Managing APPR

Communicating and Leveraging Your Evaluation System
APPR in the Expectations & Metrics

Principals:
- Knowledge of rubric
- Measure Quality, Rigor, Alignment of SLOs
- Understood and Use all Measures to cultivate changes in practice
- Validate, celebrate, recognize effective teaching
- Have courageous conversations

Superintendents
- Ensure that evaluators are leveraging the levers of APPR
- Ensure certification of evaluators
- Closely monitor quality, Rigor, Alignment of SLOs
- Use APPR Data to inform decision making
- Have Courageous Conversations
**Exploring the Multi-State SLO Rubric**

Why use this rubric? It ensures...
- all students are included;
- quality standards;
- evidence and baseline directly inform the target;
- target is rigorous - yet attainable - and differentiated to meet students’ needs.
- target is based on multiple measures and anchored in data; and
- rationale explains how all of the SLO elements fit together to show the educator is thoughtful and focused on improving student achievement and preparing students for the next level of learning.

### Race to the Top Support Network: Multi-State SLO Rubric

**Draft Criteria/Standards for SLO Approval**

All items must be checked in order for the SLO to be considered as “meeting expectations.”

<table>
<thead>
<tr>
<th>Check to Indicate if SLO meets expectation</th>
<th>Domain/Expectation</th>
<th>Where to find in NYS SLO Template</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Domain 1: Priority of Standard</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Standard(s) identified aligns to common core, international, national, state, local or industry recognized standards</td>
<td>Learning Content</td>
</tr>
<tr>
<td></td>
<td>2. Standard(s) selected addresses critical content, skills or knowledge necessary for advancement to future coursework (i.e., if students do not master standards, they will not be able to progress to the next level)</td>
<td>Learning Content</td>
</tr>
<tr>
<td></td>
<td>3. Selected standards/content are appropriate for the instructional interval defined</td>
<td>Learning Content</td>
</tr>
<tr>
<td></td>
<td>4. SLO justifies the selection of standard(s) by explaining how it aligns to common core or other standards, addresses critical content or skills and is appropriate for the defined instructional interval</td>
<td>Learning Content, Rationale</td>
</tr>
</tbody>
</table>
“The single biggest problem in communication is the illusion it has taken place.”

George Bernard Shaw
6 Shifts in ELA/Literacy

Balancing Informational and Literary Text
Building Knowledge in the Disciplines
Staircase of Complexity
Text-based Answers
Writing from Sources
Academic Vocabulary
6 Shifts in Mathematics

Focus
Coherence
Fluency
Deep Understanding
Applications
Dual Intensity
Evidence Collection Tools

- Ideal for evidence based feedback on practice
- Evidence collection prior to scoring on rubrics
- Peer observations
- Informal supervisory observations
- Learning walks
• What’s in a Protocol?
• What’s the best way to give feedback?
• What’s the best way to deliver the info regarding the score?
CCSS focus with a teacher or principal

• Select a teacher or principal
• Write 4 bullets to describe his/her current practice as it relates to what you’ve learned about the Common Core
• Write 3 bullets to describe upgrades you’d like to see immediately
• Write 2 bullets to describe the feedback conversation and what it might be like
• Write 2 bullets about your growing edge as you collect evidence and give feedback to this teacher
System

- What is your current system for observation and supervision?
- How do you track your feedback?
- Where are you in your development around giving feedback and holding teachers or principals accountable?
• Observation tracker
So what do you want to do

• And when do you want to do it?