NYS Annual Professional Performance Review

APPR Lexicon

Annual Professional Performance Review (APPR): In May 2010, the New York State Legislature approved an amendment to Educational Law 3012-c regarding the Annual Professional Performance Review (APPR) of teachers and principals. The new law states that beginning September 2011, all teachers and principals will receive a number from 0-100 to rate their performance. Part of that number (ranging from 20% to 40%) will be derived from how well students perform on standardized tests.

> **Sub-component 1**- State Growth Measures (20 points) - Retains the state growth requirements, including requirements related to the development of Student Learning Objectives (SLOs).

> **Sub-component 2**- Local Achievement Measures (20 points) - Allows for the use of state assessments in a manner that is different from the way such instruments were used for sub-component 1. It will also continue to allow for other instruments/measures such as SED approved third party assessments and district/BOCES assessments that meet state standards.

> **Sub-component 3**- Teacher Performance (60 points) - Will require that "a majority of the teacher performance points will be based on classroom observations by an administrator or principal, and at least one observation will be unannounced. The remaining points will be based upon defined standards including observations by independent trained evaluators, peer classroom observations, student and parent feedback from evaluators, and evidence of performance through student portfolios."

Baseline: A measure of the level of knowledge that students in a class are beginning with at the start of the year/semester. Used when setting a growth goal that involves progress. For each source of evidence, the numerical quantity that represents student learning prior to instruction is the baseline; it is the starting point used within the student learning objective. Growth is determined by student learning as they progress over a period of time from baseline performance.

Common Core State Standards (CCSS): These are newly adopted State standards that will influence State assessments and local curricula with twelve (12) key shifts to influence teaching, learning, and assessment.

Common Core "Shifts"

Shifts in ELA/ Literacy

Shift 1	PK-5, Balancing Informational & Literary Texts	Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world – science, social studies, the arts and literature – through text. At least 50% of what students read is informational.
Shift 2	6-12, Knowledge in the Disciplines	Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain specific texts in science and social studies classrooms – rather than referring to the text, they are expected to learn from what they read.
Shift 3	Staircase of Complexity	In order to prepare students for the complexity of college and career ready texts, each grade level requires a "step" of growth on the "staircase". Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful l reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.
Shift 4	Text-based Answers	Students have rich and rigorous conversations which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.
Shift 5	Writing from Sources	Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.
Shift 6	Academic Vocabulary	Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as "discourse," "generation," "theory," and "principled") and less on esoteric literary terms (such as "onomatopoeia" or "homonym"), teachers constantly build students' ability to access more complex texts across the content areas.

Shifts in Mathematics

Shift 1	Focus	Teachers use the power of the eraser and significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards so that students reach strong foundational knowledge and deep conceptual understanding and are able to transfer mathematical skills and understanding across concepts and grades.
Shift 2	Coherence	Principals and teachers carefully connect the learning within and across grades so that, for example, fractions or multiplication spiral across grade levels and students can build new understanding onto foundations built in previous years. Teachers can begin to count on deep conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning
Shift 3	Fluency	Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions (found in the attached list of fluencies) such as multiplication tables so that they are more able to understand and manipulate more complex concepts.
Shift 4	Deep Understanding	Teachers teach more than "how to get the answer" and instead support students' ability to access concepts from a number of perspectives so that students are able to see math as more than a set of mnemonics or discrete procedures. Students demonstrate deep conceptual understanding of core math concepts by applying them to new situations. as well as writing and speaking about their understanding.
Shift 5	Application	Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so. Teachers provide opportunities at all grade levels for students to apply math concepts in "real world" situations. Teachers in content areas outside of math, particularly science, ensure that students are using math – at all grade levels – to make meaning of and access content.

Shift 6	Dual Intensity	Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity. Teachers create opportunities for students to participate in "drills" and make use of those skills through extended application of math concepts. The amount of time and energy spent practicing and understanding learning environments is driven by the specific mathematical concept and therefore, varies throughout the given school year.

Danielson's (1996) *Framework for Teaching*: The Framework for Teaching divides the complex activity of teaching into 22 components across four domains. Each of the 22 components is made up of multiple elements. There are a total of 76 elements over the 22 components. For example, Communicating with Students is a component of Domain 3: Instruction. One of the elements of Communicating with Students is Directions and Procedures.

> **DOMAIN:** Instruction
> > **COMPONENT:** Communicating with Students
> > > **ELEMENT:** Directions and Procedures

Each of the 76 elements has a rubric which includes descriptions of four performance levels for that element: Unsatisfactory, Basic, Proficient, and Distinguished. The rubrics are a powerful way to develop a common understanding of teaching practices among leaders, observers, and teachers.

Rubrics in the Danielson Collection have an advantage over versions found in print. The Danielson Collection Rubrics are linked to appropriate fields in classroom observation forms. This puts the correct rubrics in the places where they are needed when doing observations to improve the quality of feedback and make the process more efficient. The Professional Development Resource Library also includes reference material on the rubrics including documentation, commentary from Charlotte Danielson on the relevant element, and sample videos demonstrating "distinguished" practices. Teachers can map their Professional Development Plan to the rubrics and use them to determine their own level of practice when conducting self-assessments.

District Rules: Explains how specific SLOs were set.

District-Wide Priorities and Academic Needs: This is based on the use of focus areas of the district's strategic plan as the starting point to consider how to construct growth measures that advance district priorities.

District-Wide Process: This is the determination used for setting, reviewing, and assessing SLOs in schools.

Evidence: The assessment of student learning or other form of student work product that is used to determine how much the educator's students have learned; do not have to use an identical assessment for determining progress from baseline to target, could use a collection of evidence from different assessment(s)/measure(s).

Goal: A specific and measurable learning objective/goal that can be measured over the course of a year (or other interval of time, where applicable, such as teacher with semester long courses).

Growth Measures: These will either be provided by the State or established in the SLOs as comparable measures of student growth.

HEDI: An evaluator's ranges of student performances a teacher meets with the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective). (**H**ighly-effective/**E**ffective/**D**eveloping/**I**neffective)

> **H**ighly-effective – Results are well-above state average for similar students (or district goals if no state test).
> **E**ffective – Results meet state average for similar students (or district goals if no state test).
> **D**eveloping – Results are below state average for similar students (or district goals if no state test).
> **I**neffective - Results are well-below state average for similar students (or district goals if no state test).

Interstate School Leaders Licensure Consortium (ISLLC) Standards: The standards have recently been developed by the Council of Chief State School Officers in collaboration with the National Policy Board on Educational Administration (NPBEA) to help strengthen preparation programs in school leadership. There are six (6) standards that are presented within with the areas of **knowledge**, **dispositions**, and **performances**.

Interval of Instructional Time: The instructional period covered and rationale if not a year, semester, quarter, etc.

Learning Content: Pertains to what is being taught as well as which Common Core State Standards and/or national standards are addressed.

Locally-Selected Measures of Student Learning: This component will constitute 20% (or 15% in grades and subjects where a value-added model exists for the growth-on-State-assessments subcomponent) of each educator's evaluation. This portion must be based on measures of student achievement, which may include student growth. Districts

select the measures and the measures must be rigorous and comparable across classrooms in the same grade/subject or in the same program in a school district or BOCES.

Mastery: A student learning objective whose target is expressed in terms of how many or which students will reach a certain level of achievement. Does not require a baseline for those students although may be expressed as a change in the percentage of students who have attained mastery since the beginning of the year or as % of standards that will be mastered by the end of the year.

Measures of Student Growth on State Assessments (or a comparable measure of student growth): This component will constitute 20% (or 25% in grades and subjects where a value-added model has been approved by the Board of Regents) of each educator's evaluation. For subjects and grades for which New York State has statewide assessments that can be used to measure growth in student learning between two points in time (currently grades 4-8, ELA and mathematics), these State assessments will be utilized in conjunction with a growth or value-added model to determine an educator's score on this portion of the evaluation.

NYS Teaching Standards: There are seven (7) teaching standards with related elements and indicators which are designed to enhance teaching practices.

> I. Knowledge of Students and Student Learning
> II. Knowledge of Content and Instructional Planning
> III. Instructional Practice
> IV. Learning Environment
> V. Assessment for Student Learning
> VI. Professional Responsibilities and Collaboration
> VII. Professional Growth

Partnership for Assessment of Readiness for College and Careers (PARCC): This consortium has a proposal to the U.S. Department of Education which is committed to developing model content frameworks for English language arts/literacy (ELA/literacy) and mathematics to both serve as a bridge between the standards and the PARCC assessments and provide greater insight into the Common Core State Standards.

Progress: Any SLO whose target represents a change in the level of learning for each student over two points in time. Progress goals require a baseline and a target that is higher than the baseline for the same students.

Rationale: This is the reason for choosing the particular learning content, evidence, and target.

SLO: A Student Learning Objective (SLO) is an academic goal for a teacher's students set at the start of a course.

Student Population: Students being addressed in the evaluation process.

Student Portfolios: Student portfolios are collections of student work that are typically used for an alternative assessment grade in the classroom. Student portfolios can take a couple of forms.

One type of student portfolio contains work that shows the student's progression through the course of the school year. For example, writing samples might be taken from the beginning, middle, and end of the school year. This can help show growth and provide teachers, students, and parents with evidence of how the student has progressed.

A second type of portfolio involves the student and/or teacher selecting examples of their best work. This type of portfolio can be graded in one of two ways. In many cases, these items are graded normally and then placed in the student's portfolio. This portfolio can then be used as evidence of student work for college and scholarship applications among other things. The other way that these types of portfolios can be graded is to wait until the end of a term. In this instance, typically the teacher has published a rubric and students collect their own work for inclusion. Then the teacher grades this work based on the rubric.

Target: The numerical outcome expected at the end of the instructional period for student learning**.**

Teacher Portfolio: A teacher portfolio is an anthology of achievements that the teacher has accomplished, both in the classroom and elsewhere. Remember that this is a personal document. It is designed to display that teacher's talents and proficiencies. It demonstrates a teacher's knowledge and skills. What the teacher includes is always a matter of intent. The question that should be asked is, ***"What am I trying to tell the reader about myself?"***

State-Provided growth or value-added measures: NYSED will provide for all teachers whose students take State assessments in grades 4-8, ELA/Math a teacher growth score comparing the gain their students made between two points in time.

Value-added models (VAM) of Teacher Effectiveness: The evaluation of teachers based on the contribution they make to the learning of their students, value-added, is an increasingly popular but controversial education reform policy. A value-added model for

teacher evaluation operates in which student achievement is estimated based on prior achievement and other student characteristics.