

ANNUAL PROFESSIONAL PERFORMANCE REVIEW PROCESS

(APPR)

The district's Annual Professional Performance Review (APPR) is designed to recognize, support, and improve the teaching-learning process. The procedures, documentation process, the staff member's role, and the administrator's role are outlined below. The suggested timeline for these procedures is outlined separately.

Procedures

- 1. An important part of the APPR process is the NYS component of the 8 Criteria for the Evaluation of Teachers. It is the district's belief that all 8 Criteria are the foundation for an effective teaching-learning process in the classroom. All 8 NYS Criteria must be addressed and successfully completed within a three-year period.**
- 2. Each year, the APPR process begins with goal setting. The goal is a specific objective that can be assessed and will have a positive influence on student learning/achievement. It is recommended that probationary teachers choose one or two of the 8 Criteria each year to relate to their goal setting area. "Reflective, Responsive Practice" is one of the 8 Criteria and is embedded within the APPR process and the Mentoring Program; therefore, it could be carried across the probationary period each year.**
- 3. A Goal Setting Support References page shows the NYS 8 Criteria for the Evaluation of Teachers, outlines the district's "C.I.S.O." process for continuously improving student outcomes, and suggests collaborative goal setting options. The Learning Standards for NYS and the district's Commencement Goals are printed separately. These documents all have commonalities. A goal area may be constructed by addressing these linkages within the context of improving student outcomes.**
- 4. Individual conferences with each professional will be conducted during the goal setting and summative process. The teacher and administrator will agree on the projected goals, proposed activities, resources, and assessment by signing and dating the Goal Setting Form during a conference.**
- 5. The APPR plan for probationary staff will include a minimum of four observations during the first year, a minimum of three observations the second year, and a minimum of two observations the third year. One observation each year will be**

unannounced and may occur at any time during the observation cycle established by administration. Announced observations are preceded by a pre-observation conference. A post-conference follows all observations. The scheduling of announced observations is by mutual agreement.

6. A mid-year review of one's goal progress occurs when the staff member completes and turns in the Goal Update Form.
7. The district's summative form shows a three-year-at-a-glance overview of teacher performance. Each year, the summative will document which of the 8 Criteria were addressed as a goal area. Additional areas of professional performance may be included within the narrative of the summative.
8. The majority of teachers will be well served by the APPR process and will find it to be a valuable experience for professional growth. There may be a small number of individuals, however, who need additional support. That support will come through a mutually developed plan, the TIP ~ Teacher Improvement Plan ~ designed to help teachers address an area in need of improvement.

Documentation

1. The documentation process for an observation includes these forms:
(1) Pre-Observation Conference Form; (2) Administration Evaluation Form;
(3) Reflective Response Form.
2. The Administrative Evaluation Form for Non-Tenured (Probationary) Teachers targets the focus of the observation, includes a lesson summary, and both commendations and recommendations. An area for a collaborative response is included as well as a separate space for the individual teacher response. The teacher's written Reflective Response Form becomes part of the observation documentation. An Administrative Evaluation Form exists for the observation of a tenured staff member.
3. The documentation for the summative process includes these forms: (1) Goal Setting Form; (2) Goal Update Form; (3) all forms for the observation process; (4) the Three-year Summative Log Form. A Summative Planner sheet may be used by both probationary and tenured staff as a self-assessment guide.
4. Central Office will keep all original signature documents for the APPR process. Central Office also prepares the documentation for the tenure recommendation.

Staff Member's Role

- 1. The district's Mentoring Program supports the APPR process. The EERC is a valuable resource for professional staff. Many of the Research-Based References (listed separately) are available in the EERC.**
- 2. Each professional writes an individual APPR plan. The plan, however, may document collaboration among professionals at grade levels, within buildings, or by content areas. All members of the collaborative team must be on record by signing the Goal Setting Form.**
- 3. The teacher will complete a draft of the Goal Setting Form for the new school year. (Please refer to the suggested timeline for probationary and tenured staff.)**
- 4. The teacher will complete the worksheet Goal Update Form midway through the school year and provide a copy of the worksheet to the administrator who assisted in goal setting.**
- 5. In order to prepare for the summative conference, the staff member should refer to the Summative Planner. The questions on the Summative Planner may be used as a guide for documentation. The staff member also may prepare a Professional Activities/Achievements summary for the school year as referenced on the second page of the Summative Log. An Activities Record form may be used for this purpose.**
- 6. If any individual is in need of additional support, that support will come through a mutually developed plan, the TIP ~ Teacher Improvement Plan. Both administrative and teaching staff will develop the TIP with the individual staff member.**
- 7. The descriptors for the 8 Criteria for the Evaluation of Teachers provide meaning for each of the eight component areas. A separate set of descriptors exists for the 8 Criteria for the Evaluation of Pupil Personnel.**

Administrator's Role

- 1. District administrators will collaborate on a distribution of assignments for the APPR process. The evaluative team may consist of a Director, a Coordinator, a Principal, and an Associate/Assistant Principal. One administrator will be identified as the primary contact for the goal writing and summative process. Building administrators will advise faculty of these assignments so that the goal setting process may begin.**

- 2. The administrator designated as the primary contact should provide a copy of all pertinent documentation to the other administrators who share APPR and programmatic responsibilities for a single staff member.**
- 3. A draft of the summative should be shared with the evaluative team for input. After gaining input, the summative conference may occur with the staff member.**
- 4. District administrators will provide Central Office with the original forms according to the district's timeline set for the APPR process. Copies of these forms will be kept on file within each building, with a copy given to the participating teacher.**
- 5. Central Office will provide a written update record of the APPR process by listing each administrator's completed paperwork throughout the four cycles.**
- 6. District administrators will provide input for tenure recommendations at the appropriate time.**
- 7. District administrators and other professional staff will collaborate on the design of the TIP ~ Teacher Improvement Plan.**