

Haldane APPR

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APPR Committee:

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What is APPR?

- Annual Professional Performance Review
 - Accountability
 - Ongoing professional development
 - Continuous improvement model
 - Satisfies state mandate while preserving Haldane identity and positive collaborative culture.

Overview

- 60% = Local Rating of Professional Practice
 - 20% = Local achievement measures
 - 20% = State standardized achievement measures
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- 100% = Comprehensive teacher rating:
 - Highly effective, Effective, Developing, Ineffective

Focus on 60% - Teachers

- Charlotte Danielson (1996, 2007, 2011) 4 Domains
 - Planning and Preparation
 - Classroom Environment
 - Instruction
 - Professional Responsibilities
- Classroom Observation
- PLP (Professional Learning Plan – goals)
- Teaching Artifacts
- Professional conversations

Sample Partial Rubric

Component Summary Domain 3: Instruction

Component	Ineffective	Developing	Effective	Highly Effective
<i>3a: Communicating with students</i>	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
<i>3b: Using questioning and discussion techniques</i>	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher's attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
<i>3c: Engaging students in learning</i>	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.

Focus on 60% - Principals

- Built from ISLLC standards
 - (Interstate School Leader Licensure Consortium)
- Multi-dimensional Principal Performance Rubric (MPPR) – 6 Domains:
 - Shared Vision of Learning
 - School Culture and Instructional Program
 - Safe, Efficient, Effective Learning Environment
 - Community
 - Integrity, Fairness, Ethics
 - Political, Social, Economic, Legal and Cultural Context
 - Other: Goal setting and Attainment

Sample Partial Rubric from MPPR (Principals)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Instructional Program <i>(design and delivery of high quality curriculum that produces clear evidence of learning)</i>	<p>promotes a curricular program that provides students with limited, surface or cursory exposure to a topic, concept or skill set and establishes or defines meaning for students, focusing on the recall of isolated concepts, skills and/or facts</p> <p>maintains a hands off approach to instruction</p> <p>initiates actions that interrupt instructional time and distract from learning (e.g., meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)</p>	<p>establishes a curricular program focused primarily on recall, comprehension and factual knowledge acquisition that enables students to develop a basic understanding of a topic and/or process and includes few, if any, opportunities for them to construct meaning</p> <p>provides mixed messages related to expectations for instructional methodology and own understanding of “best practices”</p> <p>allows actions that disrupt instructional time and distract from</p>	<p>creates a comprehensive, rigorous, and coherent curricular program that address all levels of thinking, enables students to develop knowledge and skills related to a concept, problem, or issue, and supports their construction of meaning during the most important lessons and tasks</p> <p>supervises instruction and makes explicit the expectation that teachers remain current in research-based, best practices and incorporate them into their own work maximizes time spent</p>	<p>engages students and teachers in designing and revising a learner-centered curricular program that integrates basic and higher levels of thinking throughout and provides opportunities for students to emulate professionals and construct meaning as they engage in a thorough exploration of a concept, problem, issue, or question</p> <p>supervises instruction on an ongoing basis, and engages in collegial opportunities for learning, action research and/or inquiry related to best</p>

Focus on Local 20% - teachers

- Unit of instruction plan.
- Locally developed assessment.
 - Common across grade level team or department.
 - Self assessment and reflection
 - Evaluated on Danielson rubric according to targeted areas determined by evaluator.

Focus on Local 20% - Principals

- Targeted Goal Setting with Principal and Superintendent who collaborate upon an instructional, leadership challenge.
- Collegial participation.
- Leadership challenge addresses an area of instructional need in the building.
- Progress is monitored through both formative and summative measures.

Focus on State 20%

- 3-8 ELA and Math exams.
- Regents exams.
- SLO (student learning objectives)
- Can SED deliver on its data warehousing pledge?
- Expect flaws the first year and possibly thereafter.

Summary

- The APPR believes that the process has positive and negative aspects.
- Positives is the renewed focus on teaching and learning.
- Negative is the time needed.
- Final comments from APPR committee
- Q/A from Board of Education.
- Q/A from audience.