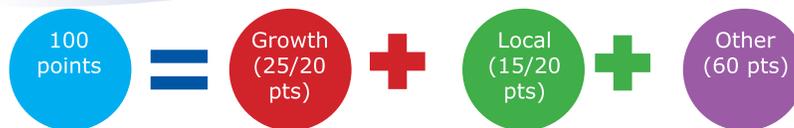


# Understanding the Teacher & Principal Evaluation System (APPR)



## Broad View of Evaluation System:

- ✓ All teacher and building principal evaluations are based on a combination of three components totaling a possible 100 points (blue circle).
- ✓ Evaluations must have a component that measures student academic growth (red circle).
- ✓ Evaluations must have a second component that is again based on student academic performance, this area was locally negotiated (green circle).
- ✓ The final component, and the majority of the evaluation system, is made up of “other measures of teacher effectiveness.” Districts used local negotiations to make decisions within this component (purple circle).
- ✓ Each component, and the entire evaluation, is built around the following rating categories, often referred to as HEDI (pronounced Heidi): Highly effective (exceeds standards), Effective (meets standards), Developing (needs improvement to meet standards), Ineffective (well below standards)

## Up-Close Examination of Growth Component:

- ✓ For teachers and principals with the majority of students in grades 4-8, the growth measure will be provided by the state, based on student performance on state tests *in comparison to similar students*.
- ✓ Teachers and principals receiving state-provided growth scores will have a growth component score based on the average amount of growth students make in comparison to similar students.
- ✓ Teachers and/or principals using Student Learning Objectives (SLOs) will have a growth component score based upon how many students reach the targets that have been set.

## Up-Close Examination of Local Component:

- ✓ This component was grounded in local negotiations.
- ✓ Districts needed to decide how to look at student performance in an alternate way than was used in the growth component. Ultimately, the choices were between looking at student achievement or a different form of student growth.
- ✓ Secondly, districts needed to determine which assessments would be used to capture student performance. Some chose to use the same assessments being used in the growth component, but look at student results differently. While others chose to use completely different assessments than used in the growth component of the evaluation.
- ✓ Teacher and/or principals will have a local component score based upon how many students reach the targets (either achievement or growth) that have been set.

## Up-Close Examination of Other Measures Component:

- ✓ Each district needed to determine their own 60-point scoring system based on the decisions made in connection to number of observations, artifact collection, goal setting, rubric selection, etc.
- ✓ All teachers and principals must be observed at least twice a year, of which one observation must be unannounced.
- ✓ All evaluators are trained to conduct these observations/site visits.
- ✓ Districts needed to decide how many points would be allocated to observation of practice and if any points would be delegated separately to the structured review of lesson plans, student portfolios, other artifacts, and/or goal setting (for principals only).

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31  
Districts

40,358  
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 40,358** 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

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