- Non 3012c Teacher

Eight Teaching Criterions
- Content knowledge of subject matter and curriculum. The teacher shall demonstrate appropriate preparation by employing necessary pedagogical practices to support instruction.
- Instructional delivery that results in active student involvement and meaningful lesson plans that result in student learning.
- Classroom management: supportive of diverse student learning needs which creates an environment conducive to student learning.
- Knowledge of student development, an understanding and appreciation of diversity, and regular application of developmentally-appropriate instructional strategies for the benefit of all students.
- Student assessment techniques based on appropriate learning standards.
- Collaborative relationships that are effective with students, parents or caregivers, and appropriate support personnel as needed.
- Reflective and responsive practice that demonstrates adjustments are made on a continuing basis to improve the effectiveness of instruction.
Non-3012c APPR Summative Evaluation Form

Written and delivered in June (Jan for non tenured)

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Growth Score</td>
<td>All Tenured and Probationary Teachers who do not receive State Growth Score</td>
</tr>
<tr>
<td>Grades 4-8</td>
<td>Teachers of Record for all subjects</td>
</tr>
<tr>
<td>Teachers of Record for ELA &amp; Math</td>
<td>Reviewed and Rated by the administrator</td>
</tr>
</tbody>
</table>

Combined score for all subjects:

- State Growth Score
- SLO

Local Measures of Achievement

- Written by EVERY teacher
- Target the lowest 50% (4-8 ELA/Math-whole group)
- Combined Score
- Same template as the SLO
- Reviewed & Accepted by the supervising administrator.

3012c Teacher APPR process

Scoring Components

- State-provided Growth
- Local Measures of Achievement (LMA)
- Other Measures
- Scoring
- Appeals
- Training

Student Learning Objective (SLO)

- Represents the most important learning for the year (e.g., semester, where applicable)
- Based on available prior student learning data

A Student Learning Objective (SLO) is an academic goal for a teacher’s students set at the start of a course.

Specific and measurable.

Aligned to Common Core State or national standards, as well as any other district and school priorities.

Evaluation of Other Measures–60pts

40 POINTS

- Minimum of 2 per year
- Announced observation
  - Pre-conference
  - Classroom observation
  - Post-conference
  - Written Feedback in PGS
  - Rated in PGS*
- Unannounced Observation
  - Classroom observation
  - Written Feedback in PGS
  - Rated in PGS*

20 Points

- Artifacts
  - Submitted by the teacher
  - Rated by the administrator in PGS
Teacher Performance Rubrics are used to:
- identify what quality teaching looks like;
- identify where a teacher or subgroups of teachers are in applying key teaching skills;
- generate a professional growth process that allows the teacher to close the gap between where they are and where they want to be.

Evaluators collect evidence by observing practice, examining work products and student work, conferencing with the educator, and other means.

Evaluators align this evidence with the rubric and share it with the educator as part of their constructive feedback.

The rubrics are not to be used in the classroom as an observation rating tool.

7 Standards - 36 Elements - 78 Indicators

Generally Standards I, II, VI, VII are not observable in the classroom
- I Knowledge of Students and Learning
- II Knowledge of Content and Instructional Planning
- VI Professional Responsibility & Collaboration
- VII Professional Growth

Generally Standards III, IV, V are observable in the classroom
- III Instructional Practice
- IV Learning Environment
- V Assessment for Student Learning
60 Point Other Measures
Teachers Effectiveness

A teacher must be evaluated on all 7 teaching standards, defined by observed NYSUT Elements and Indicators.

All the indicators under each standard will be available for use to the extent they are observed.

Structured Review of Teacher Artifacts

20 pts of the 60 pts will consist of a structured review of teacher presented artifacts. This was negotiated with the BTF.

Definition
“Artifact” means evidence of instruction provided by the teacher to the evaluator; it may include such things as student work, course outlines, lesson plans, teacher created materials, written feedback to students, written communication to parents, or any other resources used to facilitate student learning.*

Artifacts

Examples of relevant teacher practice could include but are not limited to:
- What evidence does the student work or teacher artifacts give about the alignment of lessons to State learning standards?
- Is there evidence of a teacher’s use of assessment data in designing lesson plans that address the needs of all students?
- Is there evidence of high quality feedback from the teacher to the students?
- Is there evidence that instruction is leading to student learning progress?

Artifacts - Teacher Practice or Student Learning

- Artifacts can take the form of, but are not limited to:
  - student assessment data,
  - student work,
  - lesson plans (with modification),
  - teacher-made assessments,
  - Plans for addressing student absenteeism
  - types of parent communication and reports on performance based on conferences and team meetings.

Teacher Evaluation Formula for Composite Effectiveness Score*

20 State Growth + 20 Local Measure + 60 Other Measure = 100 C.E.S.*
Based on scoring ranges established by regulations

<table>
<thead>
<tr>
<th>Points</th>
<th>HEDI Rating</th>
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<tbody>
<tr>
<td>91–100</td>
<td>Highly Effective</td>
</tr>
<tr>
<td>75–90</td>
<td>Effective</td>
</tr>
<tr>
<td>65–74</td>
<td>Developing</td>
</tr>
<tr>
<td>0–64</td>
<td>Ineffective</td>
</tr>
</tbody>
</table>

Training 2013–14

- APPR Process – New Teachers
- SLO/LMA  Using Multiple Data Points to write Rigorous Targets
- SLO/LMA writing in PGS
- Selecting Artifacts
- A schedule will be coming soon