

# TOPIC: TEACHER EVALUATIONS AND PROFESSIONAL DEVELOPMENT

## Checklist for Local Presidents Implementation of New APPR



**T**iming of the implementation of the changes to the Annual Professional Performance Review Plans is dependent on your local contract. If your contract has provisions related to APPR, you are not required to implement the changes required by the new law and regulations until your contract expires and a successor agreement has been reached. If your contract is negotiated after July 1, 2010, the new contract is required to reflect the changes in APPR.

While negotiation of new contract language to implement changes in the evaluation process and related employment decisions is best addressed after the Education Commissioner's regulations have been adopted, listed below are questions to consider and activities that locals may want to undertake now in preparation for future negotiations. Be sure to discuss next steps with your Labor Relations Specialist.

### A. Review Current Contract Provisions on Teacher Evaluations

	Yes	No
1. Does your contract provide procedures for annually evaluating both probationary and tenured teachers?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does your contract establish rating categories?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does your contract identify criteria for evaluation?	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the grievance procedure apply to violations of the evaluation procedure?	<input type="checkbox"/>	<input type="checkbox"/>
5. Does the evaluation procedure provide an appeals process for review of a rating?	<input type="checkbox"/>	<input type="checkbox"/>
6. Does your contract provide procedures for establishing Teacher Improvement Plans (TIPs)?	<input type="checkbox"/>	<input type="checkbox"/>
7. Does your contract provide for professional development (including payment for cost, time, and sustained professional development) for all teachers?	<input type="checkbox"/>	<input type="checkbox"/>
8. Does your contract provide for additional compensation or promotion for teachers for mentoring, peer coaching, lead teaching, department chairs, working in hard-to-staff schools, etc.?	<input type="checkbox"/>	<input type="checkbox"/>
9. Does a teacher's evaluation play any role in determining eligibility for additional compensation, promotion or special assignments?	<input type="checkbox"/>	<input type="checkbox"/>

### NEXT STEPS:

- Establish a coordinating committee of the local to prepare for the new APPR, including the items listed below.
- Discuss with your LRS options for ensuring a fair process for:
  - conducting evaluations
  - review of evaluation procedures
  - review of ratings
  - review of appropriateness of TIPs
  - review of compliance with TIPs

[Note: A listing of options and sample contract language for appeal processes for locals to consider is being developed by NYSUT and will be available shortly].

- ❑ Discuss with your LRS the nine criteria to be used for evaluations required by Commissioner's Regulation Section 100.2(o), and plan to incorporate each into the evaluation process.
- ❑ Consider what common elements are needed in individual TIPs that will best improve teacher performance for those rated as "developing" or "ineffective."
- ❑ Strengthen your district Professional Development Plan to meet student needs and ensure that all teachers are successful.
- ❑ Consider whether and to what extent additional compensation/promotions/special assignments might be made available based on measures of teacher performance.

### **B. Identify District Measures of Student Achievement**

The new teacher evaluation process will include locally developed measures of student achievement. In order to prepare for negotiating the procedures for inclusion of student achievement in the evaluations, it is important to identify what already exists in your district and develop a process within the local to get input from members who will be affected by the new evaluation process.

1. Does your district have district-wide assessments by grade and subject?
2. Does your district have school-wide assessments by grade and subject?
3. Do the IEPs of students with disabilities include measurable, appropriate academic achievement goals?
4. Does your district establish individual goals for achievement of ELL or other special needs students?

Yes

No

#### **Next Steps:**

- ❑ Develop a list of student assessments currently in place in your school/district, by grade and subject, and use the list to engage committees of teachers to discuss which assessments could be appropriate for the locally developed portion of measures of student performance in the teacher evaluation process.
- ❑ Identify the student assessments used for special populations to determine whether the assessments fairly and appropriately measure student growth, and would be fairly applied to teacher evaluations.

**Review Professional Development Plans**

	Yes	No
1. Does your district have teachers selected by the union on your District Professional Development Committee?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the district's professional development plan meet the professional needs of all teachers by addressing each of the criteria upon which teachers are evaluated?	<input type="checkbox"/>	<input type="checkbox"/>
3. Are sufficient time and resources made available for professional development?	<input type="checkbox"/>	<input type="checkbox"/>
4. What special professional development options are available for teachers who receive the new "developing" or "ineffective" ratings, which can be included in their TIPs?	<input type="checkbox"/>	<input type="checkbox"/>
5. Does your district's Professional Development Plan include a mentoring component that at a minimum supports teachers holding initial certification?	<input type="checkbox"/>	<input type="checkbox"/>
6. Is mentoring provided as required by the professional development plan?	<input type="checkbox"/>	<input type="checkbox"/>

**Next Steps:**

- ☒ Work with your district to convene the Professional Development Planning Committee to review professional development opportunities, availability of time and resources, and alignment of professional development with criteria for teacher evaluations as required by the Commissioner's Regulations.
- ☒ Consider the role of the PDP Committee in reviewing TIPs.
- ☒ Consider embedding language that supports and cultivates effective teaching using mentoring, peer coaching and other methods for assisting teachers to improve their practice.