

BYRAM HILLS
CENTRAL SCHOOL DISTRICT

Approved Variance from SED
Changes to the
Student Performance Category
2020-2021 to 2022-2023

EVALUATION COMMITTEE

District Office: Tim Kaltenecker

Administrators: Chris Walsh (BHAA President), MaryBeth Crupi, Peggy McInerney, Lisa Pellegrino

Teachers: Susan Tyrrell (BHTA President), Elise Feder, Robin Zilli, Willoughby Levesque, Leisa Palmer, Jill Berner, Dana Ferraro, Aaron Lockwood

Overview of Teacher Evaluation Rating

OBSERVATION CATEGORY

1. *Lead Evaluator* Observations
2. *Independent Evaluator* Observations

STUDENT PERFORMANCE CATEGORY

Teachers & principals are rated based upon student growth on state or state-approved tests

Teachers receive a rating (HEDI) using the SED [matrix](#) based upon two categories.

SED allows regulatory flexibility for districts to modify their APPR process.

The District, BHAA and BHTA agreed upon two changes for this year, due to the pandemic, which SED approved:

1. Hardship waiver (observation category)
2. Variance (student performance category)

The Independent Evaluator Observation

OBSERVATION CATEGORY

1. Lead Evaluator Observations
 2. Independent Evaluator Observations (*unannounced*)
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STUDENT PERFORMANCE CATEGORY

For 2020-2021

OBSERVATION CATEGORY

1. Lead Evaluator Observations
2. Observation conducted by *the Lead Evaluator* (*unannounced*)

The Lead Evaluator will conduct this *required, unannounced observation* instead of the Independent Evaluator.

- Will focus on components **2a** and **3c**
- Remains 15% of observation category

Performance Category (i.e., SLOs)

OBSERVATION CATEGORY

A shift from rating teachers and principals based on a single or multiple tests to....

...rating teachers and principals on their *actions* and *ability to reflect on professional growth* that ultimately leads to improved student learning.

STUDENT PERFORMANCE CATEGORY

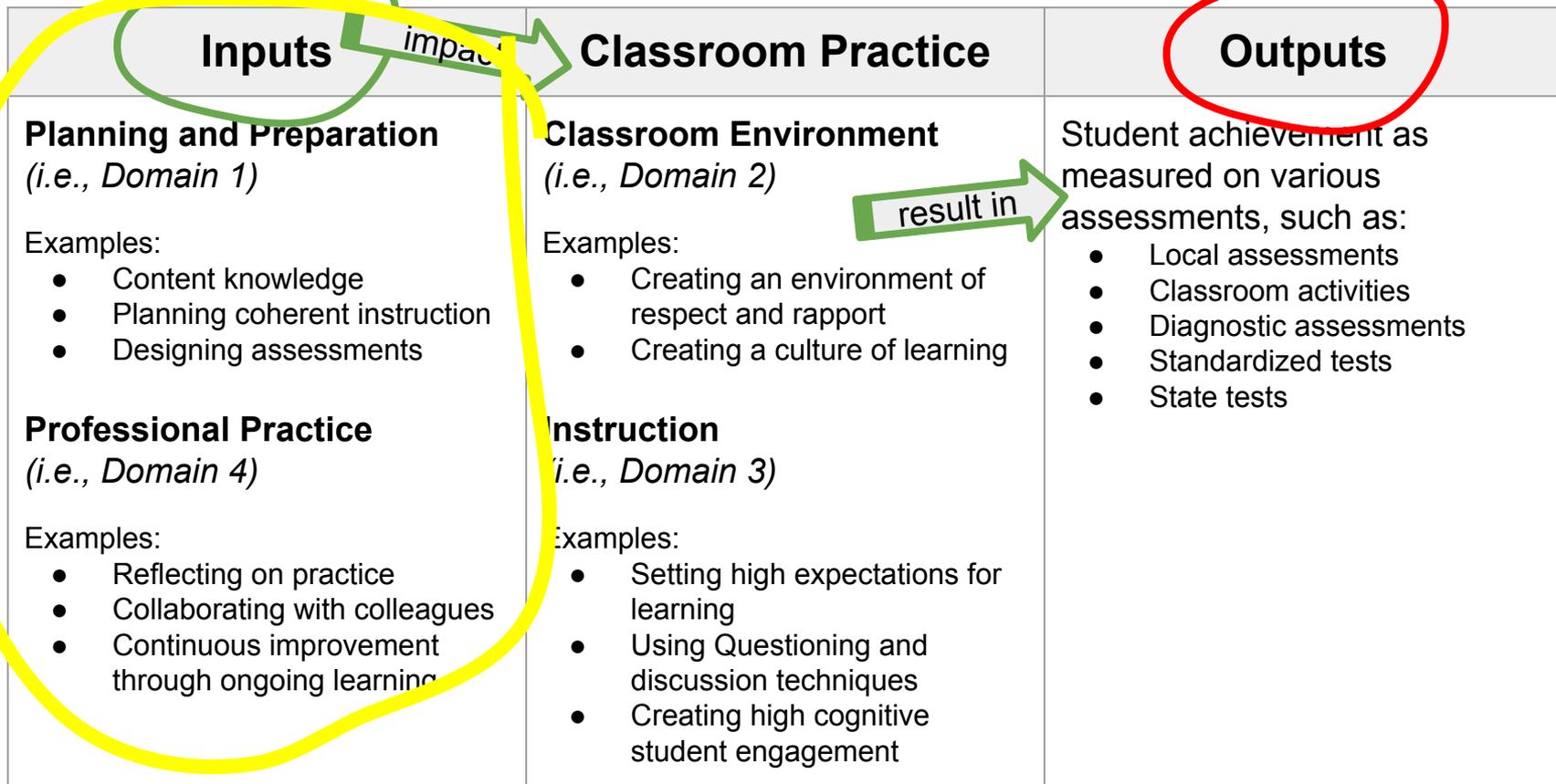
Teachers & principals are rated based upon student growth on state or state-approved tests



2020-2021 through 2022-2023 STUDENT PERFORMANCE CATEGORY

- Principals: Annual goals
- Tenured Teachers: Professional Growth Plans
- Probationary Teachers: Portfolio Projects

Shift from an *Output* Model to an *Input* Model



Tenured Teachers - Overview

1. Tenured teachers follow the usual process for **Professional Growth Plans (PGP)** as outlined in the Guide to Teacher Evaluation.
2. During the final conference, the teacher and their administrator will review the rubric and discuss ratings for each element of the rubric. The administrator will rate the overall PGP and assign a HEDI rating using the chart below.
3. [The Professional Growth Plan rubric](#) will be used to rate the PGP.
4. HEDI scoring chart:

<i>Highly Effective: 17-20</i>	<i>Developing: 9-12</i>
<i>Effective: 13-16</i>	<i>Ineffective: 0-8</i>
5. If a teacher receives a rating lower than Effective, a review will be automatically conducted by a District office administrator using a predetermined process. (See [the review process slide](#) for the rating review process.)

Tenured Teachers - Rubric

Element	Highly Effective (4 points)	Effective (3 points)	Developing (2 points)	Ineffective (1 point)
Self-assessment of professional learning	The teacher provides an <u>accurate and specific</u> assessment of their professional learning throughout the year, aligned to their professional growth plan.	The teacher provides an <u>accurate</u> assessment of their professional learning throughout the year, aligned to their professional growth plan.	The teacher provides a <u>general overview</u> of their professional learning throughout the year, aligned to their professional growth plan.	The teacher considers their professional learning but draws incorrect conclusions or did not reference their professional growth plan.
Examples of professional learning	The teacher provides <u>specific</u> examples of their professional growth and how it impacted student learning.	The teacher provides <u>specific</u> examples of their professional growth.	The teacher discusses their professional growth in general terms.	The teacher is unable to identify how they grew professionally throughout the year.
Leadership & collaboration	The teacher demonstrates leadership amongst their colleagues in promoting activities related to their professional learning.	The teacher demonstrates collaborative and/or supportive relationships with colleagues related to professional learning.	The teacher demonstrates cordial relationships with colleagues.	The teacher is not collaborative and/or their relationships with colleagues are combative and/or negative.

Tenured Teachers

Professional Growth Plans

Building upon the rigorous focus on teacher practice during the probationary years, tenured teachers collaborate with their administrators to develop their professional growth plans each year. The professional growth plan focuses on classroom practice which stems from the previous year's evaluation feedback in the areas of curriculum, instruction, and assessment. (See pp. 17-18 in the [Guide to Teacher Evaluation](#).)

Tenured Teachers - Rubric (continued)

<p>Continuous improvement</p>	<p>The teacher seeks regular opportunities for continued professional learning, including initiating action research (i.e., reflective practice in a continuous improvement cycle) in their classroom.</p>	<p>The teacher seeks and/or initiates regular opportunities for continued professional learning.</p>	<p>The teacher participates in professional learning activities when they are required to do so.</p>	<p>The teacher ignores opportunities to participate in professional learning activities.</p>
<p>Reflecting on professional learning</p>	<p>The teacher addresses the following questions in specific ways:</p> <ul style="list-style-type: none"> • <i>What were your greatest areas of growth?</i> • <i>What helped you to grow in these areas?</i> • <i>What are areas in which you want to focus next year?</i> 	<p>The teacher addresses the following questions in specific ways:</p> <ul style="list-style-type: none"> • <i>What were your greatest areas of growth?</i> • <i>What helped you to grow in these areas?</i> 	<p>The teacher addresses the following questions in general terms:</p> <ul style="list-style-type: none"> • <i>What were your greatest areas of growth?</i> • <i>What helped you to grow in these areas?</i> 	<p>The teacher generally discusses their areas of growth.</p>

A rubric score of 1 to 4 will be calculated for each element, totaling to 20 points.

The rating scale will translate to the following HEDI ratings:

Highly Effective: 17-20
Effective: 13-16
Developing: 9-12
Ineffective: 0-8

A rating lower than Effective will automatically trigger the rating review process.

Any of the five elements not completed will result in a rating of zero for that element.

Probationary Teachers - Overview

1. Probationary teachers follow the usual process for the **Portfolio Project** as outlined in the Guide to Teacher Evaluation.
2. The administrator will apply a rubric score to each portfolio entry.
3. During the final conference, the teacher and their administrator will review the rubric and discuss ratings for each element of the rubric. The administrator will rate the overall portfolio and assign a HEDI rating using the chart below.
4. [The Portfolio Project rubric](#) will be used to rate the Portfolio Project.
5. HEDI scoring chart:

<i>Highly Effective: 17-20</i>	<i>Developing: 9-12</i>
<i>Effective: 13-16</i>	<i>Ineffective: 0-8</i>
6. If a teacher receives a rating lower than Effective, a review will be automatically conducted by a District office administrator using a predetermined process. (See the [review process slide](#) for the rating review process.)

Probationary Teachers - Rubric

Element	Highly Effective (4 points)	Effective (3 points)	Developing (2 points)	Ineffective (1 point)
<i>Accuracy: Self-assessment of teaching practice and student learning</i>	The teacher's reflections <u>accurately capture</u> what happened throughout the lessons and how they impact student learning and growth.	The teacher's reflections are <u>mostly accurate</u> in capturing what happened throughout the lessons and how they impact student learning and growth.	The teacher reflects on the lesson, sometimes with accuracy in capturing what happened throughout the lesson.	The teacher's reflections are not accurate in capturing what happened throughout the lesson.
<i>Specificity: Self-assessment of teaching practice and student learning</i>	The teacher reflects upon <u>specific</u> elements of the lesson, offering a detailed analysis aligned to specific components of the Danielson Framework and how they impact student learning and growth.	The teacher reflects upon <u>somewhat specific</u> elements of the lesson, offering a fairly detailed analysis aligned to specific components of the Danielson Framework and how they impact student learning and growth.	The teacher reflects upon <u>general</u> elements of the lesson, offering a general analysis aligned to general aspects of the Danielson Framework.	The teacher does not provide a specific analysis of the lesson and/or does not mention the components of the Danielson Framework.
<i>Response to feedback</i>	The teacher reflects upon <u>specific</u> ways they will use the feedback from the lesson observation in future teaching.	The teacher reflects upon ways they will use the feedback from the lesson observation in future teaching.	The teacher acknowledges that they want to change the lesson but does not provide future actions.	The teacher does not describe how they will use feedback in the future.

Probationary Teachers

Portfolio Project

The portfolio project provides an avenue for teacher reflection on their decisions and actions -- related to curriculum, instruction, and assessment -- that impact student learning.

Teachers discuss evidence of classroom practice and its impact on student learning, and they determine future professional learning needs.

(See pp. 12-15 in the [Guide to Teacher Evaluation](#).)

Probationary Teachers - Rubric (continued)

<p>Continuous improvement</p>	<p>The teacher identifies <u>at least two</u> resources they will utilize to enhance their professional practice (such as, colleagues; administrators; students; families; consultants; courses; workshops; books; articles; etc.)</p>	<p>The teacher identifies <u>one</u> resource they will utilize to enhance their professional practice (such as, colleagues; administrators; students; families; consultants; courses; workshops; books; articles; etc.)</p>	<p>The teacher references general resources they will utilize to advance their professional learning.</p>	<p>The teacher does not identify resources to enhance their professional learning.</p>	<p>A rubric score of 1 to 4 will be calculated for each element, totaling to 20 points.</p> <p>The rating scale will translate to the following HEDI ratings:</p> <p><i>Highly Effective: 17-20</i> <i>Effective: 13-16</i> <i>Developing: 9-12</i> <i>Ineffective: 0-8</i></p> <p>A rating lower than Effective will automatically trigger the rating review process.</p> <p>Any of the five elements not completed will result in a rating of zero for that element.</p>
<p>Reflecting on professional learning</p>	<p>The teacher addresses the following questions in specific ways:</p> <ul style="list-style-type: none"> • <i>What were your greatest areas of growth?</i> • <i>What helped you to grow in these areas?</i> • <i>What are areas in which you want to focus next year?</i> 	<p>The teacher addresses the following questions in specific ways:</p> <ul style="list-style-type: none"> • <i>What were your greatest areas of growth?</i> • <i>What helped you to grow in these areas?</i> 	<p>The teacher addresses the following questions in general terms:</p> <ul style="list-style-type: none"> • <i>What were your greatest areas of growth?</i> • <i>What helped you to grow in these areas?</i> 	<p>The teacher generally discusses their areas of growth.</p>	

Principals - Overview

1. Building principals follow the usual process for developing their **annual goals**.
2. During their final conference, the principal and the superintendent will review the rubric and discuss ratings for each element of the rubric. The superintendent will assign a score based on the rubric and assign a HEDI rating using the chart below.
3. [The Annual Goals rubric](#) will be used to rate the goals process.
4. HEDI scoring chart:
 - Highly Effective: 17-20
 - Effective: 13-16
 - Developing: 9-12
 - Ineffective: 0-8

Principals - Overview (continued)

Each year the principal develops an Annual Goals plan that aligns with the District mission and initiatives, and that supports a rigorous academic program for students. The process includes:

- *A review of student assessment data*
- *Reflection on the previous year's plan*
- *Consideration of Board of Education goals and District initiatives*
- *Feedback data from various stakeholder groups*
- *Review of survey or climate data*
- *Focuses on observable outcomes of student learning*
- *Developed in conjunction with the superintendent*

The Annual Goals rubric rates the principal's ability to:

1. *Develop, articulate, and implement a shared vision of learning*
2. *Align and define action plans to promote student learning outcomes*
3. *Prioritize and strategize to attain these outcomes*
4. *Take action by mobilizing others and monitoring progress toward these outcomes*
5. *Evaluating attainment of the student outcomes*

Evidence will be reviewed in various ways: meetings with the Board of Education; monthly meetings with the superintendent; during school visits throughout the year; principals coffees; and other venues as appropriate.

Principals - Rubric

Element	Highly Effective (4 points)	Effective (3 points)	Developing (2 points)	Ineffective (1 point)
<p>Culture</p> <p><i>Attitudes, knowledge, behaviors, and beliefs that characterize the school environment and are shared by its stakeholders</i></p>	<p>engages stakeholders representing all roles and perspectives in the school in the development, monitoring and refinement of a shared vision and mission for learning</p> <p>school vision and mission intentionally align with the vision and mission of the district and contribute to the improvement of learning district wide</p> <p>uses the school's vision and mission as a compass to inform reflective practice, goal-setting, and decision making</p>	<p>collaborates with key stakeholders in the school to develop and implement a shared vision and mission for learning</p> <p>school vision and mission aligns with the vision and mission of the district</p> <p>explicitly links the school's vision and mission to programs and policies</p>	<p>identifies the school's vision and mission, and makes them public</p> <p>school vision and mission are created in isolation of the district's vision and mission and aligned as an afterthought</p> <p>refers to the school vision and mission as a document unconnected to programs, policies or practices</p>	<p>claims to have a vision and mission for the school, but keeps it private</p> <p>school vision and mission are unrelated to the district vision and mission</p> <p>disregards the need to use the school's vision and mission to guide goals, plans and actions</p>

Principals

Annual Goals

A rubric score of 1 to 4 will be calculated for each element, totaling to 20 points.

The rating scale will translate to the following HEDI ratings:

Highly Effective: 17-20

Effective: 13-16

Developing: 9-12

Ineffective: 0-8

Any of the five elements not completed will result in a rating of zero for that element.

Principals - Rubric (continued)

Element	Highly Effective (4 points)	Effective (3 points)	Developing (2 points)	Ineffective (1 point)
<p>Alignment</p> <p><i>Outcomes align with district mission and initiatives</i></p>	<p>embraces the goal setting process as part of ongoing work to improve learning by decreasing the distance between the school's current reality and the vision</p> <p>engages a cross role group, including the superintendent, teachers and other administrators, to triangulate the school and district vision with data depicting the current reality of student learning, teacher practice, academic results and/or the school learning environment</p> <p>Generates outcomes that maximize on the principal's role in improving teacher practice, academic results, and/or school learning environment in the service of improving learning</p> <p>outcomes are expressed in statements that are both actionable and measurable</p>	<p>engages in the goal setting process as part of own professional improvement as related to improving student learning</p> <p>works with the superintendent to consider the school and district vision and student learning needs, as well as information gathered about teacher practice, academic results and/or the school learning environment</p> <p>creates outcomes that connect changes in principal practice to the improvement of teacher practice, academic results, and/or school learning environment in order to improve student learning</p> <p>outcomes are stated in ways that allow progress toward them to be assessed</p>	<p>completes goal setting activities to satisfy external expectations and assumptions about the connection between principal practice and student learning</p> <p>considers data gathered about teacher practice, academic results and/or school learning environment in isolation of the school and district vision</p> <p>establishes outcomes that focus on improving teacher practice, and academic results and/or school learning environment</p> <p>outcomes are broad, general, aspirational statements that are too big to be assessed</p>	<p>"does" goal setting in order to be in compliance with mandates or regulations</p> <p>operates from own opinion and perceptions without attending to vision and data</p> <p>extracts outcomes from own interests</p> <p>outcomes are isolated action steps, unaligned to a goal that can actually be worked toward</p>

Principals - Rubric (continued)

Element	Highly Effective (4 points)	Effective (3 points)	Developing (2 points)	Ineffective (1 point)
<p>Strategic Planning</p> <p><i>Deliberate approach to achieve desired student outcomes</i></p>	<p>prioritizes outcomes by considering the potential benefits and unintended consequences of pursuing certain outcomes vis-a-vis others</p> <p>uses the perspectives of others to test own assumptions about the outcomes articulated and to see if they are truly connected to the school/district vision and needs</p> <p>articulates strategies supporting actions and also for overcoming obstacles to the plan, with rationale for selecting them that includes anticipated results, implementation intentions related to each, and evidence of strategy's impact.</p> <p>describes the evidence that, when collected and annotated, will support that attending to these outcomes actually decreases the distance between current reality and the vision</p>	<p>prioritizes outcomes by considering what can be gained by pursuing each</p> <p>uses superintendent's perspective to test own assumptions about outcomes to see if they are truly connected to the school/district vision and needs</p> <p>articulates strategies supporting actions, and reasons for selecting them</p> <p>identifies anticipated specific measures of success for each outcomes</p>	<p>prioritizes outcomes based on own interests</p> <p>relies on own perspective to assert the importance and alignment of identified outcomes</p> <p>lists strategies that will be used to accomplish goals identified</p> <p>describes, in general terms, what successful outcomes attainment will look like and accomplish</p>	<p>considers outcomes in no special order</p> <p>changes commitment to outcomes as new ones emerge</p> <p>lists generic strategies that could apply to a variety of goals</p> <p>states the benefits of attaining the outcome(s)</p>

Principals - Rubric (continued)

Element	Highly Effective (4 points)	Effective (3 points)	Developing (2 points)	Ineffective (1 point)
<p>Taking Action</p> <p><i>Ability to mobilize others, monitor progress toward the vision, and refine the process as needed</i></p>	<p>designs an action plan that clearly differentiates between short and long term goals and their associated steps and strategies</p> <p>shares and implements the action plan publically, and uses it as an opportunity to build a culture of inquiry by inspiring others to engage in their own goal setting to improve learning</p> <p>seeks multiple, diverse perspectives to review evidence collected and contribute to own questions about process, actions, strategies and progress, to support revisions to the action plan</p>	<p>creates an action plan that delineates steps and strategies for all goals, regardless of whether they are short or long term</p> <p>implements the action plan publically, and invites others to use it as a model for goal setting that they can do as well</p> <p>monitors and refines goals and/or action steps, based on formative assessment of evidence collected</p>	<p>identifies a series of individual actions for each goal without specifying whether the goals are long or short term</p> <p>implements the action plan quietly and privately</p> <p>adjusts goals and actions based on instinct and self perceptions</p>	<p>refers in general to working toward goals, but is unable to articulate related steps or strategies</p> <p>speaks about taking actions, but has trouble committing and getting started</p> <p>changes goals to better match what is currently happening or uses what is happening to rationalize giving up</p>

Principals - Rubric (continued)

Element	Highly Effective (4 points)	Effective (3 points)	Developing (2 points)	Ineffective (1 point)
Evaluating progress toward shared vision and culture of learning	<p>systematically documents and reflects upon emerging insights, questions, perceived accomplishments, obstacles encountered, and unintended consequences</p> <p>taps the perspectives of those who supported the initial data analysis to help evaluate intended outcomes and related impact on learning by assessing “evidence of success,” establishing the degree to which the goal has been achieved, and determining next steps in attaining the school vision and improving learning</p> <p>engages stakeholders in planning, future actions and next steps to improve student learning, teacher practice, academic results and/or the school learning environment based on how much closer the school and district are to the vision</p>	<p>periodically documents own thinking and reactions to the progress made obstacles encountered, and insights or questions that arise</p> <p>evaluates intended outcomes by assessing “evidence of success,” establishing the degree to which progress has been achieved, and determining next steps towards attaining the school vision</p> <p>determines next steps and future actions to improve student learning, teacher practice, academic results and/or the school learning environment in light how successful the recent work was in making improvements</p>	<p>sporadically documents thinking related to key moments, obstacles or achievements</p> <p>evaluates intended outcomes based on own impressions of what success should have looked like and what was actually achieved</p> <p>considers new outcomes based on success in achieving current outcomes, adjusting them to match perceived ability of the school to actually improve</p>	<p>documentation is a beginning and end event and focuses on restating actions taken and noting obstacles to goal achievement</p> <p>categorically claims failure to meet intended outcomes set as evidence that the process does not work</p> <p>dismisses the possibility of using outcomes to define next steps</p>

Rating Review Process

If a rating for the Student Performance Category (based on the teacher's professional growth plan or portfolio project) is lower than Effective, the following procedure occurs:

The deputy superintendent or designee will:

1. Review any documents that were presented during the final conference.
2. Discuss the rating and evidence with the lead evaluator and building principal.
3. Discuss the rating and evidence with the teacher.
4. Decide whether the original rating remains or if a new rating is warranted. If a new rating is warranted, will provide a written review with a new scoring rubric
5. Review the decision with the superintendent.
6. Present the review to the teacher and administrator.

Matrix for Overall Rating (SED-determined)

OVERALL HEDI RATING		OBSERVATION CATEGORY			
		Highly Effective (HE)	Effective (E)	Developing (D)	Ineffective (I)
STUDENT PERFORMANCE CATEGORY	Highly Effective (HE)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D	D	I	I

Resources

- [Guide to Teacher Evaluation](#)
- [Danielson Framework for Teaching](#)
- [Multidimensional Principal Performance Rubric](#)

Student performance category rubrics:

- [Rubric](#) - **Tenured Teachers**, professional growth plans
- [Rubric](#) - **Probationary Teachers**, portfolio project
- [Rubric](#) - **Principals**, annual goals

APPR documents submitted to SED:

- Approved APPR [plan](#) (2016, until contract negotiation)
- Approved APPR [variance](#) (2020-2021 through 2022-2023)
- APPR hardship waiver [application](#) (2020-2021)