

Eastern Suffolk BOCES
Annual Professional Performance Review (APPR) Plan under Education Law §3012-c
2011-2012

1. Statement of Purpose

It is the intent of the Eastern Suffolk BOCES to foster ongoing professional growth and development, reflection, and refinement of professional practice for all its faculty and staff in order to improve teaching and learning. The protocols, instruments, and rubrics included in this document are to be considered a framework for a cycle of continuous improvement and efficacy for all students, faculty, and staff.

2. Rationale

In accordance with Education Law §3012-c and the Commissioner's regulations, the agency's evaluation processes are based, on the New York State Teaching Standards and the Educational Leadership Policy Standards: ISLLC 2008 (ISLLC Standards). The ultimate purpose of a quality APPR is to provide an essential process by which the entire learning organization can achieve its mission and vision for all students which is to provide programs with high quality instruction to insure student success.

The Eastern Suffolk BOCES is committed to focusing its efforts and resources to continue to develop a meaningful evaluation process as an important means to achieve this goal.

3. Demographic Information

Eastern Suffolk BOCES, an educational cooperative of 51 Long Island school districts, provides educational leadership, direct instruction, management and support through quality, cost-effective instructional programs and shared services. These programs and services maximize educational and career opportunities for Long Island's diverse community of lifelong learners, both children and adults, and enhance the operational effectiveness of its schools. Eastern Suffolk BOCES became the first intermediate educational agency to be accredited by the Middle States Association of Colleges and Schools. The accreditation represents our organization's commitment to Strategic Planning and providing services that meet rigorous external standards.

Eastern Suffolk BOCES provides services to our 51 component districts in an approximately 1000 square mile geographical area covering seven Suffolk County, Long Island towns. These include the towns of Islip, Brookhaven, Riverhead, Southold, Southampton, East Hampton and Shelter Island. There is a regional student enrollment of just under 170,000 students. Eastern Suffolk BOCES provides Career and Technical Education to approximately 2500 students in this region at five different locations. We also provide services to approximately 2000 of the regions most impaired Students With Disabilities at nine different center based locations and varied, outreach and district based sites. Within those programs we offer three Alternative High School programs, two Alternative Learning Centers for short-and medium term suspensions, a hospital based program, two drug treatment centers as well as programs at the county jails for incarcerated youth

The region served is geographically and culturally diverse. It includes several of the largest suburban districts in the state of NY with enrollments at about 15,000 students each as well as some of the smallest school districts in the state with enrollments as low as 10. These districts also represent enormous ethnic diversity with some being 100% white, and others up to 60% Black or Hispanic. Many of our districts have high numbers of students qualifying for Free and Reduced Lunch (up to 100%). Some have large numbers of English Language Learners. District data for college enrollment ranges from 78 to 100%.

Internally, on average 66% of our Students With Disabilities qualify for Free and Reduced lunch. We don't have poverty levels for our Technical Education students as they are not part of our lunch program. Our ethnicity

rates for students vary by building. Amongst our Technical programs approximately 10% of the students are Black, 15% Multi-racial and 75% White. Amongst our Special Education programs which are organized by age and need, the ethnic breakdowns are much more varied. But the department wide breakdowns are approximately 31 % of the students Black and 69% White.

4. The Annual Professional Performance Review Plan and District's Evaluation System

The Eastern Suffolk BOCES Board of Education will approve an APPR plan on an annual basis by September 1st and make it public on the district website, www.esboces.org , by September 10th. If negotiations are pending over any portions of the plan, the plan shall so indicate and an amended plan shall be approved and posted upon completion.

All educators will receive timely and constructive feedback as part of the evaluation process.

To the extent the Eastern Suffolk BOCES had a collective bargaining agreement in effect on July 1, 2010, whose terms conflict with any requirements in law or the Commissioner's regulations, such terms remain in place during the duration of the agreement and until entry into a successor agreement.

As per Eastern Suffolk BOCES Policy 5130, every member of the staff receives a minimum of one performance review per year. This is inclusive of Classroom Teachers and Principals.

Beginning with the 2010-2011 school year, every certificated member of the BOCES Educators of Eastern Suffolk (BEES) (inclusive of all classroom teachers) was evaluated using a rubric based evaluation adopted from Charlotte Danielson's Framework for Teaching. There are six different rubrics in use (Classroom Teacher, Related Service Provider, School Psychologist, Guidance Counselor/Social Worker, Instructional Support Specialist and Teaching Assistant). Each rubric utilizes a four point rating scale; Highly Effective, Effective, Developing and Ineffective as per NYSED regulations. This rubric is an adaptation of Danielson's work so is not part of the NYSED approved rubrics. The agency is in the process of applying to the state for a waiver to continue to use this instrument as we have devoted substantial time, effort and resources into the development and implementation of it as a tool.

Discussions have begun with the BEES unit regarding the scoring methodology for the assignment of points to the locally selected measures of student achievement (%20) and the assignment of the 60 points to the Teacher rubric (%60).

As per contractual language in the BEES unit, every teacher is given a copy of any formal evaluation report prepared by their supervisors at least one day before the conference to discuss it. Such report shall not be submitted to central administration, place in the teacher's files or otherwise acted upon without a prior conference with the teacher. The teacher will acknowledge that he or she had the opportunity to review such material by signing the copy to be filed.

The agency has begun discussions with the Administrative/Supervisory Unit regarding the choice of Principal rubric from the available NYSED approved rubrics. At the present time all administrators both represented and non-represented are evaluated utilizing a narrative instrument. This instrument reflects the administrator's performance in the areas of Planning, Managing, Interacting, Evaluating, and Professional Development. Discussions are planned with the Administrative/Supervisory unit regarding the scoring methodology for the assignment of points to the locally selected measures of student achievement (%20) and the other measures of Principal effectiveness (%60).

The performance of building principals and other program administrators is reviewed twice yearly with their supervisors. A mid-year review is completed on or about January. A formal end of the year evaluation is completed following the completion of the academic year. Each of these evaluations is accompanied by a conference between administrator and supervisor.

The Eastern Suffolk BOCES will continue its process of reviewing its procedures to ensure alignment with New York State Education Law §3012-c and Commissioner's regulations. During the 2011-2012 school year, the Eastern Suffolk BOCES will work with appropriate stakeholder groups as necessary and/or appropriate to determine decisions about local measures of student achievement; a principal practice rubric; any other evaluation measures and instruments (such as surveys, self-assessments, portfolios); and the scoring methodology for the assignment of points to locally selected measures of student achievement and other measures of teacher or principal effectiveness. All of these above items, when determined will be included in the district's amended APPR plan.

5. Performance Improvement Plans

The Eastern Suffolk BOCES has developed a Teacher Improvement Plan in collaboration with the BEES unit. This instrument has been used to support teachers whose performance has been evaluated as being in need of improvement. Pursuant to New York State Education Law 3012-c for these teachers the implementation of a Teacher Improvement Plan (TIP) will occur no later than 10 days after the date on which teachers are required to report. It is understood that the ultimate objective of an improvement plan is improved teacher performance resulting in increased student achievement, and that the intent of such a plan is instructional rather than disciplinary. Each TIP will be developed for the benefit of, and in consultation with, the teacher.

The Eastern Suffolk BOCES will support administrators, including principals, whose performance is evaluated as needing an individual improvement plan by developing a Principal Improvement Plan (PIP), pursuant to New York State Education Law 3012-c. It is understood that the ultimate objective of an improvement plan is improved principal performance resulting in increased student achievement, and that the intent of such a plan is instructional rather than disciplinary. Each PIP will be developed for the benefit of, and in consultation with, the principal.

6. Appeals of Annual Performance Evaluations

To the extent that a teacher wishes to challenge a performance review and/or the improvement plan, the Eastern Suffolk BOCES will entertain appeals in accordance with appeal procedures developed through negotiations. The following details to the appeals process have been collectively bargained. As per Article 10, Section B,

“At the request of the employee receiving a Developing or Ineffective rating, Annual Professional Performance Reviews conducted pursuant to NYSED requirements and this Agreement, may be appealed to the next level of supervision up to and including, but not beyond, the Chief Operating Officer or the Deputy Superintendent for Educational Services.”

Additional details of the Appeals process are in the discussion stage.

To the extent that a principal wishes to challenge a performance review and/or the improvement plan, the Eastern Suffolk BOCES will entertain appeals in accordance with appeal procedures developed through negotiations yet to be completed.

Under Education Law §3012-c, a teacher/principal may only challenge:

- the substance of the annual professional performance review;
- the school districts or board of cooperative educational services adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
- the adherence to the Commissioner's regulations, as applicable to such reviews;
- compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
- the school districts or board of cooperative educational services issuance and/or implementation of the terms of the teacher or principal improvement plans under Education Law §3012-c.

7. Evaluator Training

The Eastern Suffolk BOCES will ensure that all evaluators are properly trained and certified, as necessary, to complete an individual's performance review. Evaluator training will be conducted by Eastern Suffolk BOCES Network Team members and then turn keyed to each of our evaluators. Evaluator training will be conducted in accordance with the certification requirements per the Commissioner's regulations. This training will include the following:

- New York State Teaching Standards and ISLLC Standards
- Evidence-based observation
- Application and use of Student Growth Percentile and Value Added Growth Model data
- Application and use of the State-approved teacher or principal rubrics
- Application and use of any assessment tools used to evaluate teachers and principals
- Application and use of State-approved locally selected measures of student achievement
- Use of Statewide Instructional Reporting System
- Scoring methodology used to evaluate teachers and principals
- Specific considerations in evaluating teachers and principals of ELLs and students with disabilities

The Eastern Suffolk BOCES has already reviewed data and begun training evaluators on issues related to inter-rater reliability. ESBOCES will continue to develop a process to ensure that evaluators maintain inter-rater reliability over time and that they are recertified on an annual basis by professional development specific to the above nine elements.

8. Data Management

The instructional programs at Eastern Suffolk BOCES have begun the process of working with our Administrator of Student Data Management and the staff in that department as well as the Office of Technology Integration, the Student Data Services department and the Department of Human Resources to develop a process that aligns their student management system, TEACH, and human resources data systems. This will ensure that SED receives timely and accurate teacher, course and student "linkage" data.

ESBOCES will develop a process for teacher and principal verification of the courses and/or student rosters assigned to them. ESBOCES has downloaded teacher unique identifiers from the TEACH system into our HR system. We are in the process of working with our E-School data system to insure that students are linked to a teacher for each course. Multiple meetings have occurred with instructional program administration, Student Management Services as well as staff from Student Data Services to insure that we are on target for this information to move forward.

The instructional programs at Eastern Suffolk BOCES will work with all necessary stakeholders at ESBOCES and SED to develop a process that aligns their student management system, TEACH, and human resources data systems to report to SED the individual subcomponent scores and the total composite effectiveness score for each applicable educator. We have begun investigating software systems that will collect our teacher evaluation information and communicate it electronically to our HR data system.

9. Assessments

Working in conjunction with our Education and Information Support Services Department, the Eastern Suffolk BOCES has a well organized and secure process for the dissemination and scoring of Regents examinations. For Regents Examinations, Regents Competency Tests, and Second Language Proficiency Examinations we follow the NYSED Office of Assessment Policy, Development and Administration guidelines as found on the NYSED.gov website.

For all 3-8 testing, the NYSAA and the NYSESLAT we also follow NYSED Office of Assessment Policy, Development and Administration guidelines specific to those assessments.

The instructional programs at Eastern Suffolk BOCES work in conjunction with our Education and Information Support Services department utilizing the well developed and secure Regional Scoring services that are offered as per NYSED guidelines.

The instructional programs at Eastern Suffolk BOCES will implement procedures to provide for the facilitation and secure scoring of all 3-8 assessments to help ensure that neither teachers nor principals have a vested interest in the scoring process.

10. Monitoring

The Eastern Suffolk BOCES agrees to collaborate with SED regarding any concerns and/or monitoring of the district regarding evaluation implementation.