# APPR 2.0 Working Meeting
## April 18, 2013

**Data about Present Practices**

Data about our present practices were collected digitally during the meeting. The results are available here. Note: If you were unable to attend but want to add your data and access the compilation click here.

**Positives and Challenges reflecting on our first year of APPR implementation**

| Challenges | Positives |
|---|---|
| • Volume<br>• Learning while doing<br>• Buy-In<br>• Focus on test-taking<br>• Time<br>• Paperwork<br>• Having to balance multiple priorities at the same time<br>• Stress<br>• Time, time, time<br>• Maintaining and developing inter-rater reliability and agreement<br>• APPR for teachers and administrators<br>• Stress of learning curve<br>• Time<br>• Communication<br>• Management of tasks<br>• Building capacity of teachers, administration<br>• Staff Development connections<br>• We need exemplars of good teaching<br>• Time<br>• Resources<br>• Anxiety and stress<br>• Time required by administrators<br>• Time required by teachers for their evidence<br>• Redundancy and subjectivity of NYSUT 2011 rubric<br>• Amount of time to code and score artifacts<br>• Teacher anxiety<br>• Teacher focus on score vs. learning and teaching | • Professional conversation<br>• Classroom presence<br>• Effect on instruction<br>• Administrator/teacher collaboration<br>• Shared goal of improved achievement<br>• Dialogue<br>• Consistency in the district<br>• Common languages<br>• Mandated Change<br>• Collaboration in district and between districts<br>• Focus on evidence and fact<br>• Growth-Producing Feedback<br>• Conversations with teachers<br>• Conversations among teachers<br>• Observations are more regularly performed<br>• Team meetings and more focused and productive<br>• There is a high level of compliance<br>• Better quality observations<br>• Shift in the use of time<br>• Focus on student learning<br>• Less focus on discipline<br>• Time to talk with teachers<br>• Know more about what is going on in the classroom<br>• Value of teacher evaluation and teacher improvement<br>• Strengthening the relationship with teachers<br>• Positive learning culture<br>• More opportunities for instructional review<br>• Discussions about quality instruction (that rarely happened before)<br>• Data tied to instruction<br>• Increased capacity<br>• Increased quality of instruction<br>• Engagement will impact student performance<br>• Reality<br>• More classroom visits by administrators |

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|---|---|
| | • Teachers are cognizant of classroom practice |
| | • Common language and growth language |
| | • We are all in the same boat and going through the same growing pains |
| | • Triboroughed! |
| | • Shaking up an institution like never before |

**Platforms**
We broke up into platform-use groups:
- Paper and pencil forms
- District-made electronic tools
- OASYS
- Teachscape

**Next Meeting**
The next APPR 2.0 meeting is June 12th in Rodax 8. **The release of scores to parents.** We will review the rules about the communication of score information to parents and then will try to build some regional consensus about how we will go about doing this in a way that is relatively consistent and manageable. A regional approach to this will help districts manage their requests and the means by which they respond. Also, **SLOs, LATs, evidence collection and summative conversations.** What did we learn from the SLOs and LATS that we need to change? What did we learn from the evidence collection process? What did we learn from the summative conversations with teachers?