

Proposed Variance for APPR

Changes to the Student Performance Category for Teachers

2023-2024 to 2026-2027

EVALUATION COMMITTEE

District Office: Tim Kaltenecker

Administrators: Peggy McInerney (BHAA President), Kim Lapple, Lisa Pellegrino, Jen Laden

*Teachers: Susan Tyrrell (BHAA President); CH: Robin Zilli, Jen Rowell; WA: Willoughby Levesque, Claire Simon;
HCC: Jill Berner, Kathryn Dawes; Rob Sendlenski; BH: Aaron Lockwood, David Bruskwicz*

Overview of Teacher Evaluation Rating (3012-d)

OBSERVATION CATEGORY

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

STUDENT PERFORMANCE CATEGORY

Teachers 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 2023-2024

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 **based on a single or multiple tests** to....

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

**STUDENT PERFORMANCE
CATEGORY**

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

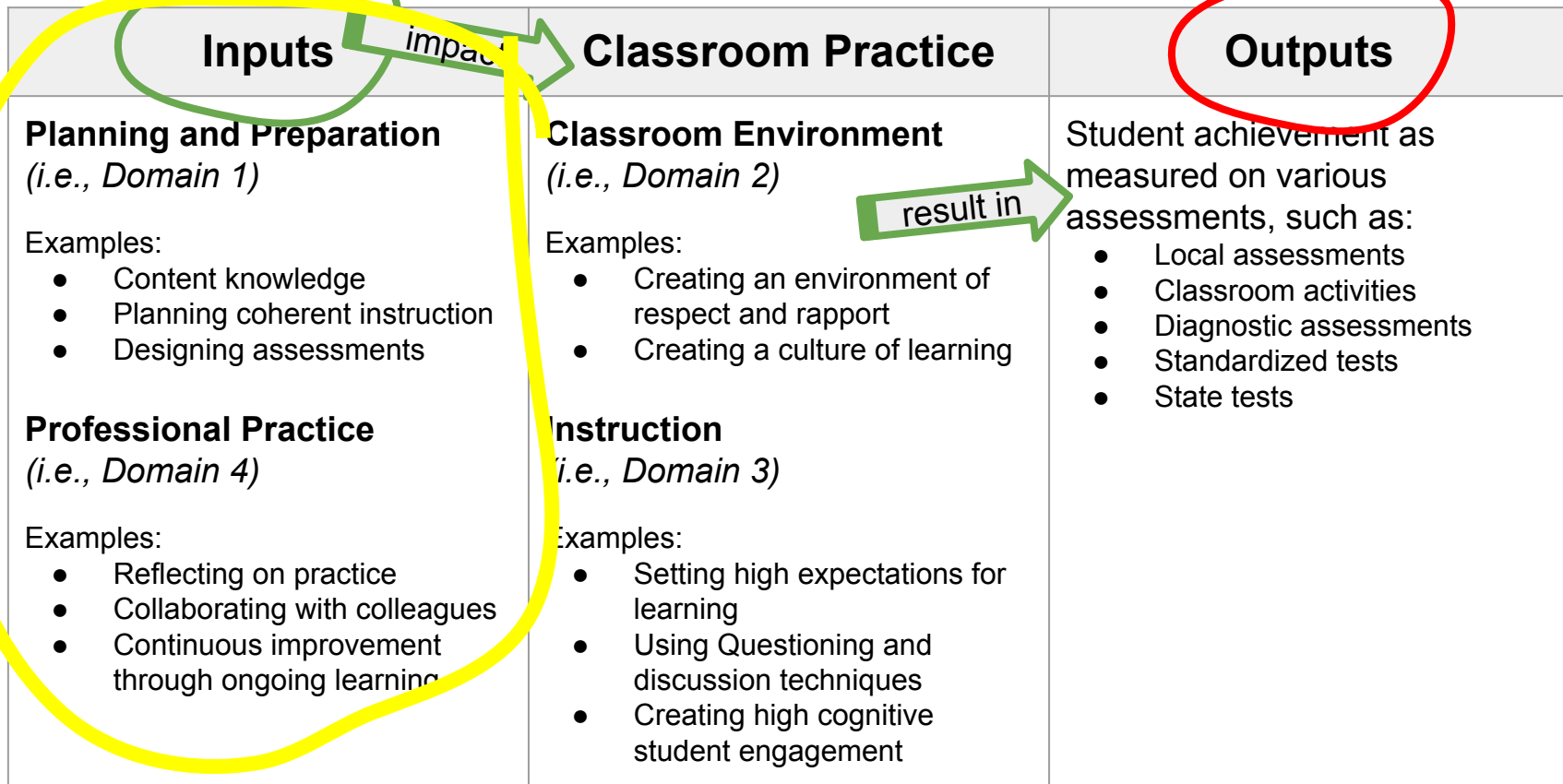


2023-2024 through 2026-2027

**STUDENT PERFORMANCE
CATEGORY**

- 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 reflects upon their application of new learning in the classroom and seeks input from others (such as their administrator or colleagues.)</p>	<p>*The teacher applies their learning from professional learning opportunities (from required or other activities) in the classroom.</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.

* Updated May 2023.

PROBATIONARY Teachers - Overview

1. Probationary teachers follow the usual process for the **Portfolio Project** as outlined in the Guide to Teacher Evaluation.
2. Teachers will receive a **summary** in the **midyear evaluation**.
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 p. 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>	

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. A BHTA rep may be present.
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.

PROBATIONARY Teachers (Non 3012-d)

1. Probationary teachers follow the usual process for the **Portfolio Project** as outlined in the Guide to Teacher Evaluation.
2. Teachers will receive a **summary** in the **midyear evaluation**.
3. During the **final conference**, the teacher and their administrator will review the rubric and discuss ratings for each element of the rubric.
4. The [Portfolio Project rubric](#) for non 3012-d faculty will be used to provide feedback to the non 3012-d faculty.
5. The portfolio is rated complete or incomplete; the ratings are for feedback purposes only.
6. If a faculty member receives a rating of unsatisfactory, 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 - Non 3012-d

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

Professional support faculty discuss evidence of practice and its impact on students, and they determine their future professional learning needs.

(See p. 15 in the [Guide to Teacher Evaluation](#).)

PROBATIONARY Teachers - Rubric (continued)

<p>Continuous improvement</p>	<p>The professional support faculty 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 professional support faculty 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 professional support faculty references general resources they will utilize to advance their professional learning.</p>	<p>The professional support faculty does not identify resources to enhance their professional learning.</p>
<p>Reflecting on professional learning</p>	<p>The professional support faculty 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 professional support faculty 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 professional support faculty 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 professional support faculty generally discusses their areas of growth.</p>

The portfolio is rated as complete or incomplete.

The rating scale is used to provide feedback only.

A rating of ineffective will automatically trigger the rating review process.

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](#) (February 2023)
- Approved APPR variance (2023-2024 through 2025-2026)
- APPR hardship waiver application (approved)