

Understanding the Teacher & Principal Evaluation System (APPR)



Broad View of Evaluation System:

- ✓ All classroom teacher and building principal evaluations are based on a combination of two components.
- ✓ Evaluations have a component which measures professional practice: classroom practice for teachers or building-level leadership for principals. And evaluations have another component that measures student academic growth.
- ✓ Performance in each component is built around the following performance levels, often referred to as HEDI: Highly Effective (exceeds expectations), Effective (meets expectations), Developing (needs improvement to meet expectations), and Ineffective (well below expectations).
- ✓ The same is true for the final Composite Rating. When the two components are combined at the end of the year, each educator receives an overall rating of one of the four HEDI ratings.
- ✓ There are many decisions along the way that are made through collective bargaining to make this meaningful for the local district.

Up-Close View of the Evaluation of Professional Practice:

- ✓ All teachers and principals will be observed at least twice per year. At least one of those observations needs to be an unannounced observation.
- ✓ These observations will be completed by different observers, unless the district seeks a waiver from this requirement.
- ✓ These observations are weighted differently, with the primary supervisor generally carrying the most weight.
- ✓ The combined scoring of these observations is translated into a HEDI performance level, and is used as one of the two components in the Composite Rating.
- ✓ Each district collectively bargains which rubric will be used to evaluate the educator, what aspects of professional practice will be evaluated, and how scoring will work within certain state-provided ranges.
- ✓ All evaluators of teachers and principals are trained initially and recertified on a regular basis.

Up-Close View of the Evaluation of Student Academic Growth:

- ✓ All teachers and principals will have a portion of their evaluation based on how students are growing academically.
- ✓ A state-provided growth score and/or Student Learning Objectives (SLOs) are used as tools in this process.
- ✓ Teachers and principals who have students taking state assessments will still be evaluated on their students' performance.
- ✓ In order to provide flexibility to local districts and in many cases to reduce the overall amount of testing students are exposed to, SED allows for a wide variety of options to use in this component.
- ✓ While SED is rewriting the ELA and math learning standards and their associated state assessments, no educator who is connected to the 3-8 testing will be evaluated based on student performance on these assessments.
- ✓ Because of the transition to new 3-8 assessments, many educators will receive both an "Original" rating and a "Transition" rating.
- ✓ Based on student assessment performance, a HEDI rating is generated, and is used as the other of the two components in the Composite Rating.
- ✓ The assessments used in this component are either required by SED or chosen by the district.

WASHINGTON • SARATOGA
BOCES
BOARD OF COOPERATIVE EDUCATIONAL SERVICES
WARREN • HAMILTON • ESSEX

31
Districts

39,076
Students

The Washington-Saratoga-Warren-Hamilton-Essex BOCES serves 31 school districts in a five county region located in the northeast portion of the State. The region is home to **over 39,076** school children and is geographically the second largest BOCES in New York State.

The WSWHE BOCES Race to the Top Network Team helps districts continue their work on implementing the three state-defined deliverables:

- Implementation of the Common Core Learning Standards
- Embedding data-driven instruction into daily school practice
- Developing evidence-based observation systems for teachers and principals

www.wswheboces.org

