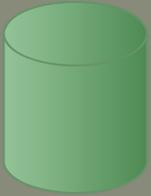


Caledonia-Mumford Central Schools

APPR Process

Merritt Holly – High School
Principal

APPR Process



- Central Repository
- All forms/templates
 - Completed Files
 - Student Data Files

Notification

First Faculty Meeting of year
Principal communicates schedule
Reviews Expectations

Pre-observation

- Within one week time frame prior
1. Teacher completes Pre-Observation Form found in repository
 2. Sets up meeting with Principal
 3. Principal reviews completed form prior to meeting.

Principal Evaluation

Teacher Reflection

Observation

Walk-Through

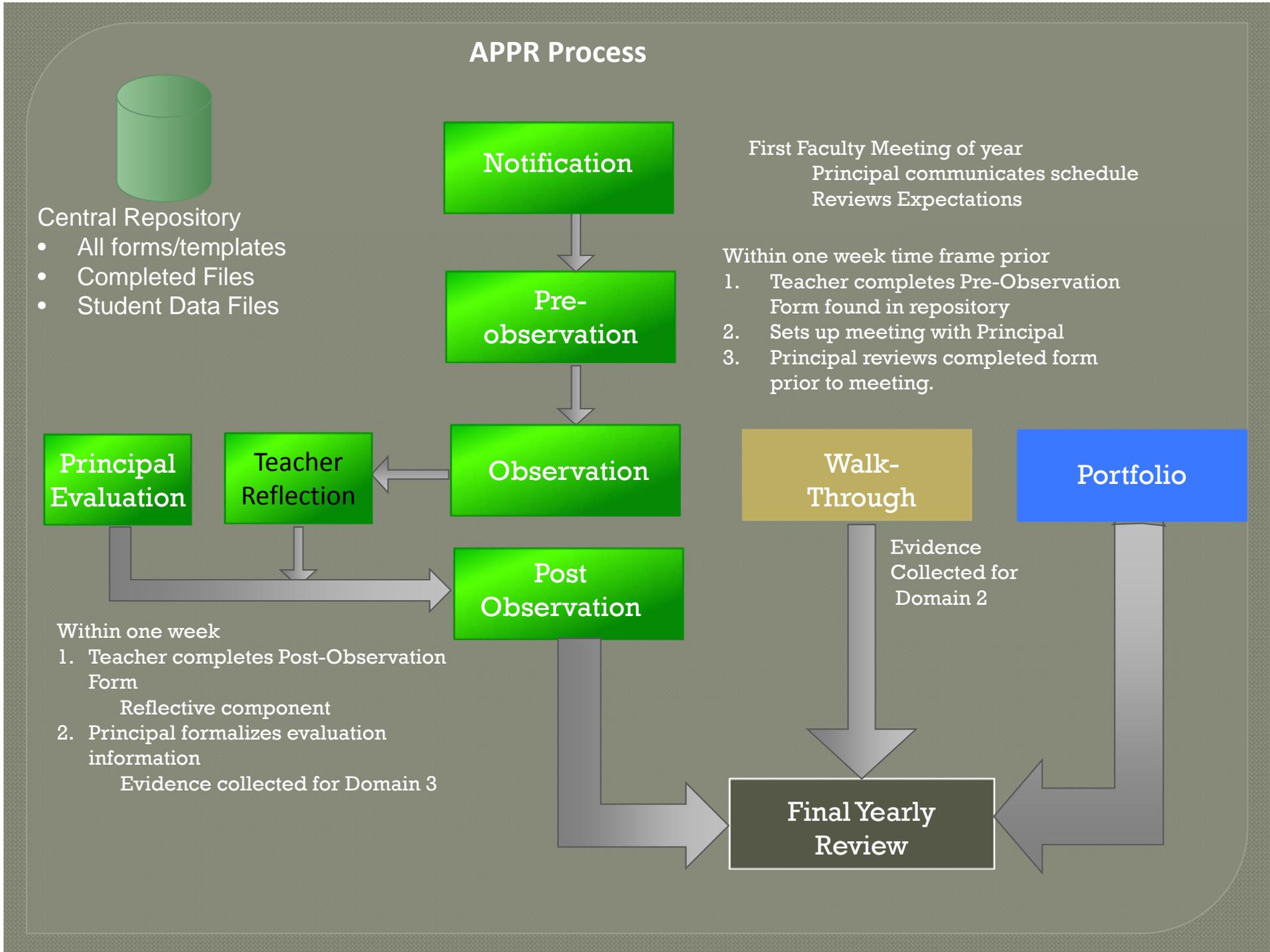
Portfolio

Post Observation

Evidence Collected for Domain 2

- Within one week
1. Teacher completes Post-Observation Form
Reflective component
 2. Principal formalizes evaluation information
Evidence collected for Domain 3

Final Yearly Review



Teacher Quote:

“I have found myself being more self-aware, and more self-critical of what I do in, and out of the classroom.”

-- Dan Meier High School Social Studies Teacher

What makes us unique?

- Central Repository

- Teachers have access to all files and templates throughout the year
- Teachers take ownership of their process

- Meeting Discussions

- Data analysis

- On-going Professional Development

Central Repository

- Shared, protected drive provides open communication process for both teacher and administrator to collect pertinent information in the APPR process throughout the year
- Allows for teacher to evaluate/update their instruction creating a natural, open dialogue with administrator and teacher
- Effective management of time for administrator and teacher

Central Repository Snapshot

The screenshot shows a Windows File Explorer window titled 'High School'. The address bar indicates the path: Network > calnum-fs > teach_assess > High School. The search bar contains 'Search High School'. The left sidebar shows the 'Network' section selected. The main pane displays a list of 33 folders, each named after a person, with columns for Name, Date modified, Type, and Size. The folders are listed in descending order of date modified.

Name	Date modified	Type	Size
Aminta Romaguera-McNulty	4/7/2014 3:59 PM	File folder	
Brian McQuillan	4/22/2014 3:39 PM	File folder	
Caroline Richardson	4/28/2014 9:06 AM	File folder	
Charles Martelle	4/2/2014 9:10 AM	File folder	
Christy Pope	4/22/2014 3:25 PM	File folder	
Cori Quinn	4/3/2014 10:53 AM	File folder	
Daniel Dickens	4/7/2014 4:07 PM	File folder	
Daniel Freeman	4/3/2014 8:19 AM	File folder	
Daniel Meier	4/22/2014 1:18 PM	File folder	
James Wolbert	3/14/2014 11:29 AM	File folder	
Jamie Tagliaferri	4/25/2014 8:59 AM	File folder	
John Wilbur	4/28/2014 10:41 AM	File folder	
Kathy Allen	10/15/2013 2:48 PM	File folder	
Kathy Callanan	3/14/2014 10:20 AM	File folder	
Kristi Williams	4/1/2014 4:21 PM	File folder	
Kylie DiTucci	4/23/2014 8:06 AM	File folder	
Lee Staley	4/4/2014 6:12 PM	File folder	
Lisa Ames	4/1/2014 4:19 PM	File folder	
Mary Dorman	10/15/2013 2:49 PM	File folder	
Mike Mistretta	3/27/2014 3:15 PM	File folder	
Nicole Docteur	10/15/2013 2:49 PM	File folder	
Patricia Scholl	10/15/2013 2:49 PM	File folder	

33 items

Central Repository Snapshot of teacher folder

The screenshot displays a Windows Explorer window titled "Caroline Richardson" showing a network path: Network > calnum-fs > teach_assess > High School > Caroline Richardson. The main window lists the following items:

Name	Date modified	Type	Size
Forms	4/28/2014 8:35 AM	File folder	
SLO--Local Achievement--2013-2014	3/14/2014 10:54 AM	File folder	
Class Rooster SLO	8/26/2013 3:30 PM	File	13 KB
Danielson's Rubric			
domain 4--2013-2014			
Local Achievement Goal-Template with Notes...			
Notice of Intent to Observe			
Post Observation Reflection Form 13 14			
Post Observation Reflection Form 13 14--dec...			
Professional Responsibilities 13-14			
Professional Responsibilities Brainstormed List			
Professional Responsibilities Portfolio 11 12			
SLO-Template with Notes 11 12			
Updated Classroom Observation Form 8 26 13			

An inset window shows the contents of the "Forms" folder:

Name	Date modified	Type
observation december 13	12/12/2013 4:04 PM	Micros...
preobservation form fall 2013	12/4/2013 11:35 AM	Micros...
preobservation form spring 2014	4/25/2014 12:20 PM	Micros...

Meeting Discussions

- Conversations based on guided questions
 - pre-observation and post-observation forms
- Overall theme or additional points of emphasis are created for the academic school year – Based on reflection from previous year
 - “How will you know/measure what your students have learned?”
- Process is to create a ***supporting and trusting environment***

Data Analysis

- Semester block schedule - data points are created and evaluated twice a year for both the SLO and Achievement Score
- SLO, Achievement Scores and student data drive instructional decisions
- A comprehensive report including final grades and exam scores for all high school students is shared with all teachers at the start of each semester

Data Reports – Example of Student Information

	A	B	C	D	E	F	G	H
1	STUDENT		CURRENT GRADE		GRADE	COURSE	FINAL EXAM	STATE EXAM
635			11	2010/11	9	BIOLOGY R & LAB		80
636			11	2011/12	10	ENGLISH 10R	87	
637			11	2012/13	11	ENGLISH 11R		67
638			11	2010/11	9	ENGLISH 9R	83	
639			11	2011/12	10	ER SCI R & LAB		66
640			11	2011/12	10	GEOMETRY EXT I	84	
641			11	2011/12	10	GEOMETRY EXT II		92
642			11	2011/12	10	GLO HISTORY 10R		65
643			11	2010/11	9	GLOB HISTORY 9R	67	
644			11	2011/12	10	HEALTH 10	81	
645			11	2010/11	9	INT ALG EXT I	97	
646			11	2010/11	9	INT ALG EXT II		80
647			11	2012/13	11	MATH 11L	87	
648			11	2010/11	9	STUDIO ART	85	
649			11	2009/10	8	TECH 8	77	

Data Reports Comprehensive Student State Assessment Data

- 138. CHAPMAN, MEGHAN 11/15/06 63 Grade 5 Social Studies Level 2
- 01/08/07 634 Grade 5 ELA 2
- 01/08/07 634 Grade 5 ELA Level 2
- 03/05/07 646 Grade 5 Math 2
- 03/05/07 646 Grade 5 Math Level 2
- 01/14/08 626 Grade 6 ELA 2
- 01/14/08 626 Grade 6 ELA Level 2
- 03/06/08 643 Grade 6 Math 2
- 03/06/08 643 Grade 6 Math Level 2
- 01/20/09 650 Grade 7 ELA 3
- 03/09/09 671 Grade 7 Math 3
- 04/26/10 646 Grade 8 ELA 2
- 05/05/10 665 Grade 8 Math 2
- 05/24/10 78 Grade 8 Sci: Scale 3
- 06/14/10 69 Grade 8 Social Studies 3

On-Going Professional Development

- Standing Agenda Item for Faculty Meetings twice a month
 - Domain 4 – Professional Responsibilities
 - Portfolio Support
- Individual student conversations (teacher with teacher, teacher and administrator) in regards to instruction is commonplace during the school year

Largest area of growth - “teacher to teacher” conversations about individual students

Portfolio Support

- Provide checklist to teachers to help guide with data collection
- Review of teacher exemplars to provide specific examples
- Review District expectations in each of the areas with alignment to District Mission, Vision and Core Beliefs

Domain 4 – Professional Responsibilities

Below are examples of actions, items and/or artifacts that may be a part of your teacher portfolio:

<p><u>4.A Reflecting on Teaching</u></p> <ul style="list-style-type: none"> Discussed at Post-conference and shared with principal 	<p><u>4.D Participating in a Professional Community</u></p> <ul style="list-style-type: none"> Book talks Attend department/grade level meetings Committee work Attend school events Modeling of best practice Committee work (Literacy, One-book, Olweus, Compact, APPR, Wellness, Inquiry and any others) Chaperone dances, games, events Grade level advisors Mentor teachers Team (with no team leader) Present at conference day Organize “special days” Pi-Day, Pep assembly, Fun Night, Spirit week
<p><u>4.B Maintaining Accurate Records</u></p> <ul style="list-style-type: none"> Planbook Attendance record Gradebook Homework assignment notebook Following IEPs/504s Field trip slips/permission slips Curriculum maps Students write grades in their agenda when they get an assignment back Students write assignments (and missing) in agenda Students write name on board when they miss an assignment Teacher has file with each class and puts missing assignments in file in the room Teacher posts assignments to online calendar/website so that students can download Teacher creates spreadsheet to keep track of field trips (needed paperwork) Students have a “portfolio” tracking work samples showing progress Learning style profiles with students during enrichment Grade review and goal setting with students during enrichment Keep track of student funds with students (student council advisor, grade level advisor) 	<p><u>4.E Growing and Developing Professionally</u></p> <ul style="list-style-type: none"> Attend staff development College classes Conferences Book talks (PLC) Growth project Professional associations Attends district sponsored conferences Attends non-district conferences Member of professional association(s) Shares professional readings and information Teacher uses SMART goal and action plan (has colleagues-principal observe and offer feedback)
<p><u>4.C Communicating with Families</u></p> <ul style="list-style-type: none"> letters to parents Phone log Email log Newsletter articles Classroom newsletter Syllabus (signed by parents) Teacher website Parent-teacher conferences Agendas (signed by parents) Failing mark papers signed by parents Agenda use for student information communication with home Bi-weekly progress reports for special education students 5 week progress reports, 10 week report card grades Team meeting with students Email to parents, phone calls to parents Parent-Teacher conferences Teacher keeps updated calendar on school website Homework folder signed by parent and teacher Open House presentations 	<p><u>4.F Showing Professionalism</u></p> <ul style="list-style-type: none"> Observed by administrator throughout the year and discussed with employee

Closing Thoughts...

- What systems and supports do you have in place to help support your teachers through this process?
- What steps can you take in the next year to begin?

Contact Information

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Questions??