

**BUFFALO PUBLIC SCHOOLS**

**REPORT OF THE PROFESSIONAL COUNCIL**

**ANNUAL PROFESSIONAL PERFORMANCE REVIEW\*  
(APPR) FOR TEACHERS**

**(TEACHER EVALUATION DOCUMENT)**

**Approved by the Professional Council**

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## PURPOSE

The purpose of the APPR (evaluation) process is to positively foster the professional growth of teachers and enhance the teaching and learning process.

## OVERVIEW

An overview of the APPR process for non-3012d teachers is provided by the flow chart on page 6. Asterisks indicate definitions of the words/phrases found in the Glossary on pages 11-14. The flow chart delineates the step-by-step process to be followed in assessing a teacher's professional performance. When completing the APPR, the administrator should (a) provide positive feedback to the teacher that reinforces positive performance; (b) offer clear information to the teacher; and (c) identify methods or techniques for improvement when a teacher is rated developing\* or ineffective\*.

An overview of the APPR process for 3012d teachers is provided by the flow chart on page 7. Asterisks indicate definitions of the words/phrases found in the Glossary on pages 11 – 14. The flow chart delineates the step-by-step process to be followed in assessing a teacher's professional performance. When completing the APPR, the administrator should (a) provide positive feedback to the teacher that reinforces positive performance; (b) offer clear information to the teacher; and (c) identify methods or techniques for improvement when a teacher is rated developing\* or ineffective\*.

## PROCESS

### Non 3012d teachers:

Prior to the announced observation, the teacher will receive written communication\* from the administrator who will be observing the teacher indicating the date, time, and place for the pre-observation conference. During the \*pre-observation conference the administrator and teacher will determine the purpose and intended outcome of the lesson to be observed, the date, time, and place of the observation. The observation will be at least three school days after the pre-observation conference.

Within one week after the announced observation (CBA XIII B), the teacher and administrator will meet for a post-observation conference\* after which, based upon evidence gathered in the announced pre-observation conference, observation, and post-observation conference, either an APPR is delivered or a Teacher Support Plan (TSP)\* will be developed if the teacher has received a rating of developing or ineffective.

If there are areas that result in a developing or ineffective rating on the teacher's APPR, the administrator will provide the teacher with a written compilation of such areas two weeks before the APPR is delivered or a TSP is required and developed (see page 6). During this time, the administrator and teacher may have further conversations relating to the areas deemed unsatisfactory by the administrator. The teacher may present information/data/evidence that the teacher would like considered before the APPR/TSP is completed (see flow chart for possible teacher options).

If a TSP is required (see page 6), the administrator and the teacher will meet to collaboratively develop the TSP, which will include suggestions for improvement from one, but not more than three, of the APPR indicators. The teacher may choose to have a union representative present.

In order to provide the administrator sufficient time to assess a teacher's progress on the TSP and to give the teacher sufficient time to begin to address identified areas, at least 15 school days will be provided for the identified criteria to be addressed.

After the TSP has been completed satisfactorily, an APPR will be delivered to the teacher.

If the TSP has not been satisfactorily completed, the process (see flow chart) will again commence. If it is determined that as a result of the APPR process a temporary teacher's employment should be terminated, the Supplementary Teacher Evaluation Form\* shall be completed and a copy provided to the teacher.

It is understood that nothing contained herein will in any way diminish a teacher's rights under the collective bargaining agreement (including past practice), previous settlement agreements, and arbitrations.

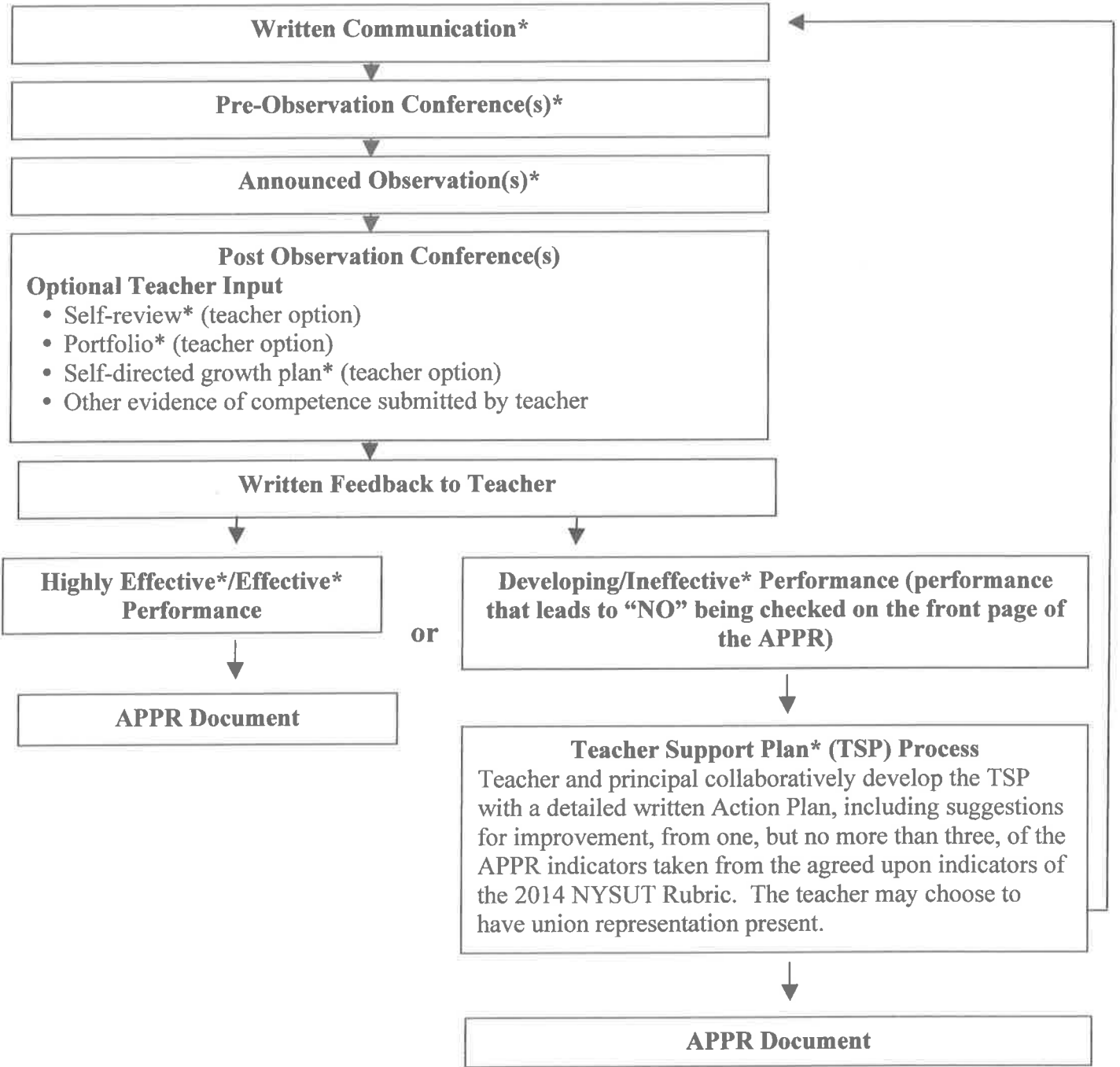
### **3012d Teachers:**

All 3012d teachers will receive one announced and one unannounced observation by a trained current District Lead Evaluator. The teacher or the principal may request one additional observation. A pre-observation conference will be held prior to the announced observation(s). During the pre-observation conference the administrator and teacher will determine the purpose and intended outcome of the lesson to be observed, the date, time, and place of the observation. The observation will be at least three school days after the pre-observation conference.

Within one week after the announced or unannounced observation (CBA XIII B), the teacher and administrator will meet for a post-observation conference\* after which, based upon evidence gathered in the pre-observation conference, observation, and post-observation conference the observation will be finalized.

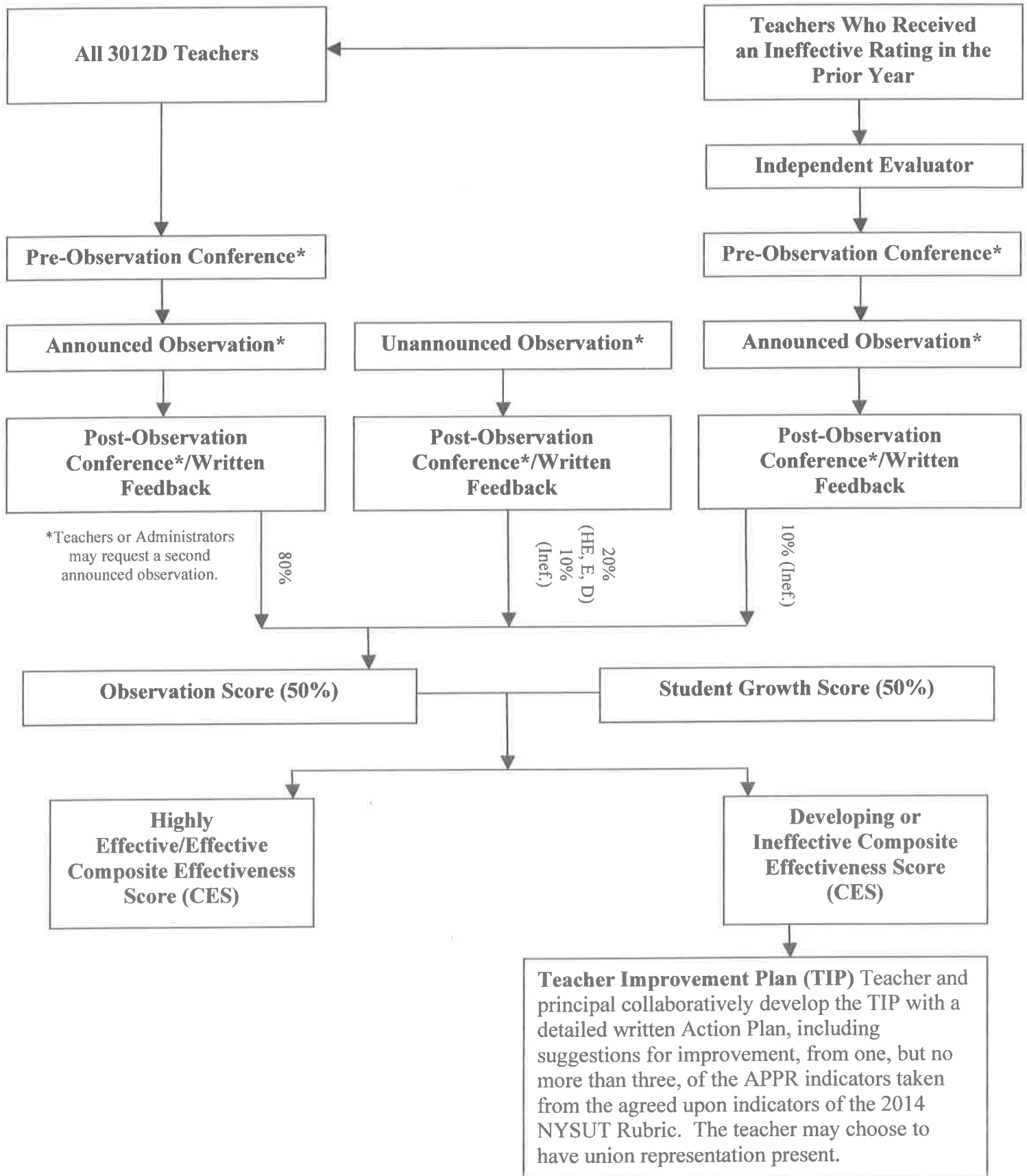
A 3012d Teacher may only be issued a Teacher Improvement Plan (TIP) if their Composite Effectiveness Score (CES) from the prior year was developing or ineffective. The TIP must be issued during the first ten days of school.

## ANNUAL PROFESSIONAL PERFORMANCE REVIEW\*(APPR) PROCESS FOR NON-3012D TEACHERS



\*Defined in Chapter 100

## ANNUAL PROFESSIONAL PERFORMANCE REVIEW\*(APPR) PROCESS FOR 3012D TEACHERS



**BUFFALO BOARD OF EDUCATION**

**SUPPLEMENTARY ANNUAL PROFESSIONAL PERFORMANCE REVIEW**

The Supplementary Annual Professional Performance Review must be completed for any teacher that is not considered adequate for the position.

<b>Teacher's name</b>	
<b>School</b>	
<b>Administrator completing Supplementary</b>	
<b>Position of administrator</b>	

1.	On what dates did you bring reported inadequacies to the teacher's attention? <i>(This is an expandable box).</i>
2.	What written constructive suggestions for improvement did you give the teacher? On what dates? <i>(This is an expandable box).</i>
3.	On what dates did you make subsequent observations of the teacher? <i>(This is an expandable box).</i>
4.	Was the teacher provided with written feedback and suggestions for improvement following each observation? On what dates? <i>(This is an expandable box).</i>

**Administrator's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Teacher's signature** \_\_\_\_\_ **Date** \_\_\_\_\_  
 (Signature does not necessarily constitute agreement)

Note: A teacher may subsequently submit a letter answering an adverse APPR. Upon receipt, such letter will be attached to the official copy of the APPR on file in the Human Resources Department.



TEACHER SUPPORT PLAN				
STANDARDS & INDICATOR(S) TO BE ADDRESSED	STRATEGIES/RECOMMENDATIONS (WITH RESOURCES AND/OR PERSONNEL NEEDED)	EXPECTED EVIDENCE: DOCUMENTATION AND/OR PERFORMANCE	TIMELINE	STATUS (e.g. "Successfully completed, 1/20/17": "Continued 1/20/17")

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

TEACHER IMPROVEMENT PLAN				
STANDARDS & INDICATOR(S) TO BE ADDRESSED	STRATEGIES/RECOMMENDATIONS (WITH RESOURCES AND/OR PERSONNEL NEEDED)	EXPECTED EVIDENCE: DOCUMENTATION AND/OR PERFORMANCE	TIMELINE	STATUS (e.g. "Successfully completed, 1/20/17": "Continued 1/20/17")

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

## GLOSSARY

*The following terms define words used in the Annual Professional Performance Review Process, Buffalo Public School Annual Professional Performance Review for Teachers, and the Buffalo Public School Annual Professional Performance Review Teacher Support Plan:*

**Annual Professional Performance Review [APPR]** – The APPR for non-3012d teachers is an evaluation document that is written by administrators (principals, assistant principals, directors, or supervisors) and shared with teachers to affirm exemplary practices, professional competence, and/or promote improvements where needed. The APPR for 3012d teachers is a process that is outlined by the 3012d law and the APPR agreement between the BTF and the District.

**artifact** – In this context, “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 resource used to facilitate student learning.

**assessment** – Assessment is a means of measuring student progress toward national, state, and local goals; assessments may include teacher-made tests, diagnostic, screening and progress-monitoring measures, standardized tests, programmatic measures, summative and formative measures, teacher observation, evaluation of oral responses, in-class assignments, or homework.

**common curricular planning time [CCPT]** - CCPT is an opportunity for colleagues from one curricular department within a school (e.g., science) to hold regularly scheduled meetings (outside of a teacher’s preparation period) to strategize ways to improve student outcomes.

**developing** – The levels of performance, Highly Effective, Effective, Developing, Ineffective (HE, E, D, I) are those required by State Education Law and the Commissioner’s Regulations.

**differentiated instruction** – Differentiated instruction is "individualized" or "customized" instruction. For example, within one block or period, teachers might use learning areas, small group instruction, or materials geared to accelerate or intervene in order to meet students’ varied needs.

**Dynamic Indicators of Basic Early Literacy Skills [DIBELS]** - DIBELS are one minute researched and validated fluency measures used to regularly monitor the development of early literacy and early reading skills from kindergarten through sixth grade. When used as recommended, the results can be used to evaluate individual student development as well as provide grade-level feedback toward instructional objectives. DIBELS are criterion-referenced because each measure has an empirically established goal (or benchmark) that changes across time to ensure students skills are developing in a manner predictive of continued progress. From the end of first grade on, a student’s Instructional Recommendation (Intensive, Strategic, or Benchmark) directly corresponds to that student’s status on t

the Oral Reading Fluency [ORF] assessment: At Risk/Intensive, Some Risk/Strategic, Low Risk/Benchmark.

**early release days** – Early release days are days on which students are dismissed earlier than usual in order for staff to engage in professional learning opportunities. “Such time shall be used for faculty meetings, in-service training and other programs for professional improvement, as jointly planned by the principal, faculty and the Federation Building Committee for each school” (Article X, O. p. 19, lines 43-44, p. 20, lines 1-2).

**effective** - The levels of performance, Highly Effective, Effective, Developing, Ineffective (HE, E, D, I) are those required by State Education Law and the Commissioner’s Regulations.

**effective instruction** – Effective instruction provides a structure for explaining and demonstrating concepts, processes, and skills. This method consists of five attributes:

- *direct explanation* (teacher states and explains lesson(s) objective(s)\* and how learning will be assessed)
- *modeling* (teacher demonstrates how to meet the objective(s) by providing examples of the concepts, processes, and skills that students are to learn)
- *guided practice* (teacher monitors students practicing the skill[s] that were taught)
- *corrective feedback and verification* (teacher provides immediate feedback to students regarding their performance or responses/teacher affirms correct responses)
- *application/assessment* (students are provided with the opportunity to demonstrate their knowledge of the skills and concept(s) independently)

**grade level meeting** – Grade levels meetings are opportunities where colleagues from one grade level hold regularly scheduled meetings (outside of a teacher’s preparation period) to analyze grade level, classroom and individual student data, and to strategize ways to improve student outcomes.

**highly effective** – The levels of performance, Highly Effective, Effective, Developing, Ineffective (HE, E, D, I) are those required by State Education Law and the Commissioner’s Regulations.

**Individual Education Plans [IEP]** – A highly detailed education plan created for students with disabilities by their teachers, parents or guardians, school administrators, school counselors, educational psychologists, and other appropriate parties. The plan is tailored to the student’s specific needs and abilities and outlines goals for the student to reach. The IEP is a legally binding document that specifies all accommodations needed for the student to succeed in class and, in particular, to participate in assessments.

**ineffective** – The levels of performance, Highly Effective, Effective, Developing, Ineffective (HE, E, D, I) are those required by State Education Law and the Commissioner’s Regulations.

**lesson objective** – A lesson objective is a statement establishing learning outcomes that students are expected to achieve at the end of a specific lesson or unit of lessons.

**lesson plan** – The written outline of a teacher’s lesson/group of lessons as per the 2002 lesson plan document approved by the Board of Education and clarified by Dr. Folasade Oladele, Deputy Superintendent, on February 18, 2010.

**New York State learning standards** – New York State learning standards are defined as the knowledge, skills, and understandings that students can, and do, habitually demonstrate over time—as a result of instruction and experience. The New York State learning standards can be located on the following websites: [www.nysed.gov](http://www.nysed.gov) and [www.buffaloschools.org](http://www.buffaloschools.org).

**pacing plan** – See “*Curriculum Framework*”

**portfolio** – A portfolio is a collection of materials assembled by a teacher that demonstrates the progress of the teacher’s knowledge and skills and often includes a form of self-reflection (teacher option).

**post-observation conference** – A post-observation conference is a scheduled meeting between an administrator and teacher following a classroom observation; during which time the teacher and administrator mutually reflect on the teaching and learning process, after which either an APPR is delivered or a TIP/TSP is required. The post-observation conference is completed outside of a teacher’s preparation period and is held within one week, as per Article XIII B of the Buffalo Teachers Federation collective bargaining agreement.

**pre-observation conference** – A pre-observation conference, is a scheduled conversation between an administrator and teacher in advance of the classroom observation (at least three school days) in order to determine in writing the purpose and intended outcome of the lesson, as well as the time, date, and place of the formal observation (conducted outside of a teacher’s preparation period).

**professional learning opportunity [PLO]** – A PLO is an activity that engages teachers in experiences to increase their professional knowledge and skill levels.

**self-directed growth plan** – A self-directed growth plan is a voluntary action plan developed by a teacher to improve his/her professional knowledge and skills. The plan is intended for the exclusive use of the teacher. The teacher will not be asked to share the plan with administrators or staff (teacher option).

**self-review** – A teacher independently reflects on his/her teaching and learning practices.

**Superintendent’s conference day** – Superintendent’s conference days are prescribed days (by New York State Education Department) for staff to engage in professional learning opportunities; students do not report to school on these days.

**Teacher Improvement Plan [TIP]** - A TIP is a collaboratively developed (teacher and principal), detailed, written action plan for improvement for teachers who receive a developing or ineffective CES the prior school year that focuses on one, but no more than three, of the APPR indicators. This plan is only applicable to 3012d teachers. See *Annual Professional Performance Review Teacher Improvement Plan*.

**Teacher Support Plan [TSP]** – A TSP is a collaboratively developed (teacher and principal), detailed, written action plan for improvement for teachers who receive a developing or ineffective rating, and a rating that leads to “NO” being checked on the first page of the teacher’s APPR (See p.6), that focuses on one, but no more than three, of the Standard indicators. This plan is only applicable to non-3012d teachers. See *Annual Professional Performance Review Teacher Improvement Plan*.

**teaching strategies** – Teaching strategies are methods used to deliver instruction.

**written communication** – Written information between the administrator and teacher that establishes the date, time, and place for the pre-observation and post-observation conference.