

Annual Professional Performance Review Plan **2011-2012**

Demographic Information

The Bellmore-Merrick CHSD has a student population of approximately 6,000 students and comprises the towns of Merrick, North Merrick, Bellmore, and North Bellmore within 26 square miles on the southern shore of Nassau County. It is a secondary school district consisting of two middle schools (grades 7-8) and three high schools (grades 9-12).

Rationale

The Bellmore-Merrick Central High School District plans to implement New York's teacher and principal evaluation law, section 3012-c of the Education Law as added by Regulation 100.2 of the Laws of 2010. This new evaluation system is a critical element of the Regents reform agenda, an agenda aimed at improving teaching and learning in New York and increasing the opportunity for all students to graduate from high school ready for college and careers.

Statement of Purpose

The purpose of the Annual Professional Performance Review (APPR) plan is to fulfill the requirements of the Regulations of the Commissioner of Education based on Teacher Standards and ISSLC Standards. The performance of all teachers and principals providing instructional services in the Bellmore-Merrick Central High School District has been reviewed annually according to criteria that was mutually developed by the teacher and administrator units and central office. This Plan will serve to codify the evaluation process, in concert with contractual obligations, and to align the District's evaluation criteria with the criteria required by the regulations of the 3012-c.

A primary objective of New York's teacher and principal evaluation system is to foster a culture of continuous professional growth. The system's three components are designed to complement one another:

- Statewide student growth measures will identify those educators whose students' progress exceeds that of similar students, as well as those whose students are falling behind compared to similar students.
- Locally selected measures of student achievement will reflect local priorities, needs and targets.
- Teacher observations and other measures will provide educators with detailed, structured feedback on their professional practice.

Taken together, this information will be used to tailor professional development and support for educators to develop and improve their instructional practices, with the ultimate goal of ensuring that there is an effective teacher in every classroom and an effective leader in every school. The following committee members met throughout the 2010-11 school year to review the Bellmore-Merrick Central High School District's APPR:

Administrators: Caryn Blum
Mara Bollettieri
Jane Boyd
Carlo Conte
Renee Fallon
Michael Harrington
Lorraine Poppe
Richard Rozakis

Teachers: Jonathan Dell'Olio
Mike Dolber
Catherine Silletti
Mark Steinberg
Robert Walsh

Special Education/
Pupil Personnel: John Feliciardi

The APPR is grounded in State mandates and a long-held District philosophy that an effective supervisory program has two goals: to improve instruction and student learning and to support teacher growth and development. The supervisory process must be continuous and constructive and must take place in an atmosphere of mutual trust and respect. It must value reflective practice and assist teachers in meeting established performance expectations.

The APPR Plan

The Bellmore-Merrick CHSD Board of Education will approve an APPR Plan on an annual basis by September 1, 2011 and make it public on the district web-site (www.bellmore-merrick.k12.ny.us) by September 10, 2011.

The required *content of the plan*, as described in Commissioner's Regulation 3012-c, includes the following:

- ✓ Composite Effectiveness Score (1-100)
 - ❖ Teacher Effectiveness Score based on Standards (60%)
 - ❖ Student achievement as measured through NYSED assessment (20%)
 - ❖ Locally defined Measures of Student Growth (20%)
- ✓ Criteria for the evaluation of teachers and principals providing instructional services based on New York Teacher Standards and ISSLC Standards
- ✓ Additional assessment approaches as described in 60% of Teacher and Principal Effectiveness Score
- ✓ Teacher Improvement Plan and Principal Improvement Plan
- ✓ Training of all evaluators in performance evaluation
- ✓ Performance review of Superintendent
- ✓ Appeals Process

All educators will receive timely and constructive feedback as part of the evaluation process as indicated in the collective bargaining agreement.

Each non-tenure and tenured teacher will receive at least two observations per school year.

The above procedures will stay in place per the BMUST Contract until June 30, 2012 upon which all components of 3012c will be fully implemented.

Any components of 3012c not directly in conflict with current contractual language will be fully implemented by September 1, 2011.

New Teacher and Principal Ratings

- Effective for the 2011-2012 school year all teachers and principals shall be rated accordingly:
 - ❖ Highly Effective (Level 4)
 - ❖ Effective (Level 3)
 - ❖ Developing (Level 2)
 - ❖ Ineffective (Level 1)
- 7th and 8th grade Math and ELA teachers and Middle School Principals' evaluations shall be submitted to NYSED as per state mandates.

Criteria for the Evaluation of Teachers: 7 State Teaching Standards

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.

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.

Instructional Practice

Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

Learning Environment

Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

Assessment for Student Learning

Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness and modify instruction.

Professional Responsibilities and Collaboration

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development and learning.

Professional Growth

Teachers set informed goals and strive for continuous professional growth.

Criteria for the Evaluation of Guidance Counselors, School Psychologists and School Social Workers

Knowledge of Theory and Practice

Pupil Personnel Staff shall be able to demonstrate a thorough knowledge of current theories, techniques, strategies and best practices regarding their respective discipline

Preparation

Pupil Personnel Staff shall be able to demonstrate the ability to plan and prepare meaningful individual and/or group sessions that support New York State and local standards and employ the necessary clinical practices to support student development.

Service Delivery

Pupil Personnel Staff shall be able to demonstrate the ability to deliver services that support the individual needs of the diverse learning styles of students, develop and implement both prevention and intervention strategies based upon sound knowledge of psychometric testing results, participate effectively in parent conferences, PPS Team, CSE, 504, or other small group meetings.

Management Skills

Pupil Personnel Staff shall be able to demonstrate knowledge of effective management skills to support a learning environment that is conducive to successful student outcomes and supportive of diverse learning needs.

Student Development

Pupil Personnel Staff shall demonstrate an understanding of the intellectual, social, emotional and physical developmental needs of their students.

Student Assessment

Pupil Personnel Staff shall demonstrate the ability to use a variety of psychological, psycho-educational and psycho-social assessment based on accepted psychometric standards as well as appropriate learning standards.

Report Writing

Pupil Personnel Staff shall demonstrate the ability to prepare and submit written reports and materials in a timely manner that are clear and concise.

Collaboration

Pupil Personnel Staff shall demonstrate the ability to develop positive and effective collaborative relationships with students, parents or caregiver, colleagues, and school district personnel.

Reflective and Responsive Practice

Pupil Personnel Staff shall demonstrate the ability to reflect critically on their practices and strategies, to set high expectations for personal performance, to apply current educational research and findings to practice, and to effectively assess and appropriately adjust their practice in response to student data on a continuing basis.

Participation in Professional Growth

Pupil Personnel Staff shall demonstrate that they recognize the importance and necessity of continuous professional growth by exploring opportunities for professional development, by attending in-service workshops, seminars, and/or graduate classes and participating in professional organizations.

Professionalism

Pupil Personnel Staff shall demonstrate professionalism by serving as positive role models for students in appearance, maturity, and use of good professional judgment, respecting the confidentiality of students, parents and colleagues, attending meetings, assignments, classes and school on a regular basis, being punctual, maintaining a generally positive attitude, keeping records as required.

Criteria for the Evaluation of Principals

Sixty points of a building principal's composite effectiveness score shall be based on multiple measures, using the criteria prescribed in this subdivision. Such measures shall be aligned with the Leadership Standards, indicated below, and their related elements.

An educational leader promotes the success of every student by:

- Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community;
- Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth;
- Ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment;
- Collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources;
- Acting with integrity fairness and in an ethical manner; and
- Understanding, responding to and influencing the larger political, social, economic, legal and cultural context.

Teacher Effectiveness Score

60% of score must be locally developed and negotiated consistent with standards in commissioner's regulations.

Classroom observations by trained evaluators will be 40% of the 60%. All staff will be formally observed a minimum of 2 times per year as per contractual provisions. In addition each teacher will receive an end of year evaluation in accordance with applicable contract provisions.

20% of the 60% will be evaluated as professional practice and growth as per a locally established rubric in which teachers will demonstrate professional responsibilities and engage relevant stakeholders to maximize student growth, development and learning. Criteria include: Professionalism, Reflection, Participation in Professional Community, Communication, Records Maintenance, Professional Growth and Development, Goal Setting and Use of Technology and Other Resources.

Principal Effectiveness Score

60% of the score must be locally developed and negotiated consistent with standards in commissioner's regulations.

At least 40% of the 60% will be based on supervisors' broad assessment of principal leadership and managerial actions. This will include supervisory visits to the school.

20% of the 60% will be assessed by at least two other sources of evidence including:

- School visits by trained evaluators.
- Review of school documents, records, state accountability processes, and or other locally determined sources.
- Goal setting with the superintendent based on ISSLC standards.
- At least one goal must address the principals' contribution to improving teacher effectiveness, the quality of feedback provided to teachers, facilitation of teacher participation in professional development and/or the quality and effectiveness of teacher evaluations.
- Any other goals shall address quantifiable and verifiable improvements in academic results.

Performance Improvement Plans

Bellmore-Merrick CHSD will support teachers whose performance is evaluated as needing an individual improvement plan (TIP) by identifying areas in need of improvement including a timeline and explaining the matter in which improvements will be assessed. It is understood that the ultimate objective of an improvement plan is increased student achievement, and that the intent of such a plan is remedial rather than disciplinary.

Bellmore-Merrick CHSD will support principals whose performance is evaluated as needing an individual improvement plan (PIP) by identifying areas in need of improvement including a timeline and explaining the matter in which improvements will be assessed. It is understood that the ultimate objective of an improvement plan is increased student achievement, and that the intent of such a plan is remedial rather than disciplinary.

Evaluator Training

Bellmore-Merrick CHSD will ensure that all lead evaluators/evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by certified Nassau BOCES Network Team personnel. Evaluator training will occur regionally and will replicate the recommended SED model certification process incorporating per the 3012c regulations. This training will include the following Requirements for Lead Evaluators:

- New York State Teaching Standards and/or 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.

Bellmore-Merrick CHSD will work with the Nassau BOCES Network Team to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.

Data Management

Bellmore-Merrick CHSD will work with Nassau BOCES and SED to develop a process that aligns its Student Information System (SIS), TEACH, and Finance Plus systems to ensure that SED 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.

Bellmore-Merrick CHSD will work the Nassau BOCES and SED to develop a process that aligns its SIS, TEACH, and Finance Plus systems for reporting to SED the individual subcomponent scores and the total composite effectiveness score for each applicable educator.

Bellmore-Merrick CHSD will secure and score Regents exams in a manner which ensures that assessments are not disseminated to students before administration and those teachers or principals who do not have a vested interest in the outcome of the assessments they score. All assessments are supervised by administrators.

Also, Bellmore-Merrick CHSD will work with the Nassau BOCES, New York State Education Department, and the regional testing center to secure and score 7-8 exams in a manner which ensures that assessments are not disseminated to students before administration and that teachers or principals do not have a vested interest in the outcome of the assessments they score.

Bellmore-Merrick CHSD will work with the Nassau BOCES’ Instructional Support Division to facilitate the secure scoring of all 7-8 assessments to help ensure that neither teachers nor principals have a vested interest in the scoring process.

Bellmore-Merrick CHSD will work with the Board of Education, the Nassau BOCES, APPR Committee and Professional Development Committee to determine decisions

about local measures of student achievement; teacher and principal practice rubrics; any other instruments such as self-assessments, portfolios and the scoring methodology for the assignment of points to locally selected measures of student achievement and other measures of teacher or principal effectiveness.

Appeals of Annual performance Evaluations

This component will be fully implemented through the collective bargaining process. The current procedures will remain in place until June 30, 2012 upon which time all components of 3012c will be fully implemented.

Performance Review of the Superintendent of Schools

The evaluation instrument, collaboratively developed by the Superintendent of Schools and the Board of Education, is on file in the District Clerk's office.

Evaluation of the Annual Professional Performance Review Plan and Monitoring

The APPR plan will be reviewed in conjunction with the collective bargaining process. In the event recommendations are made to amend the APPR, the Plan will be resubmitted to the Board of Education for approval. The District agrees to collaborate with the NYSED regarding any concerns and/or monitoring of the District regarding the evaluation implementation.