Chappaqua Central School District

Teacher and Principal Evaluation

New APPR Requirements
Chappaqua Plan of Action

Eric Byrne, Assistant Superintendent
for Curriculum & Instruction
September 27, 2011

Teacher Evaluation Requirements

100 Point Scale

20 points - NYS Assessments

20 points - Local Assessments

60 points – NYS Teaching Standards

Principal Evaluation Requirements

100 Point Scale

    20 points - NYS Assessments

    20 points - Local Assessments

    60 points – ISLLC Standards

Teacher APPR Implementation: Work to Date

- Reviewed NYS guidance on new requirements

- Read *Drive* by Daniel Pink to help us build shared understanding about human motivation and adult learning

- Identified core beliefs about professional growth

- Reviewed and analyzed current Chappaqua APPR

Teacher APPR Implementation: Work to Date

(contd.)

- Developed a draft framework for a revised APPR process to:

  - Support and maintain a professional culture

  - Meet state requirements

- Designed and started pilot with 30 teachers

Teacher Reflection and Self-Assessment Based on NYS Teaching Standards

New York State Teaching Standards	Indicators Related to BOE Strategic Question	Teacher Strengths/ Questions	Administrator Feedback
Knowledge (Standard s 1&2; Danielson Rubric, Domain 1) 1. **Student and Student Learning** 2. **Content and Instructional Planning**	**_Students and student learning_** _(demonstrating knowledge of child and adolescent development, applying knowledge of learning and language acquisition theories, adapting instruction to individual needs, learning about students from families/caregivers, communicating directly with families/caregivers using a variety of media, applying knowledge of technological and information literacy)_ **_Content and instructional planning_** _(knowing content and pedagogy consistent with Chappaqua Central School District and Common Core standards, facilitating concept-driven instruction, ensuring multiple pathways for students to learn, planning opportunities for students to engage in individual and collaborative critical thinking, problem-solving, and self-monitoring of learning, organizing physical space to reflect learner needs, incorporating technology into planning to enhance student learning)_	• •	
Practice (Standards 3,4,5; Danielson Rubric, Domains 2 &3) 3. **Instructional Practice** 4. **Learning Environment** 5. **Assessment for Student Learning**	**_Nature of classroom talk_** _(generating ideas rather than reporting; more student talk than teacher talk; real conversation vs. interrogation; authority that is distributed rather than central to the teacher; strategic thinking—describe how, show process)_ **_Nature of instruction_** _(students generating questions and solving problems; students making choices and monitoring their own learning; instructional decisions based on student need; side-by-side coaching; students teaching one another; teachers providing specific demonstration and modeling; a variety of groupings)_ **_Learning Environment_** _(extends curriculum and instruction)_ **_Materials/resources_** _(multi-sourced instruction, use of materials beyond the text, students working in materials of appropriate complexity for engagement; materials appropriate to special needs; integrated technology)_ **_Student work_** _(meaningful, problem-solving in nature; collaborative; driven by student interest; long-term more often than short-term; integrated and connected to other subjects/topics; focus on developing students' personal responsibility)_ **_Nature of assessment_** _(clear, shared expectations; includes use of rubrics and performance assessment; feedback frequent and related to assessment criteria rather than a grade; focus on improvement and effort)_	• •	
Professional responsibilities and growth (Standards 6&7; Danielson Rubric, Domain 4) 6. **Responsibilities and collaboration** 7. **Professional growth**	**_Responsibilities and collaboration_** _(modeling high standards of honesty, using self-reflection and feedback as a way to adjust professional behavior, engaging with colleagues and community to promote Chappaqua Central School District strategic questions and mission, involving families/care-givers in ongoing discussion of student performance and instructional strategies, collecting required data and maintaining accurate and timely records, maintaining exemplary attendance, participating in school events, complying with relevant laws and policies)_ **_Professional growth_** _(reflecting regularly on practice through analysis of student work and growth, adopting a stance of continual improvement, using an inquiry approach to establish goals, seeking and sharing new learning continually)_	• •	

Based on self-assessment and conversation with administrator, what is your Inquiry Question to guide your year's work? (Note: one observation should be completed as part of this initial process, or observation from the previous year may be considered. For non-tenured teachers, 2 observations would be completed by December.)

Teacher Signature: **Administrator Signature:**

Teacher Reflection and Self-Assessment Based on NYS Teaching Standards			
New York State Teaching Standards	*Indicators* *Related to BOE Strategic Question*	*Teacher Strengths/* *Questions*	*Administrator* *Feedback*
<u>**Knowledge (Standards 1&2; Danielson Rubric, Domain 1)**</u> 1. **Student and Student Learning** 2. **Content and Instructional Planning**	<u>**Students and student learning**</u> *(demonstrating knowledge of child and adolescent development, applying knowledge of learning and language acquisition theories, adapting instruction to individual needs, learning about students from families/caregivers, communicating directly with families/caregivers using a variety of media, applying knowledge of technological and information literacy)* <u>**Content and instructional planning**</u> *(knowing content and pedagogy consistent with Chappaqua Central School District and Common Core standards, facilitating concept-driven instruction, ensuring multiple pathways for students to learn, planning opportunities for students to engage in individual and collaborative critical thinking, problem-solving, and self-monitoring of learning, organizing physical space to reflect learner needs, incorporating technology into planning to enhance student learning)*	● ●	

Teacher Reflection and Self-Assessment Based on NYS Teaching Standards			
New York State Teaching Standards	*Indicators* *Related to BOE Strategic Question*	*Teacher Strengths/ Questions*	*Administrator Feedback*
<u>*Practice (Standards 3,4,5;*</u> <u>*Danielson Rubric, Domains*</u> <u>*2 &3)*</u> 3. **Instructional Practice** 4. **Learning Environment** 5. **Assessment for Student Learning**	<u>***Nature of classroom talk***</u> *(generating ideas rather than reporting; more student talk than teacher talk; real conversation vs. interrogation; authority that is distributed rather than central to the teacher; strategic thinking—describe how, show process)* <u>***Nature of instruction***</u> *(students generating questions and solving problems; students making choices and monitoring their own learning; instructional decisions based on student need; side-by-side coaching; students teaching one another; teachers providing specific demonstration and modeling; a variety of groupings)* <u>***Learning Environment***</u> *(extends curriculum and instruction)* <u>***Materials/resources***</u> *(multi-sourced instruction, use of materials beyond the text, students working in materials of appropriate complexity for engagement; materials appropriate to special needs; integrated technology)* <u>***Student work***</u> *(meaningful, problem-solving in nature; collaborative; driven by student interest; long-term more often than short-term; integrated and connected to other subjects/topics; focus on developing students' personal responsibility)* <u>***Nature of assessment***</u> *(clear, shared expectations; includes use of rubrics and performance assessment; feedback frequent and related to assessment criteria rather than a grade; focus on improvement and effort)*	• •	

Teacher Reflection and Self-Assessment Based on NYS Teaching Standards			
New York State Teaching Standards	*Indicators* *Related to BOE Strategic Question*	*Teacher Strengths/* *Questions*	*Administrator* *Feedback*
Professional *responsibilities and* *growth (Standards 6&7;* *Danielson Rubric,* *Domain 4)* 6. **Responsibilities and** **collaboration** 7. **Professional growth**	***Responsibilities and collaboration*** *(modeling high standards of honesty, using self-reflection and feedback as a way to adjust professional behavior, engaging with colleagues and community to promote Chappaqua Central School District strategic questions and mission, involving families/care-givers in ongoing discussion of student performance and instructional strategies, collecting required data and maintaining accurate and timely records, maintaining exemplary attendance, participating in school events, complying with relevant laws and policies)* ***Professional growth*** *(reflecting regularly on practice through analysis of student work and growth, adopting a stance of continual improvement, using an inquiry approach to establish goals, seeking and sharing new learning continually)*	● ●	

Principal APPR Implementation: Work to Date

- Reviewed NYS guidance on new requirements for principal evaluation

- Reviewed teacher APPR plan

- Identified core beliefs about professional growth

- Developed a framework for a revised APPR process to support and maintain a professional culture

- Completed APPR plan

- Approved by Board of Education on Sept. 1 – Implementation in process

Administrator Reflection and Self-Assessment Based on ISLLC Standards		
ISLLC Standards * Reference LCI Multidimensional Principal Performance Rubric, see Addendum	**Administrator Strengths/ Questions**	**Evaluator Feedback**
1. **Promotes a vision of learning** (LCI Rubric, Domain 1) • Promotes a culture of continual improvement for students and staff • Collaborates with appropriate stakeholders to address the BOE strategic question • Uses a variety of data to inform goal setting and implementation • Guides and supports the achievement of department and building goals 2. **Promotes school culture (staff professional growth, instructional program - LCI Rubric, Domain 2)** • Nurtures and sustains a culture of collaboration and one that monitors student growth using multiple measures • Supports the ongoing development of a comprehensive, rigorous, engaging, and differentiated student learning environment • Develops instructional and leadership capacity of staff • Promotes effective use of technology to support teaching and learning 3. **Manages effectively (operations and materials - LCI Rubric, Domain 3)** • Ensures that the use of time supports effective teaching and learning • Develops the capacity for distributed leadership • Protects the welfare and safety of students and staff • Effectively and efficiently matches resources to needs to ensure optimal student learning 4. **Collaborates with families and community members (LCI Rubric, Domain 4)** • Builds and sustains positive relationships • Maintains an open and honest dialogue • Promotes understanding of the school/district mission • Promotes respect and appreciation for the community's diverse cultural, social, and intellectual resources 5. **Exhibits integrity and fairness (LCI Rubric, Domain 5)** • Is reflective, transparent, ethical, equitable and fair. • Ensures that student needs inform all aspects of schooling. • Considers and evaluates the potential moral and legal consequences of decision making. 6. **Responds to larger political, social, economic, legal and cultural contexts (LCI Rubric, Domain 6)** • Advocates broadly for children, families, and staff • Understands and is sensitive to the world outside of school. • Assesses, analyzes and anticipates emerging trends in order to adapt leadership strategies		
Based on self-assessment and conversation with evaluator, what is your Inquiry Question to guide your year's work?		
Administrator Signature: Evaluator Signature:		

Administrator Reflection and Self-Assessment Based on ISLLC Standards		
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Thank You