

# Annual Professional Performance Review, 2014 -2015

A Presentation to the New Paltz Central School District Board of Education  
Prepared by Michelle Martoni,  
Assistant Superintendent for Educational Programs

# Guiding Question

**How do we leverage internal capacity, to remain true to the New Paltz Central School District Mission and Vision, and, at the same time, meet State Education Department mandates?**

# APPR—Components of Composite Score Recap

Growth Score—20 %

Student Learning Objectives

Growth Score generated from NYS Assessments 3 – 8

Team Score

Local Measure—20%

Locally negotiated

Local assessment

Growth data analyzed through a proficiency lens

Other Measures of Effectiveness—60%

Teacher observations and evaluations

# Shifting to a Growth Model Reflections on 2013 - 2014

## **Emergent practices:**

- ❑ Examining individual student data to establish a starting point for learning
- ❑ Collaborating in order to design reasonable yet ambitious learning goals
- ❑ Consideration of individual skills and competencies
- ❑ Shifting to holistic student profiles rather than a snap-shop pre-test

# APPR, 2014 – 2015

## Continuing the Shift to a Growth Model

### Embedded Practice:

- ❑ Specified skills, competencies, and dispositions by grade level and department
- ❑ Examine multiple sources of data which include:
  - ❑ Historical Data
  - ❑ Diagnostic Data (September – October)
  - ❑ Utilize Webb's Depth of Knowledge Rubric to establish a starting point for learning, to establish ambitious learning goals, and to monitor and support progress toward learning goals
  - ❑ The goal for all students is higher levels of understanding (Webb's)

# Getting There: Continuing the Shift through Action Planning

- ❑ **Grade Level and Department Representatives Review:**
  - ❑ Expectations for Skills and Competencies
  - ❑ Blueprints for Summative Assessments
- ❑ **Superintendent's Conference Day**
  - ❑ Review Targets for 2013 – 2014
  - ❑ Engage in Protocols to Reflect on Practice
  - ❑ Review data for current student population
  - ❑ Utilize Webb's Depth of Knowledge rubric to establish a baseline and student learning goals

# Theory to Practice: A Visual Representation

## STEP 1

Summative Blue Print—  
Determine Foundational Skills, and Levels of Application, Analysis, Evaluation, Synthesis  
Specify Skills and Competencies for Grade Levels and Departments

## STEP 2

Gather Data to establish a holistic student learning profile  
Historical Diagnostic Learning Dispositions

## STEP 3

Utilize Webb's Depth of Knowledge Rubric to Establish students' baseline  
Cross-Walk  
STEP 1/ STEP 3

## STEP 4

Establish Learning Goal

## STEP 5

Monitoring and support progress toward goal

# Good Practice Leveraged to Meet State Mandate

## Summary

- ❑ Setting reasonable and ambitious goals for students
- ❑ Shift focus to individual student growth
- ❑ Monitor progress toward deeper levels of understanding
- ❑ Utilize Webb's Depth of Knowledge Rubric to Code and Quantify