

## Fix APPR

### Annual Professional Performance Reviews— Teacher and Principal Evaluations

***The Council supports restoring local control in teacher and principal evaluation procedures***

Beginning in 2010, the state enacted a series of laws to govern educator evaluations—Annual Professional Performance Reviews (APPR). Further changes in 2012 and 2015 made the controversial system even more convoluted and compounded distrust.

A consensus among educators is that all these iterations have mandated practices which typically yield little or no benefit in improving teaching, leadership, or learning while imposing exorbitant time demands upon school personnel and additional costs for taxpayers.

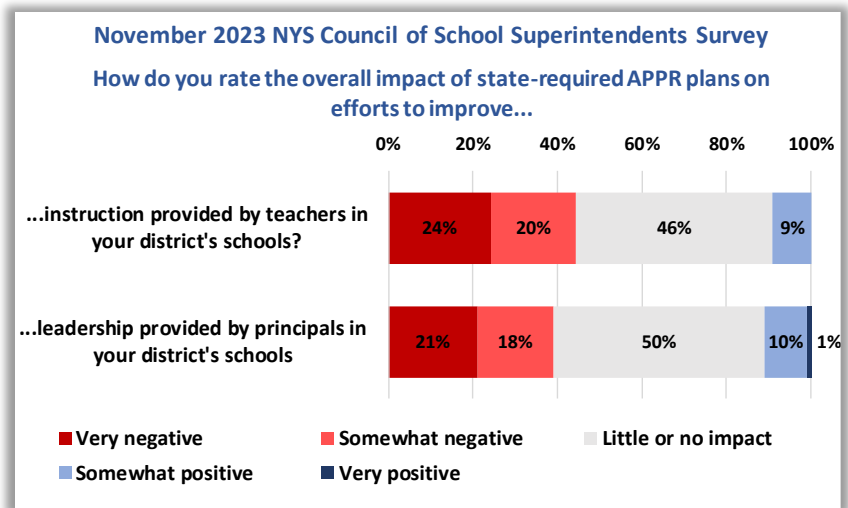
In fact, in Council surveys, superintendents were roughly *four times more likely to regard APPR as having negative rather positive impacts* on efforts to improve either classroom teaching or school leadership: 44% negative, 9% positive for teaching; 39% negative, 11% positive for school leadership.

In each case, about half the superintendents reported the state mandates as having little or no impact for all the effort and expense involved.

Requirements to incorporate other student performance measures resulted in local adoption of hard to justify indicators, such as evaluating kindergarten teachers in part based on how high school students perform on Regents examinations.

The initial linkage of state assessments to evaluations was a misuse of those tests and undermined the value of those tests as indicators of the alignment between school instruction and state standards.

The 2015 law barred schools from using valuable components of teacher observation rubrics, including evidence of sound lesson planning and goal-setting.



*continued...*

## Recommendations

We call for an end to detailed state requirements on what can or cannot be used in professional evaluations.

Instead, school districts should be allowed to develop APPR plans through local negotiation, with requirements to specify the criteria they will use in evaluating teachers and principals, the numbers of observations to be conducted, and how feedback will be provided to those evaluated.

District leaders should be required to certify that evaluations have been conducted in accordance with their approved plans.

***Specific legislative changes should be developed through consultation with representatives of all directly engaged stakeholders, including teachers, principals, superintendents, and school boards.***