



# 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

Race to the Top Support Network: Multi-State SLO Rubric		
Draft Criteria/Standards for SLO Approval		
<i>All items must be checked in order for the SLO to be considered as "meeting expectations."</i>		
<u>Check to indicate if SLO meets expectation</u>	<u>Domain/Expectation</u>	<u>Where to find in NYS SLO Template</u>
	<b>Domain 1: Priority of Standard</b>	
	1. Standard(s) identified aligns to common core, international, national, state, local or industry recognized standards	Learning Content
	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)	Learning Content
	3. Selected standards/content are appropriate for the instructional interval defined	Learning Content
	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	Learning Content, Rationale

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.

**“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

NEW YORK STATE CCSS EVIDENCE GUIDE FOR PLANNING AND PRACTICE IN A SINGLE LESSON – Mathematics, Grades K-8

The SHIFTS required by the Common Core State Standards in Mathematics are:  
**Shift 1: Focus:** Focus strongly where the Standards focus  
**Shift 2: Coherence:** Think across grades, and link to major topics within grades  
**Shift 3: Fluency:** Speed and accuracy with calculations, memorize core functions  
**Shift 4: Deep Understanding:** Learn more than the tricks to get the right answer, learn the math  
**Shift 5: Application:** Use math and choose appropriate concepts  
**Shift 6: Dual Intensity:** Practicing and understanding occurring with intensity

This Guide provides concrete examples of what the CCSS for Mathematics in grades K-8 look like in daily instructional planning and practice. It is designed as a developmental tool for teachers and those who support teachers.

- Use only sections 2 and 3 for learning walks  
 - Use sections 1, 2 and 3 when the observer either meets with the teacher ahead of the lesson and/or reviews the lesson plan in depth before viewing the lesson

Date: \_\_\_\_\_ Teacher: \_\_\_\_\_ Class: \_\_\_\_\_ Lesson Entry: \_\_\_\_\_

When observing math lessons, be sure to use the grade.

**PLANNING**

1. The lesson focuses on the Common Core Standards.

A. The lesson focuses on grade-level content standard(s) or thereof.

B. The lesson's problems sets, exit questions clearly align to the standard(s) and make Math Practices evident

The CCSS Evidence Guide for Planning and Practice is in evaluation. This tool can be used in conjunction with the NYS guide adapted from Student Achievement Partners.

CCSS Evidence Guide for Planning and Practice (Single Lesson)

C. The lesson relates new concepts explicitly to students' prior knowledge.	No	Yes	Circle the Shifts evident in the lesson plan: 1: Focus 2: Coherence 3: Fluency 4: Deep Conceptual Understanding
D. The lesson intentionally targets Shift 6 as appropriate to the standard(s) covered.	No	Yes	

**INSTRUCTIONAL DELIVERY**      **EVIDENCE OBSERVED OR GATHERED**

2. Instructional practices maximize opportunities for all students to master the content.

Sample artifacts or observables include: teacher instruction, problems and exercises, tasks and assessments, and student work.

	See below for scale (if not observable leave blank)				Evidence:
	1	2	3	4	
A. The teacher uses various strategies to make the mathematics of the lesson explicit (explanation, modeling, representations, and/or examples)	Teacher instruction is limited to showing how to get the answer.		Teacher instruction goes beyond showing how to get the answer.		
B. The teacher poses high quality questions and problems that prompt students to share their developing thinking about the content of the lesson. (e.g. <a href="#">Marzano's questioning sequences</a> , <a href="#">Research for Better Teaching</a> , etc)	Questions and problems do not prompt students to share their developing thinking.		Questions and problems prompt students to share their developing thinking.		
C. The teacher provides students significant opportunity to work with and practice grade-level problems and exercises.	Few or no students are given extensive opportunity to work with grade-level problems and exercises (less than 50% of lesson).		All students are given extensive opportunity to work with grade-level problems and exercises, more than 80% of lesson.		
D. The teacher uses variation in students' solution methods to strengthen other students' understanding of the content, if needed.	A single solution method is provided and discussed.		A variety of student solution methods are shared and examined together to support understanding.		
E. The teacher checks for understanding	1	2	3	4	

The CCSS Evidence Guide for Planning and Practice in a Single Lesson is for use by teachers, those providing support to teachers, and others working to implement the CCSS for Mathematics in evaluation. This tool can be used in conjunction with the CCSS Evidence Guide for Planning and Practice Over the Course of the Year.  
 NYS guide adapted from Student Achievement Partners' Evidence Guide of achievementcore.org

Rev. 04/14/2013      2

- 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?