THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

Commissioner of Education
President of the University of the State of New York
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May 5, 2016

Revised – §3012-d Supplemental Form for Alternate SLOs (Material Change)

Diana Todaro, Superintendent
Harborfields Central School District
2 Oldfield Road
Greenlawn, NY 11740

Dear Superintendent Todaro:

Congratulations. I am pleased to inform you that the material change you submitted to your currently approved Annual Professional Performance Review (APPR) plan on the Supplemental Form for Alternate SLOs meets the criteria outlined in Subpart 30-3 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the certifications and assurances that are part of your approved APPR plan and those found in the Supplemental Form for Alternate SLOs. If any material changes are made to your approved plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

Please be advised that, pursuant to Education Law §3012-d, the Department will be analyzing data supplied by districts, BOCES, and/or schools and may order a corrective action plan if there are unacceptably low correlation results between the Student Performance category and the Teacher Observation or Principal School Visits category, and/or if the teachers' or principals' overall ratings and subcomponent scores show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results, and/or if schools or districts show a pattern of anomalous results in the Student Performance category and/or the Observation/School Visits category.

The New York State Education Department and I look forward to continuing our work together, with the goal of ensuring that every school has world-class educators in the classroom, every teacher has a world-class principal to support his or her professional growth, and every student achieves college and career readiness.

Thank you again for your hard work.

Sincerely,

MaryEllen Elia
Commissioner

Attachment

c: Maureen Whitley

PLEASE NOTE:

Pursuant to section 30-3.17 of the Rules of the Board of Regents, during the 2015-16 through 2018-19 school years, your district/BOCES must calculate transition scores and ratings for teachers and principals that exclude the results of grades 3-8 ELA and math State assessments and any State-provided growth scores. During the 2016-17 through 2018-19 school years only, your district/BOCES must use the alternate SLOs described in your "Supplemental Form for Alternate SLOs" which have been incorporated into your approved §3012-d APPR plan for teachers and principals who, as a result of the above exclusions, have no remaining measures in the Student Performance Category.

During this transition period, your district/BOCES must also continue to provide affected teachers and principals with their original APPR scores and ratings calculated based on the measures in your currently approved APPR plan *without any modifications, substitutions, or replacements as a result of the transition regulations*. Original APPR scores and ratings must be used for advisory purposes only and shall have no impact on employment decisions, tenure determinations, or teacher and principal improvement plans.

Teachers and principals whose APPRs do not include grades 3-8 ELA and math State assessments or State-provided growth scores are not impacted by the transition regulations. Accordingly, APPR scores and ratings for such staff must be calculated pursuant to your district's/BOCES's approved APPR plan without any modifications, and no transition scores and ratings need be generated.

The transition period will end at the conclusion of the 2018-2019 school year. Beginning in the 2019-20 school year, each educator will receive only a single set of scores and ratings pursuant to the measures outlined in your district's/BOCES APPR plan.

Only documents that are incorporated by reference in your APPR have been reviewed and are considered as part of your APPR; therefore, any supplemental documents such as memorandums of agreement or understanding that were uploaded with your APPR but are not incorporated by reference in your APPR have not been reviewed. However, the Department reserves the right to review the uploaded attachments at any time for consistency with your APPR plan and/or to ensure compliance with applicable laws and regulations; and as a result of such review, the Department may reject your APPR plan and/or require corrective action.

SUPPLEMENTAL FORM FOR ALTERNATE SLOs:
Section 30-3.17 of the Rules of the Board of Regents

Directions:

Pursuant to section 30-3.17 of the Rules of the Board of Regents, during the 2015-16 through 2018-19 school years, your district/BOCES must calculate transition scores and ratings for teachers and principals that exclude the results of grades 3-8 English Language Arts (ELA) and Math State assessments and any State-provided growth scores. During the 2016-17 through 2018-19 school years only, alternate student learning objectives (SLOs) must be generated to calculate transition scores and ratings for teachers and principals who have no remaining Student Performance Category measures as a result of the above exclusions. Please note that districts/BOCES must also continue to provide affected teachers and principals with their original APPR scores and ratings calculated based on the measures in their currently approved APPR plan *without any modifications, substitutions, or replacements as a result of the transition regulations* during the transition period. Original APPR scores and ratings must be used for advisory purposes only and shall have no impact on employment decisions, tenure determinations, or teacher and principal improvement plans.

Teachers and principals whose APPRs do not include grades 3-8 ELA and math State assessments or State-provided growth scores are not impacted by the transition regulations and their evaluations shall be calculated pursuant to their district's/BOCES' approved APPR Plan without any changes, and no transition scores and ratings need to be generated.

This supplemental form must be completed by districts/BOCES whose Education Law §3012-d Annual Professional Performance Review (APPR) plans were approved by the Department for use beginning in the 2015-16 school year in order to specify the alternate SLOs, as described above, that will be used for applicable teachers and principals during the remainder of the transition period (i.e., the 2016-17 through 2018-19 school years). Beginning in the 2019-20 school year, districts and BOCES will no longer be required to calculate transition scores and ratings, and will only calculate a single set of scores and ratings for each educator pursuant to the measures and assessments outlined in their approved §3012-d APPR plan. For more information please see the December 2015 Board of Regents item at http://www.regents.nysed.gov/common/regents/files/1215bra10.pdf, and the Department's Frequently Asked Questions Guidance document regarding sections 30-2.14 and 30-3.17 of the Rules of the Board of Regents on EngageNY at https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations.

This form must be completed and submitted to EducatorEval (educatoreval@nysed.gov) ***no later than March 1, 2017 for the 2016-17 school year***. Please note that if your district/BOCES wishes to make changes to the measures and assessments used for the alternate SLOs in future school years, you must submit this form on or before March 1 of the school year in which the changes will take effect. The Department will not accept late submissions of this form. **Please type "Supplemental Form for Alternate SLOs" in the subject line of your email to ensure an expedited review of your alternate SLOs.**

Upon submission, the Department will only review the information included on this supplemental form and no other portions of the APPR plan will be reviewed by the Department for compliance with Education Law §3012-d. Therefore, it is the responsibility of the district/BOCES to assure that the changes requested in this form will not have an impact on the implementation of any other part of their approved APPR plan since the Department will not be reviewing the remaining portions of the approved APPR plan for compliance with Education Law §3012-d. The Department recommends that districts/BOCES consult with their local counsel before submitting this supplemental form or any material changes to their currently approved plan in the APPR Portal.

Name of district/BOCES: _____

Please complete the applicable fields below to indicate the alternate SLOs for teachers and principals with no remaining Student Performance Category measures following the exclusion of the results of the grades 3-8 ELA and Math State assessments and any State-provided growth scores.

Task 2. Student Performance – Required Subcomponent (Teachers)

2.2) Grades 4-8 ELA and Math

Course:	Measure:	Assessment(s):[1]
Grade 4 ELA	☐ Teacher-specific results ☒ School- or program-wide group, team, or linked results ☐ District- or BOCES-wide results ☐ Not applicable	Common Core Algebra Regents Common Core English Regents
Grade 5 ELA	☐ Teacher-specific results ☒ School- or program-wide group, team, or linked results ☐ District- or BOCES-wide results ☐ Not applicable	Common Core Algebra Regents Common Core English Regents
Grade 6 ELA	☐ Teacher-specific results ☒ School- or program-wide group, team, or linked results ☐ District- or BOCES-wide results ☐ Not applicable	Common Core Algebra Regents Common Core English Regents
Grade 7 ELA	☐ Teacher-specific results ☒ School- or program-wide group, team, or linked results ☐ District- or BOCES-wide results ☐ Not applicable	Common Core Algebra Regents Common Core English Regents
Grade 8 ELA	☐ Teacher-specific results ☒ School- or program-wide group, team, or linked results ☐ District- or BOCES-wide results ☐ Not applicable	Common Core Algebra Regents Common Core English Regents

[1] Please ensure that the assessments indicated are not NYS grades 3-8 ELA/math assessments or any State-provided growth score. If listing locally-developed or third party assessments, such assessments must have been approved through the Assessment RFQ. Please see the list of approved assessments for use with SLOs.

Grade 4 Math	☐ **Teacher-specific results** ☒ **School- or program-wide group, team, or linked results** ☐ **District- or BOCES-wide results** ☐ **Not applicable**	Common Core Algebra Regents Common Core English Regents
Grade 5 Math	☐ **Teacher-specific results** ☒ **School- or program-wide group, team, or linked results** ☐ **District- or BOCES-wide results** ☐ **Not applicable**	Common Core Algebra Regents Common Core English Regents
Grade 6 Math	☐ **Teacher-specific results** ☒ **School- or program-wide group, team, or linked results** ☐ **District- or BOCES-wide results** ☐ **Not applicable**	Common Core Algebra Regents Common Core English Regents
Grade 7 Math	☐ **Teacher-specific results** ☒ **School- or program-wide group, team, or linked results** ☐ **District- or BOCES-wide results** ☐ **Not applicable**	Common Core Algebra Regents Common Core English Regents
Grade 8 Math	☐ **Teacher-specific results** ☒ **School- or program-wide group, team, or linked results** ☐ **District- or BOCES-wide results** ☐ **Not applicable**	Common Core Algebra Regents Common Core English Regents

2.3) Grade 3 ELA and Math

Course:	Measure:	Assessment(s):[2]
Grade 3 ELA	☐ Teacher-specific results ☒ School- or program-wide group, team, or linked results ☐ District- or BOCES-wide results ☐ Not applicable	Common Core Algebra Regents Common Core English Regents
Grade 3 Math	☐ Teacher-specific results ☒ School- or program-wide group, team, or linked results ☐ District- or BOCES-wide results ☐ Not applicable	Common Core Algebra Regents Common Core English Regents

2.6) High School Language Arts Courses[3]

Course:	Measure:	Assessment(s):[4]
Grade 9 ELA	☒ Teacher-specific results ☐ School- or program-wide group, team, or linked results ☐ District- or BOCES-wide results ☐ Not applicable	
Grade 10 ELA	☐ Teacher-specific results ☐ School- or program-wide group, team, or linked results ☐ District- or BOCES-wide results ☐ Not applicable	

[2] Please ensure that the assessments indicated are not NYS grades 3-8 ELA/math assessments or any State-provided growth score. If listing locally-developed or third party assessments, such assessments must have been approved through the Assessment RFQ. Please see the list of approved assessments for use with SLOs.
[3] Please note that the ELA Regents is required in at least one grade level of high school ELA.
[4] Please ensure that the assessments indicated are not NYS grades 3-8 ELA/math assessments or any State-provided growth score. If listing locally-developed or third party assessments, such assessments must have been approved through the Assessment RFQ. Please see the list of approved assessments for use with SLOs.

Grade 11 ELA	☐ **Teacher-specific results** ☐ **School- or program-wide group, team, or linked results** ☐ **District- or BOCES-wide results** ☐ **Not applicable**	
Grade 12 ELA	☐ **Teacher-specific results** ☐ **School- or program-wide group, team, or linked results** ☐ **District- or BOCES-wide results** ☐ **Not applicable**	

2.7) Grades K-2 ELA and Math

Course:	**Measure:**	**Assessment(s):**[5]
Grade K ELA	☐ **Teacher-specific results** ☐ **School- or program-wide group, team, or linked results** ☐ **District- or BOCES-wide results** ☐ **Not applicable**	
Grade 1 ELA	☐ **Teacher-specific results** ☐ **School- or program-wide group, team, or linked results** ☐ **District- or BOCES-wide results** ☐ **Not applicable**	
Grade 2 ELA	☐ **Teacher-specific results** ☐ **School- or program-wide group, team, or linked results** ☐ **District- or BOCES-wide results** ☐ **Not applicable**	

[5] Please ensure that the assessments indicated are not NYS grades 3-8 ELA/math assessments or any State-provided growth score. If listing locally-developed or third party assessments, such assessments must have been approved through the Assessment RFQ. Please see the list of approved assessments for use with SLOs.

Grade K Math	☐ **Teacher-specific results** ☐ **School- or program-wide group, team, or linked results** ☐ **District- or BOCES-wide results** ☐ **Not applicable**	
Grade 1 Math	☐ **Teacher-specific results** ☐ **School- or program-wide group, team, or linked results** ☐ **District- or BOCES-wide results** ☐ **Not applicable**	
Grade 2 Math	☐ **Teacher-specific results** ☐ **School- or program-wide group, team, or linked results** ☐ **District- or BOCES-wide results** ☐ **Not applicable**	

2.8) Grades 6-7 Science and Grades 6-8 Social Studies

Course:	**Measure:**	**Assessment(s):**[6]
Grade 6 Science	☐ **Teacher-specific results** ☐ **School- or program-wide group, team, or linked results** ☐ **District- or BOCES-wide results** ☐ **Not applicable**	
Grade 7 Science	☐ **Teacher-specific results** ☐ **School- or program-wide group, team, or linked results** ☐ **District- or BOCES-wide results** ☐ **Not applicable**	

[6] Please ensure that the assessments indicated are not NYS grades 3-8 ELA/math assessments or any State-provided growth score. If listing locally-developed or third party assessments, such assessments must have been approved through the Assessment RFQ. Please see the list of approved assessments for use with SLOs.

Grade 6 Social Studies	☐ **Teacher-specific results** ☐ **School- or program-wide group, team, or linked results** ☐ **District- or BOCES-wide results** ☐ **Not applicable**	
Grade 7 Social Studies	☐ **Teacher-specific results** ☐ **School- or program-wide group, team, or linked results** ☐ **District- or BOCES-wide results** ☐ **Not applicable**	
Grade 8 Social Studies	☐ **Teacher-specific results** ☐ **School- or program-wide group, team, or linked results** ☐ **District- or BOCES-wide results** ☐ **Not applicable**	

2.9) Regents Global Studies 1

Course:	**Measure:**	**Assessment(s):**[7]
Global 1	☐ **Teacher-specific results** ☐ **School- or program-wide group, team, or linked results** ☐ **District- or BOCES-wide results** ☐ **Not applicable**	

[7] Please ensure that the assessments indicated are not NYS grades 3-8 ELA/math assessments or any State-provided growth score. If listing locally-developed or third party assessments, such assessments must have been approved through the Assessment RFQ. Please see the list of approved assessments for use with SLOs.

2.10) All Other Courses

For "All Other Courses" indicate the following:

Column 1: lowest grade that corresponds to the course	Column 2: highest grade that corresponds to the course	Column 3: subject of the course	Column 4: measure used	Column 5: assessment(s) used

To designate "All Courses Not Named Above": lowest grade = K, highest grade = 12, subject = All Courses Not Named Above

To list specific courses, follow the examples below.

Column	K-3 Art	Grades 9 - 12 English Electives
Lowest grade	K	9
Highest grade	3	12
Subject	Art	English Electives
Measure	Teacher-specific results	School- or program-wide group, team, or linked results
Assessment	District A-developed Course-specific Assessment	Common Core English Regents

Please refer to the list below when choosing a subject.

All courses not named above
AIS/RTI
Art
Business
Career
Computer
CTE
Economics
ELL
English Electives Family and Consumer Science
Fine Arts
Gifted and Talented
Government
Health
Library
Languages Other Than English
Music
Math Electives
Physical Education
Reading
Science
Science Electives
Social Studies
Special Education
Speech
Social Studies Electives
Technology

2.10) All Other Courses[8]

Lowest Grade:	Highest Grade:	Subject	Measure:	Assessment(s):[9]
			☐ Teacher-specific results ☐ School- or program-wide group, team, or linked results ☐ District- or BOCES-wide results	
			☐ Teacher-specific results ☐ School- or program-wide group, team, or linked results ☐ District- or BOCES-wide results	
			☐ Teacher-specific results ☐ School- or program-wide group, team, or linked results ☐ District- or BOCES-wide results	
			☐ Teacher-specific results ☐ School- or program-wide group, team, or linked results ☐ District- or BOCES-wide results	
			☐ Teacher-specific results ☐ School- or program-wide group, team, or linked results ☐ District- or BOCES-wide results	
			☐ Teacher-specific results ☐ School- or program-wide group, team, or linked results ☐ District- or BOCES-wide results	

[8] If you need additional space, duplicate this page and upload it as an attachment to your email along with your "Supplemental Form for Alternate SLOs."
[9] Please ensure that the assessments indicated are not NYS grades 3-8 ELA/math assessments or any State-provided growth score. If listing locally-developed or third party assessments, such assessments must have been approved through the Assessment RFQ. Please see the list of approved assessments for use with SLOs.

			☐ Teacher-specific results ☐ School- or program-wide group, team, or linked results ☐ District- or BOCES-wide results	
			☐ Teacher-specific results ☐ School- or program-wide group, team, or linked results ☐ District- or BOCES-wide results	
			☐ Teacher-specific results ☐ School- or program-wide group, team, or linked results ☐ District- or BOCES-wide results	
			☐ Teacher-specific results ☐ School- or program-wide group, team, or linked results ☐ District- or BOCES-wide results	
			☐ Teacher-specific results ☐ School- or program-wide group, team, or linked results ☐ District- or BOCES-wide results	
			☐ Teacher-specific results ☐ School- or program-wide group, team, or linked results ☐ District- or BOCES-wide results	
			☐ Teacher-specific results ☐ School- or program-wide group, team, or linked results ☐ District- or BOCES-wide results	

Task 7 – Student Performance – Required Subcomponent (Principals)

For Task 7 indicate the following:

Column 1: lowest grade that corresponds to the grade configuration	Column 2: highest grade that corresponds to the grade configuration	Column 3: measure used	Column 4: assessment(s) used

7.1) State-Provided Measures of Student Growth[10]

Lowest Grade:	Highest Grade:	Measure:	Assessment(s):[11]
		☐ Principal-specific results ☐ District- or BOCES-wide results	
		☐ Principal-specific results ☐ District- or BOCES-wide results	
		☐ Principal-specific results ☐ District- or BOCES-wide results	
		☐ Principal-specific results ☐ District- or BOCES-wide results	
		☐ Principal-specific results ☐ District- or BOCES-wide results	
		☐ Principal-specific results ☐ District- or BOCES-wide results	
		☐ Principal-specific results ☐ District- or BOCES-wide results	
		☐ Principal-specific results ☐ District- or BOCES-wide results	
		☐ Principal-specific results ☐ District- or BOCES-wide results	

[10] If you need additional space, duplicate this page and upload it as an attachment to your email along with your "Supplemental Form for Alternate SLOs."

[11] Please ensure that the assessments indicated are not NYS grades 3-8 ELA/math assessments or any State-provided growth score. If listing locally-developed or third party assessments, such assessments must have been approved through the Assessment RFQ. Please see the list of approved assessments for use with SLOs.

7.2) Student Learning Objectives[12]

Lowest Grade:	Highest Grade:	Measure:	Assessment(s):[13]
		☐ Principal-specific results ☐ District- or BOCES-wide results	
		☐ Principal-specific results ☐ District- or BOCES-wide results	
		☐ Principal-specific results ☐ District- or BOCES-wide results	
		☐ Principal-specific results ☐ District- or BOCES-wide results	
		☐ Principal-specific results ☐ District- or BOCES-wide results	
		☐ Principal-specific results ☐ District- or BOCES-wide results	
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		☐ Principal-specific results ☐ District- or BOCES-wide results	
		☐ Principal-specific results ☐ District- or BOCES-wide results	
		☐ Principal-specific results ☐ District- or BOCES-wide results	

[12] If you need additional space, duplicate this page and upload it as an attachment to your email along with your "Supplemental Form for Alternate SLOs."
[13] Please ensure that the assessments indicated are not NYS grades 3-8 ELA/math assessments or any State-provided growth score. If listing locally-developed or third party assessments, such assessments must have been approved through the Assessment RFQ. Please see the list of approved assessments for use with SLOs.

Statement of Assurances

By signing this document, the district/BOCES and the collective bargaining agent(s), where applicable, certify that this document represents the portion of the district's/BOCES' Annual Professional Performance Review (APPR) Plan that shall be used to calculate transition scores and ratings pursuant to section 30-3.17 of the Rules of the Board of Regents for those teachers and principals that have no remaining measures in the Student Performance Category as a result of the calculation of transition scores pursuant during the transition period. Further, the district/BOCES certifies that all provisions in this supplemental form that are subject to collective negotiations have been resolved pursuant to the provisions of Article 14 of the Civil Service Law and that such form complies with the requirements of Subpart 30-3 of the Rules of the Board of Regents and has been adopted by the governing body of the district/BOCES.

The district/BOCES and its collective bargaining agent(s), where applicable, also certify that upon information and belief, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that complies with Subpart 30-3 of the Rules of the Board of Regents.

The district/BOCES and its collective bargaining agent(s), where applicable, also certify that this supplemental form will be fully implemented by the district/BOCES along with their approved APPR Plan; that there are no collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent, conflict, or interfere with full implementation of the APPR Plan and this form; and that no material changes will be made to the Plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-3 of the Rules of the Board of Regents.

The district/BOCES and its collective bargaining agent(s), where applicable, also certify that during the 2015-16 through 2018-19 school years, transition scores and ratings will be calculated for teachers and principals that exclude the results of grades 3-8 English Language Arts (ELA) and Math State assessments and any State-provided growth scores; that the district/BOCES will continue to provide teachers and principals with original APPR scores and ratings calculated based on the measures in their currently approved APPR plan without any modifications, substitutions, or replacements during the transition period; and that original APPR scores and ratings will be provided for advisory purposes only, and will have no impact on employment decisions, including tenure determinations, or teacher and principal improvement plans.

The district/BOCES and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this supplemental form is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this form may be returned or forfeited to the State pursuant to Education Law 3012-d(11), as added by Chapter 56 of the Laws of 2015

The district/BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to this supplemental form and their corresponding approved APPR Plan:

- Assure that the overall transition rating will be used as a significant factor in employment decisions, tenure determinations and teacher and principal improvement plans during the transition period;
- Assure that original APPR scores and ratings will not be used as the basis for employment

decisions, and will only be used for advisory purposes only during the transition period;

- Assure that the entire APPR review, including both the original and transition APPR scores and ratings, will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured;
- Assure that the district/BOCES shall compute and provide to the teacher/principal their score and rating on the Student Performance category, if available, for the Teacher Observation category or Principal School Visit Category for a teacher's or principal's APPR, in writing, no later than the last day of the school year for which the teacher or principal is being measured, but in no case later than September 1 of the school year next following the school year for which the teacher's or principal's performance is measured;
- Assure that the APPR Plan and this supplemental form will be filed in the district/BOCES office and made available to the public on the district's/BOCES' website no later than September 10 of each school year, or within 10 days after the plan's or form's approval by the Commissioner, as applicable, whichever shall later occur;
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner;
- Assure that the district/BOCES will report the both the original and transition individual category and subcomponent scores and the overall original and transition ratings to the State for each classroom teacher and building principal in a manner prescribed by the Commissioner during the transition period;
- Certify that the district/BOCES provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them;
- Assure that educators who receive a Developing or Ineffective rating as their overall transition rating during the transition period will receive a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statutes and regulations, by October 1 in the school year following the school year for which such teacher's or principal's performance is being measured or as soon as practicable thereafter;
- Assure that, where applicable, the alternate SLOs for the Student Performance category described in this form will be used across all classrooms in the same grade/subject in the district/BOCES in a consistent manner to the extent practicable;
- Assure that all growth targets set as part of the alternate SLOs described in this supplemental form represent a minimum of one year of expected growth, as determined by the superintendent or another trained administrator;
- Assure that any material changes to this form and/or the district/BOCES approved APPR plan will be submitted to the Commissioner for approval by March 1 of each school year, on a form prescribed by the Commissioner;
- Assure that the alternate SLOs described in this supplemental form apply to all classroom teachers and building principals who have no remaining Student Performance category measures as a result of the exclusion of the results of the grades 3-8 ELA and math State assessments and State-provided growth scores from the calculation of their transition APPR rating, pursuant to Subpart 30-3 of the regulations and Department guidance, and do not apply to any other teachers or principals;
- Assure that the district/BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to Subpart 30-3 of the regulations;
- Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by State or Federal law for each classroom or program of the grade does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for such classroom or program of the grade;
- Assure that the amount of time devoted to test preparation under standardized testing conditions

for each grade does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for such grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, or performance assessments shall not be counted towards the limits established by this subdivision. In addition, formative and diagnostic assessments shall not be counted towards the limits established by this subdivision and nothing in this subdivision shall be construed to supersede the requirements of a section 504 plan of a qualified student with a disability or Federal law relating to English language learners or the individualized education program of a student with a disability; and

- Assure that the alternate SLOs described in this supplemental form will be used as the basis of teachers' and principals' transition APPR scores and ratings, where applicable, during the 2016-17 through 2018-19 school years only.

Signatures, dates

Superintendant Signature: Date:

Diana Todaro 4/5/2016

Teachers Union President Signature: Date:

Susan Mary Ferrini 4/5/16

Administrative Union President Signature: Date:

Jeanne Sirdart 4/5/16

Board of Education President Signature: Date:

4/5/16

Annual Professional Performance Review - Education Law §3012-d

Task 1. School District Information - Tasks 1.1, 1.2

Task 1) Disclaimers

For guidance related to Annual Professional Performance Review plans, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

The Department will review the contents of each school district's/BOCES' Annual Professional Performance Review (APPR) plan as submitted using this online form, including required attachments, to determine if the plan rigorously complies with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents. Department approval does not imply endorsement of specific educational approaches in a district's/BOCES' plan.

The Department reserves the right to request further information from a district/BOCES to monitor compliance with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents. As such, each district/BOCES is required to keep detailed records on file for each section of the currently implemented APPR plan. Such detailed records must be provided to the Department upon request. The Department reserves the right to disapprove or require modification of a district's/BOCES' plan that does not rigorously adhere to the requirements of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district/BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR plan approved by the Department. The Department also reserves the right to request further information from the school district/BOCES, as necessary, as part of its review of this plan.

If the Department reasonably believes through investigation, or otherwise, that statements made in this APPR plan are not true or accurate, it reserves the right to reject this plan at any time and/or to request additional information to determine the truth and/or accuracy of such statements.

1.1) Assurances

Please check all of the boxes below

- ☑ Assure that the content of this form represents the district's/BOCES' entire APPR plan and that the APPR plan is in compliance with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.
- ☑ Assure that a detailed version of the district's/BOCES' entire APPR plan is kept on file and that a copy of such plan will be provided to the Department upon request for review of compliance with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.
- ☑ Assure that this APPR plan will be posted on the district/BOCES website no later than September 10th of each school year, or within 10 days after the plan's approval by the Commissioner, whichever shall later occur.
- ☑ Assure that it is understood that this district's/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval.

1.2) Submission Status

Is this a first-time submission under Education Law §3012-d or the submission of material changes to an APPR plan approved pursuant to Education Law §3012-d?

First-time submission under Education Law §3012-d

Task 2) Original Required Student Performance Subcomponent

For guidance on the Required subcomponent of the Student Performance category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

100% of the Student Performance category if only the Required subcomponent is used or at least 50% when used with the Optional subcomponent.

(A) For a teacher whose course ends in a State-created or administered test for which there is a State-provided growth model and at least 50% of a teacher's students are covered under the State-provided growth measure, such teacher shall have a State-provided growth score based on such model.

(B) For a teacher whose course does not end in a State-created or administered test or where less than 50% of the teacher's students are covered by a State-provided growth measure, such teacher shall have a Student Learning Objective (SLO) developed and approved by his/her superintendent or another trained administrator, using a form prescribed by the Commissioner, consistent with the SLO process determined or developed by the Commissioner, that results in a student growth score; provided that, for any teacher whose course ends in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO.

2.1) Assurances

Please note: NYS Grades 3-8 ELA/Math Assessments and State-provided growth scores cannot be used for the purposes of providing transition scores and ratings during the 2015-16 through 2018-19 school years, and should be used for advisory purposes only until the 2019-20 school year. Alternate SLOs to be used during the 2016-17 through 2018-19 transition period should be entered in Task 2 (Transition).

Please check the boxes below.

- ☑ Assure that the growth score provided by NYSED will be used, where required.
- ☐ Assure that, starting in the 2019-20 school year, back-up SLOs will be set by the superintendent or another trained administrator for all 4-8 ELA and Math teachers in the event that a State-provided growth score cannot be generated for that teacher.
- ☐ For the 2019-20 school year and thereafter, for any grade/subject that requires a back-up SLO, but for which there are not enough students, not enough scores, or data issues that prevent a teacher-specific SLO from being created, the superintendent or another trained administrator shall develop a school-wide back-up SLO using available State/Regents assessments.
- ☐ Assure that, during the 2015-16 through 2018-19 school years, the results of the NYS Grades 3-8 ELA/Math assessments and State-provided growth scores will continue to be used to calculate an original score and rating for advisory purposes only.

2.2) Grades 4-8 ELA and Math: Assessments (Original)

STATE-PROVIDED MEASURES OF STUDENT GROWTH

For teachers in grades 4 - 8 Common Branch, ELA, and Math, NYSED will provide a growth score and rating. That rating will incorporate students' academic history compared to similarly academically achieving students and takes into consideration students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents. While most teachers of 4-8 Common Branch, ELA and Math will have State-provided scores and ratings, some may teach other courses where there is no State-provided growth measure. Teachers with 50 – 100% of students covered by State-provided growth measures will receive a growth score and rating from the State for the full Student Performance category of their evaluation. Teachers with 0 – 49% of students covered by State-provided growth measures must have SLOs for the Student Performance category of their evaluation and one SLO must use the State-provided measure if applicable for any courses. (See APPR Guidance and SLO Guidance for more detail on teachers with State-provided growth measures and SLOs.)

For the 2019-20 school year and thereafter, for those teachers who would typically receive a State-provided growth score, the district/BOCES must also include a back-up SLO in the event that there are not enough students, not enough scores, or data issues that prevent a State-provided growth score from being calculated for that teacher.

Using the drop-down boxes below, please select the assessment(s) that will be used for the back-up SLOs for the grade/subject listed beginning in the 2019-20 school year.

	Grade 4 ELA	**Grade 4 Math**
State Assessment	NYS Grade 4 ELA	NYS Grade 4 Math

	Grade 5 ELA	**Grade 5 Math**
State Assessment	NYS Grade 5 ELA	NYS Grade 5 Math

	Grade 6 ELA	**Grade 6 Math**
State Assessment	NYS Grade 6 ELA	NYS Grade 6 Math

	Grade 7 ELA	**Grade 7 Math**
State or Regents Assessment(s)	NYS Grade 7 ELA	NYS Grade 7 Math

	Grade 8 ELA	**Grade 8 Math**
State or Regents Assessment(s)	NYS Grade 8 ELA	NYS Grade 8 Math and Common Core Algebra

2.3) Grade 3 ELA and Math: Assessments (Original)

STUDENT LEARNING OBJECTIVES: Courses Ending with State Assessments or Regents Exams

For guidance on SLOs, see NYSED SLO Guidance: https://www.engageny.org/resource/appr-3012-d.

SLOs are the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For grade 3 ELA and math; grades 4 and 8 science; high school math, science, and social studies courses associated with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO for students taking such assessments:

- State assessments (or Regents or Regent equivalents), *required if one exists*

Using the drop-down boxes below, please select the assessment that will be used for the SLOs for the grade/subject listed.

	Grade 3 ELA	**Grade 3 Math**
State Assessment	NYS Grade 3 ELA	NYS Grade 3 Math

2.4) Grades 4 and 8 Science: Assessments (Original)

STUDENT LEARNING OBJECTIVES: Courses Ending with State Assessments or Regents Exams

For guidance on SLOs, see NYSED SLO Guidance: https://www.engageny.org/resource/appr-3012-d.

SLOs are the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For grade 3 ELA and math; grades 4 and 8 science; high school math, science, and social studies courses associated with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO for students taking such assessments:

- State assessments (or Regents or Regent equivalents), *required if one exists*

Using the drop-down boxes below, please select the assessment(s) that will be used for the SLOs for the grade/subject listed.

	Grade 4 Science	Grade 8 Science
State or Regents Assessment(s)	Not applicable	NYS Grade 8 Science and Earth Science

2.5) High School Courses Ending in a Regents Exam: Assessments (Original)

Note: Additional high school courses may be included in the "All Other Courses" section of this form (Task 2.10).

STUDENT LEARNING OBJECTIVES: Courses Ending with State Assessments or Regents Exams

For guidance on SLOs, see NYSED SLO Guidance: https://www.engageny.org/resource/appr-3012-d.

SLOs are the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For grade 3 ELA and math; grades 4 and 8 science; high school math, science, and social studies associated with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO for students taking such assessments:

- State assessments (or Regents or Regent equivalents), *required if one exists*

Using the drop-down boxes below, please select the assessment(s) that will be used for the SLOs for the grade/subject listed.

	Global 2	**US History**
Regents Assessment	Global 2	US History

	Living Environment	**Earth Science**	Chemistry	Physics
Regents Assessment	Living Environment	Earth Science	Chemistry	Physics

	Algebra I	**Geometry**	**Algebra II/Trigonometry**
Regents Assessment(s)	Common Core Algebra	Common Core Geometry	Common Core Algebra II

2.6) High School English Language Arts Courses: Measures and Assessments (Original)

Note: Additional high school English Language Arts courses may be included in the "All Other Courses" section of this form (Task 2.10).

STUDENT LEARNING OBJECTIVES: High School English Language Arts

For guidance on SLOs, see NYSED SLO Guidance: https://www.engageny.org/resource/appr-3012-d.

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For high school English Language Arts, the following must be used as the evidence of student learning within the SLO:

- State assessments (or Regents or Regent equivalents), required in at least one year of high school English Language Arts

For grade levels where the Regents exam is not used:

- District-determined assessments from list of State-approved 3rd party assessments; or
- State-approved district, regionally or BOCES-developed course-specific assessments; or
- School- or program-wide, group, team, or linked results; or
- District- or BOCES-wide results

Using the table below, please select the measure and assessment(s) that will be used for SLOs for the grade/subject listed.

	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
9 ELA	School- or program-wide group, team or linked results	☑ Common Core English ☑ Common Core Algebra		
10 ELA	School- or program-wide group, team or linked results	☑ Common Core English ☑ Common Core Algebra		
11 ELA	Teacher-specific results	☑ Common Core English		
12 ELA	School- or program-wide group, team or linked results	☑ Common Core English ☑ Common Core Algebra		

2.7)Grades K-2 ELA and Math: Measures and Assessments (Original)

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

For guidance on SLOs, see NYSED SLO Guidance: https://www.engageny.org/resource/appr-3012-d.

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

- District-determined assessments from list of State-approved 3rd party assessments; or
- State-approved district, regionally or BOCES-developed course-specific assessments; or
- School- or program-wide, group, team, or linked results; or
- District- or BOCES-wide results

Using the table below, please select the measure and assessment(s) that will be used for SLOs for the grade/subject listed.

	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
K ELA	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra		
K Math	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra		
1 ELA	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra		
1 Math	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra		
2 ELA	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra		
2 Math	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra		

2.8)Grades 6-7 Science and Grades 6-8 Social Studies: Measures and Assessments (Original)

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

For guidance on SLOs, see NYSED SLO Guidance: https://www.engageny.org/resource/appr-3012-d.

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

- District-determined assessments from list of State-approved 3rd party assessments; or
- State-approved district, regionally or BOCES-developed course-specific assessments; or
- School- or program-wide, group, team, or linked results; or
- District- or BOCES-wide results

Using the table below, please select the measure and assessment(s) that will be used for SLOs for the grade/subject listed.

	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
6 Science	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra		
7 Science	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra		
6 Social Studies	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra		
7 Social Studies	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra		
8 Social Studies	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra		

2.9) Regents Global Studies 1: Measure and Assessment(s) (Original)

Note: Additional high school social studies courses may be included in the “All Other Courses” section of this form (Task 2.10).

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

For guidance on SLOs, see NYSED SLO Guidance: https://www.engageny.org/resource/appr-3012-d.

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

- District-determined assessments from list of State-approved 3rd party assessments; or
- State-approved district, regionally or BOCES-developed course-specific assessments; or
- School- or program-wide, group, team, or linked results; or
- District- or BOCES-wide results

Using the table below, please select the measure and assessment(s) that will be used for SLOs for Global Studies 1.

	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
Global 1	School- or program-wide group, team or linked results	☑ Common Core English ☑ Common Core Algebra		

2.10) All Other Courses (Original)

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

For guidance on SLOs, see NYSED SLO Guidance: https://www.engageny.org/resource/appr-3012-d.

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

- District-determined assessments from list of State-approved 3rd party assessments; or
- State-approved district, regionally or BOCES-developed course-specific assessments; or
- School- or program-wide, group, team, or linked results; or
- District- or BOCES-wide results

Fill in the following, as applicable, for all other teachers in additional grades/subjects that have SLOs (you may combine into one course listing any groups of teachers for whom the measure and assessment(s) are the same including, for example, "All courses not named above"):

- **Column 1: lowest grade that corresponds to the course**
- **Column 2: highest grade that corresponds to the course**
- **Column 3: subject of the course**
- **Column 4: measure used**
- **Columns 5-6: assessment(s) used**

Follow the examples below to list other courses.

	(1) lowest grade	(2) highest grade	(3) subject	(4) measure	(5-6) assessment(s)
All Other Courses	K	12	All courses not named above	District- or BOCES-wide results	Common Core English, Common Core Algebra
K-3 Art	K	3	Art	Teacher-specific results	Questar III BOCES
Grades 9-12 English Electives	9	12	English Electives	School- or program-wide, group, team, or linked results	All Regents given in building/district

To add additional courses, click "Add Row".

Grade From	**Grade To**	**Subject**	Measure	State or Regents Assessment(s)	Locally-developed Course-Specific Assessment(s)	Third Party Assessment(s)
K	2	Art	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra		
3	5	Art	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra		
K	2	Physical Education	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra		
3	5	Physical Education	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra		
K	2	Music	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra		
3	5	Music	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra		
K	2	Reading	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra		
3	5	Reading	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra		
K	2	AIS/RTI	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra		
3	5	AIS/RTI	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra		
6	8	Art	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra		
6	8	Music	District- or	☑ Common Core		

			BOCES-wide results	English ☑ Common Core Algebra		
6	8	Physical Education	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra		
6	8	Family and Consumer Science	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra		
6	8	Technology	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra		
6	8	Languages Other Than English	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra		
6	8	Reading	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra		
6	8	AIS/RTI	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra		
6	8	All courses not named above	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra		
9	12	English Electives	School- or program-wide group, team, or linked results	☑ Common Core English ☑ Common Core Algebra		
9	12	Social Studies Electives	School- or program-wide group, team, or linked results	☑ Common Core English ☑ Common Core Algebra		
9	12	Science Electives	School- or program-wide group, team, or linked results	☑ Common Core English ☑ Common Core Algebra		
9	12	Math Electives	School- or program-wide group, team,	☑ Common Core English ☑ Common Core		

			or linked results	Algebra		
9	12	Languages Other Than English	School- or program-wide group, team, or linked results	☑ Common Core English ☑ Common Core Algebra		
9	12	Business	School- or program-wide group, team, or linked results	☑ Common Core English ☑ Common Core Algebra		

2.11) HEDI Scoring Bands

Highly Effective			Effective			Developing		Ineffective												
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

2.12) Teachers with More Than One Growth Measure (Original)

If educators have more than one State-provided growth score and rating, those scores and ratings will be combined into one 0-20 score and HEDI rating for the Required Student Performance subcomponent provided by the Department. (Examples: Common branch teacher with State-provided growth measures for both ELA and Math in grade 4; middle school math teacher with both 7th and 8th grade math courses.)

If educators have more than one SLO (or a State-provided growth measure and an SLO), the measures will each earn a score from 0-20 points which districts/BOCES must weight proportionately based on the number of students in each SLO (or in the State-provided growth measure and the SLO). For more information on teachers with more than one growth measure, please see NYSED APPR Guidance and NYSED SLO Guidance: https://www.engageny.org/resource/appr-3012-d.

2.13) Assurances

For guidance on SLOs and the development of back-up SLOs, please see NYSED APPR Guidance and SLO Guidance: https://www.engageny.org/resource/appr-3012-d.

Please check the boxes below.

- ☑ Assure that the teacher has an SLO or a back-up SLO, where applicable, consistent with the goal setting process developed by the Commissioner that results in a student growth score.
- ☑ Assure that all growth targets represent a minimum of one year of expected growth, as determined by the superintendent or another trained administrator. Such targets, as determined by the superintendent or another trained administrator, may only take the following characteristics into account: poverty, students with disabilities, English language learner status and prior academic history.
- ☑ Assure that all growth targets are approved by the superintendent or another trained administrator.
- ☑ Assure that any disagreement between parties regarding the content of the SLO, including the growth target, will be resolved by the superintendent or another trained administrator.
- ☑ Assure that if a teacher's SLO is based on a small n size population and the district/BOCES chooses not to use the HEDI scoring bands listed in task 2.11, then the teacher's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in APPR Guidance.
- ☑ Assure that processes are in place for the superintendent to monitor SLOs.
- ☑ Assure that the final Student Performance category rating for each teacher will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved APPR plan.

2.14) Use of the Optional Subcomponent and Student Performance Category Weighting

- If the Optional subcomponent is not used, the Required subcomponent will comprise 100% of the Student Performance category.
- If the Optional subcomponent is used, the Required subcomponent must comprise at least 50% of the Student Performance category.

Please indicate if the Optional subcomponent will be used by making the appropriate selection below.

NO, the Optional subcomponent WILL NOT be used; the Required subcomponent will comprise 100% of the Student Performance category.

Task 3) Optional Student Performance Subcomponent

For guidance on the Optional subcomponent of the Student Performance measure, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

Up to 50% of Student Performance category, if selected.

Such second measure shall apply in a consistent manner, to the extent practicable, across all classrooms in the same grade/subject in the district/BOCES and be either:

(A) a second State-provided growth score on a State-created or administered test, provided that the State-provided growth measure is different than that used in the Required subcomponent, or

(B) a growth score based on a State-designed supplemental assessment, calculated using a State-provided or approved growth model.

3.1) Use of the Optional Subcomponent of the Student Performance Category

Please indicate if the Optional subcomponent will be used by making the appropriate selection below.

NO, the Optional subcomponent WILL NOT be used in the Student Performance category for any teacher.

Annual Professional Performance Review - Education Law §3012-d

Task 4. Teacher Observation Category - Tasks 4.1-4.6

For guidance on the Teacher Observation category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

4.1) Teacher Practice Rubric

Select a teacher practice rubric from the menu of State-approved rubrics to assess performance based on the observable NYS Teaching Standards.

Rubric Name	**If more than one rubric is utilized, please indicate the group(s) of teachers each rubric applies to.**
Danielson's Framework for Teaching (2013 Revised Edition)	(No Response)

4.2) Assurances

Please check all of the boxes below.

- ☑ Assure that all observable NYS Teaching Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual observations.
- ☑ Assure that the process for assigning points for the Teacher Observation category will be in compliance with the locally-determined subcomponent weights and overall Observation category score and rating based on the constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents.
- ☑ Assure that the same rubric(s) is used for all classroom teachers in a grade/subject across the district/BOCES, provided that districts/BOCES may locally determine whether to use different rubrics for teachers who teach different grades and/or subjects during the school year.
- ☑ Assure that the same rubric(s) is used for all observations of a classroom teacher across the observation types in a given school year.

4.3) Process for Weighting Rubric Domains/Subcomponents

For guidance on the Teacher Observation category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

Please describe the process for weighting the observable domains/subcomponents of the chosen practice rubric (e.g., All observable components will be weighted equally and averaged).

The evaluator will conduct the classroom observation and rate each component observed, ranging from 1 point to 4 points. The points for components observed will be weighted equally and the summation of these points will be averaged. The average score for the specified observation will receive a HEDI rating based on the Teacher Observation Scoring Bands.

4.4) Calculating Observation Ratings

Assurances

Please check the boxes below.

- ☑ Assure that each set of observations (by supervisor/other trained administrator, independent, or peer) will be completed using the selected practice rubric, producing an overall score between 1 and 4. The overall weighted observation score will then be converted into a HEDI rating using the ranges indicated below.
- ☑ Assure that once all observations are complete, the different types of observations will be combined using a weighted average consistent with the weights specified in task 4.5 below, producing an overall Observation category score between 0 and 4. In the event that a teacher earns a score of 1 on all rated components of the practice rubric across all observations, a score of 0 will be assigned.

For districts/BOCES that have been granted an annual Independent Evaluator Hardship Waiver by the Department:

- ☑ Assure that if the district is granted an annual Independent Evaluator Hardship Waiver by the Department, the second observation(s) shall be conducted by one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the observation(s) required to be performed by the principal/supervisor or other trained administrator.

Teacher Observation Scoring Bands

	Overall Observation Category Score and Rating	
	Minimum	Maximum
H	3.5 to 3.75	4.0
E	2.5 to 2.75	3.49 to 3.74
D	1.5 to 1.75	2.49 to 2.74
I	0	1.49 to 1.74

HEDI Ranges

Using the dropdown menus below, please indicate the locally-determined rubric scoring ranges based on the constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents for each of the rating categories.

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

4.5) Teacher Observation Subcomponent Weighting

Required Subcomponents:

- Observations by Principal(s) or Other Trained Administrators: At least 80% of the Teacher Observation category score

- Observations by Impartial Independent Trained Evaluator(s)*: At least 10%, but no more than 20%, of the Teacher Observation category score

Optional Subcomponent:

- Observations by Trained Peer Observer(s): No more than 10% of the Teacher Observation category score when selected

Please be sure the total of the weights indicated equals 100%.

** If the district is granted an annual Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through the use of one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the observation(s) required to be performed by the principal/supervisor or other trained administrator.*

Please indicate the weighting of each subcomponent and be sure the total of the weights indicated equals 100%.

Required - Principal/ Administrator	Required - Independent Evaluator(s)	Optional - Peer Observer(s)	**Grades and subjects for which Peer Observers will be used**
80%	20%	N/A	(No Response)

4.6) Assurances

Please check all of the boxes below.

- ☑ Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the teacher(s) they are evaluating.
- ☑ Assure that, if observations are being conducted by trained peer observer(s), these teacher(s) received an overall rating of Effective or Highly Effective in the previous school year.
- ☑ Assure that the following elements will not be used in calculating a teacher's Observation category score and rating: evidence of student development and performance derived from lesson plans, other artifacts of teacher practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of teacher effectiveness.
- ☑ Assure that the length of all observations for teachers will be conducted pursuant to the locally-determined durations.
- ☑ Assure that independent evaluator(s) will be trained and selected by the district/BOCES.
- ☑ Assure that peer observer(s), as applicable, will be trained and selected by the district/BOCES.
- ☑ Assure that at least one of the required observations will be unannounced.

Annual Professional Performance Review - Education Law §3012-d

Task 5. Overall Scoring (Teachers) - Tasks 5.1-5.3

For guidance on APPR scoring, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

5.1) Scoring Ranges

Student Performance
HEDI ratings must be assigned based on the point distribution below.

	Overall Student Performance Category Score and Rating	
	Minimum	Maximum
H	18	20
E	15	17
D	13	14
I	0	12

Teacher Observation
HEDI ratings must be assigned based on locally-determined ranges consistent with the constraints listed below.

	Overall Observation Category Score and Rating	
	Minimum	Maximum
H	3.5 to 3.75	4.0
E	2.5 to 2.75	3.49 to 3.74
D	1.5 to 1.75	2.49 to 2.74
I	0	1.49 to 1.74

5.2) Scoring Matrix for the Overall Rating

		Teacher Observation Category			
		Highly Effective (H)	**Effective (E)**	**Developing (D)**	**Ineffective (I)**
Student Performance Category	**Highly Effective (H)**	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D*	D*	I	I

* If a teacher is rated Ineffective on the Student Performance category, and a State-designed supplemental assessment was included as an Optional subcomponent of the Student Performance category, the teacher can be rated no higher than Ineffective overall (see Education Law §3012-d (5)(a) and (7)).

5.3) Assurances

Please check all of the boxes below.

- ☑ Assure that each subcomponent and category score and rating and the Overall rating will be calculated pursuant to the requirements specified in Subpart 30-3 of the Rules of the Board of Regents.
- ☑ Assure that it is possible to obtain a zero in each subcomponent.
- ☑ Assure the overall rating determination for a teacher shall be determined according to the evaluation matrix.
- ☑ Assure that a student will not be instructed, for two consecutive school years, by any two teachers of the same subject in the same school district who have received Ineffective ratings under Education Law §3012-d in the year immediately prior to the school year in which the student is placed in the teacher's classroom unless the district has received a waiver from the Department.

For more information on the additional requirements for teachers, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

6.1) Assurances: Teacher Improvement Plans

Please check all of the boxes below.

- ☑ Assure that the district/BOCES will formulate and commence implementation of a Teacher Improvement Plan (TIP) for all teachers who receive a Developing or Ineffective rating by October 1 following the school year for which such teacher's performance is being measured or as soon as practicable thereafter.
- ☑ Assure that TIP plans developed and implemented by the superintendent or his/her designee, in the exercise of his/her pedagogical judgment, shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas.

6.2) Attachment: Teacher Improvement Plan Forms

All TIP plans developed and implemented by the superintendent or his/her designee, in the exercise of his/her pedagogical judgment, must include:

1) identification of needed areas of improvement;
2) a timeline for achieving improvement;
3) the manner in which the improvement will be assessed; and, where appropriate,
4) differentiated activities to support a teacher's improvement in those areas.

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district/BOCES.

appr_62_tip_pp_346700644-Teacher Improvement Plan.pdf

6.3) Assurance: Appeals

Please check the box below.

- ☑ Assure the district/BOCES has collectively bargained appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.

6.4) Appeals

Pursuant to Education Law §3012-d, a teacher may only challenge the following in an appeal to their district/BOCES:

(1) the substance of the annual professional performance review; which shall include the following:

(i) in the instance of a teacher rated Ineffective on the Student Performance category, but rated Highly Effective on the Observation category based on an anomaly, as determined locally;

(2) the school district's/BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d; and

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's/BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law §3012-d.

Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way.

The following appeals process will be in place for teachers as specified in Education Law Section §3012(d): ²

- Appeals shall be limited to those evaluations which have resulted in a rating of Ineffective or Developing. ²
- Within five school days of the receipt of an annual evaluation providing a rating of Ineffective and Developing or TIP, a teacher may appeal the annual evaluation to the Superintendent of Schools or his/her designee. The appeal shall be in writing and shall articulate in detail the basis of the appeal. Appeals shall be limited to:
- substance of the annual professional performance review; §
- school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012(d) of the Education Law; §
- school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures; §
- school district's issuance and/or implementation of the terms of the teacher's improvement plan; §
- any issue not raised in the written appeal shall be deemed waived; and notwithstanding the item above, procedural issues shall be subject to this contract's grievance procedure ²
- Within five school days of receipt of the appeal, the Superintendent of Schools or his/her designee shall render a written determination with respect thereto. ²
- The determination of the Superintendent of Schools or his /her designee as to the substance of the evaluation shall not be grievable, arbitrable, or reviewable in any other forum. ²
- The timeframes referred to herein, may be extended in a timely and expeditious manner, by mutual agreement of the parties, in accordance with Education Law Section 3012-d.

6.5) Assurance: Evaluators

Please check the box below.

☑ The district/BOCES assures that all evaluators will be properly trained and lead evaluators will be certified on the below elements prior to completing a teacher's evaluation. Note: independent observers and peer observers need only be trained on elements 1, 2, and 4 below.

6.6) Training of Lead Evaluators, Evaluators, Independent Observers, and Peer Observers and Certification of Lead Evaluators

The process for training evaluators, including impartial and independent observers and peer observers, and certifying and re-certifying lead evaluators must include:

1) the process for training lead evaluators and evaluators, including impartial independent observers and peer observers;
2) the process for the certification and re-certification of lead evaluators;
3) the process for ensuring inter-rater reliability; and
4) the nature (content) and the duration (how many hours, days) of such training.

Describe the process for training evaluators, including impartial and independent observers and peer observers, and certifying and re-certifying lead evaluators.

The lead evaluators and independent evaluators will participate in annual training. A new evaluator to the district will be certified upon successful completion of training, according to the nine elements specified. The evaluator will receive training from certified district evaluators or by attending a BOCES APPR training workshop.

The lead evaluators and independent evaluators will participate in a minimum of 24 hours of professional development, which address the following nine elements:

Elements of Training Duration of Training
1. NYS Teaching Standards/ISLLC Leadership Standards: 4 hours
2. Evidence-based Observation: 8 hours
3. Application and use of Student Growth Percentile: 4 hours
4. Application and use of State-approved Teacher/Principal Practice Rubrics including training for inter-rater reliability: 8 hours
5. Application and use of assessment tools used to evaluate teachers/principals: 4 hours
6. Application and use of State-approved locally selected measures of student achievement: 4 hours
7. Use of Statewide Instructional Reporting System: 2 hours
8. Scoring methodology used to evaluate teachers/principals: 2 hours
9. Specific considerations in evaluating principals of ELLs and students with disabilities: 4 hours
Re-certification of Administrators: Minimum 10 hours annually

6.7) Assurances: Teacher Evaluation

Please check all of the boxes below.

- ☑ Assure that the district/BOCES shall compute and provide to the teacher their score and rating for the Student Performance category, if available, and for the Teacher Observation category for the teacher's Annual Professional Performance Review, in writing, no later than the last school day of the school year for which the teacher is being measured, but in no case later than September 1 of the school year next following the school year for which the teacher's performance is being measured.
- ☑ Assure that the evaluation system will be used as a significant factor for employment decisions.
- ☑ Assure that teachers will receive timely and constructive feedback as part of the evaluation process.
- ☑ Assure that the following prohibited elements listed in Education Law §3012-d(6) are not being used as part of any teacher's evaluation: evidence of student development and performance derived from lesson plans, other artifacts of teacher practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of teacher effectiveness; any district or regionally-developed assessment that has not been approved by the Department; and any growth or achievement target that does not meet the minimum standards as set forth in regulations of the Commissioner.

6.8) Assurances: Assessments

Please check all of the boxes below.

- ☑ Assure that, where applicable, if students in Common Core courses are taking both the 2005 Learning Standards and Common Core versions of the Regents Assessment, then the district/BOCES will use the higher of the two scores to determine whether a student has met his/her growth target.
- ☑ Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.
- ☑ Assure that individuals with vested interest in the outcome of their assessments are not involved, to the extent practicable, in the administration and scoring of those assessments.

6.9) Assurances: Data

Please check all of the boxes below.

- ☑ Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.
- ☑ Assure that the district/BOCES provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.
- ☑ Assure scores and ratings for all teachers will be reported to NYSED for each category, as well as the overall rating, as per NYSED requirements.
- ☑ Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.
- ☑ Assure that procedures for ensuring data accuracy and integrity are being utilized.

Task 7) Original Required Student Performance Subcomponent

For guidance on the Required subcomponent of the Student Performance category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

100% of Student Performance category if only the Required subcomponent is used or at least 50% when used with Optional subcomponent

(A) For a principal of a building which includes grades 4-8 ELA, math and/or high school courses with State or Regents assessments (or principals of programs with any of these assessments) who have at least 30% of his/her students covered under a State-provided growth measure, such principal shall have a State-provided growth score based on such model.

(B) For a principal where less than 30% of his/her students are covered under the State-provided growth measure, such principal shall have a Student Learning Objective (SLO), consistent with the SLO process determined or developed by the Commissioner, that results in a student growth score; provided that, for any principal whose building or program includes courses that end in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO.

7.1) State-Provided Measures of Student Growth (Original)

For principals with at least 30% of their students covered under a State-provided growth measure, such principal shall have a State-provided growth score based on such model. Please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth measure, (e.g., K-5, PK-6, 6-8, 6-12, 9-12, etc.). For principals where less than 30% of their students are covered under a State-provided growth measure, such principals shall have an SLO consistent with a goal setting process determined or developed by the Commissioner that results in a student growth score; provided that for any grade-level/course that ends in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO. (See Guidance for more detail on principals with State-provided measures and SLOs.)

For the 2019-20 school year and thereafter, for those principals who would typically receive a State-provided growth score, the district/BOCES must also include a back-up SLO in the event that there are not enough students, not enough scores, or data issues that prevent a State-provided growth score from being calculated for that principal.

Please list the grade configurations of the schools or principals where State-provided growth measures will apply beginning in the 2019-20 school year (please list, e.g., K-5, PK-6, 6- 8, 6-12, 7-12, 9-12). For each configuration, also indicate assessment(s) used for the back-up SLO beginning in the 2019-20 school year.

For each grade configuration indicate the following:

- **Column 1: lowest grade that corresponds to the building or program**
- **Column 2: highest grade that corresponds to the building or program**
- **Column 3: assessment(s) used**

Follow the examples below.

	(1) lowest grade	(2) highest grade	(3) assessment(s)
Grades K-6 Building	K	6	NYS Grade 3 ELA, NYS Grade 4 ELA, NYS Grade 5 ELA, NYS Grade 6 ELA, NYS Grade 3 Math, NYS Grade 4 Math, NYS Grade 5 Math, NYS Grade 6 Math
Grades 7-12 Building	7	12	All Regents assessments which are used to generate the principal's State-provided growth score

Using the table below, please select the assessment(s) that will be used for the back-up SLOs beginning in the 2019-20 school year for each grade configuration listed. The SLO will be based on the largest grades/courses in the principal's school building, using State or Regents assessments as the underlying evidence for such SLOs where they exist.

Grade From	Grade To	State or Regents Assessment(s)
3	5	☑ Grade 4 ELA ☑ Grade 5 ELA ☑ Grade 4 Math ☑ Grade 5 Math
9	12	☑ All Regents assessments which are used to generate the principal's State-provided growth score
6	8	☑ Grade 6 ELA ☑ Grade 7 ELA ☑ Grade 8 ELA ☑ Grade 6 Math ☑ Grade 7 Math ☑ Grade 8 Math

7.1) Assurances

Please check the boxes below.

- ☑ Assure that the growth score provided by NYSED will be used, where required.
- ☐ Assure that, starting in the 2019-20 school year, back-up SLOs will be set by the superintendent or another trained administrator for all principals who receive a State-provided growth score in the event that a State-provided growth score cannot be generated for that principal.
- ☐ Assure that, during the 2015-16 through 2018-19 school years, the results of the NYS Grades 3-8 ELA/Math assessments and State-provided growth scores will continue to be used to calculate an original score and rating for advisory purposes only.

7.2) Student Learning Objectives (Original)

For guidance on SLOs, see NYSED SLO Guidance: https://www.engageny.org/resource/appr-3012-d. The district/BOCES must select the type of assessment that will be used with the SLO from the options below.

SLOs must be used for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, math, and/or high school courses with State or Regents assessments. SLOs will be developed using the grades/courses covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs.

- If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs must begin first with the SGP results.
- Additional SLOs must then be set based on grades/subjects with State assessments for which there is no State-provided growth measure, where applicable.
- If additional SLOs are necessary, principals must begin with the grade(s)/courses(s) that have the largest number of students using school-wide student results from one of the following assessment options:
- State-approved 3rd party assessment; or
- State-approved district, regionally, or BOCES-developed course-specific assessment.

For each grade configuration indicate the following:

- **Column 1: lowest grade that corresponds to the building or program**
- **Column 2: highest grade that corresponds to the building or program**
- **Column 3: measure used**
- **Column 4: assessment(s) used**

Follow the examples below.

	(1) lowest grade	(2) highest grade	(3) measure	(4) assessment(s)
Grades K-2 Building	K	2	District- or BOCES-wide results	Common Core English, Common Core Algebra, Living Environment, Global 2, US History
Grades 11-12 Building	11	12	Principal-specific results	Common Core English, US History

Using the table below, please select the measure and assessment(s) that will be used for the SLOs for each grade configuration listed. During the 2016-17 through 2018-19 school years, SLOs that use

Grade From	Grade To	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
K	2	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra		

7.3) HEDI Scoring Bands

Highly Effective	Effective	Developing	Ineffective

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

7.4) Principals with More Than One Growth Measure (Original)

For more information on principals with more than one growth measure, please see NYSED APPR Guidance and SLO Guidance: https://www.engageny.org/resource/appr-3012-d.

If educators have more than one State-provided growth score and rating, those scores and ratings will be combined into one score and HEDI rating for the Required Student Performance subcomponent provided by the Department. (Examples: Principals of K-8 schools with growth measures for ELA and math grades 4-8.)

If educators have more than one SLO (or a State-provided growth measure and an SLO), the measures will each earn a score from 0-20 points which districts/BOCES must weight proportionately based on the number of students in each SLO (or in the State-provided growth measure and the SLO).

7.5) Assurances

Please check all of the boxes below.

- ☑ Assure that the principal has an SLO or a back-up SLO, where applicable, consistent with the goal setting process developed by the Commissioner that results in a student growth score.
- ☑ Assure that all growth targets represent a minimum of one year of expected growth, as determined by the superintendent or another trained administrator. Such targets, as determined by the superintendent or another trained administrator, may only take the following characteristics into account: poverty, students with disabilities, English language learners status and prior academic history.
- ☑ Assure that all growth targets are approved by the superintendent or another trained administrator.
- ☑ Assure that any disagreement between parties regarding the content of the SLO, including the growth target, will be resolved by the superintendent or another trained administrator.
- ☑ Assure that if a principal's SLO is based on a small n size population and the district/BOCES chooses not to use the HEDI scoring bands listed in task 7.3, then the principal's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in APPR Guidance.
- ☑ Assure that processes are in place for the superintendent to monitor SLOs.
- ☑ Assure that the final Student Performance category rating for each principal will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved APPR plan.

7.6) Student Performance Subcomponent Weighting

- If the Optional subcomponent is not used, the Required subcomponent will comprise 100% of the Student Performance category.
- If the Optional subcomponent is used, the Required subcomponent must comprise at least 50% of the Student Performance category.

Please indicate if the Optional subcomponent will be used by making the appropriate selection below.

NO, the Optional subcomponent WILL NOT be used; the Required subcomponent will comprise 100% of the Student Performance category.

Task 8) Optional Student Performance Subcomponent

For guidance on the Optional subcomponent of the Student Performance category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

Up to 50% of Student Performance category, if selected.

Such second measure shall apply in a consistent manner, to the extent practicable, across all buildings with the same grade configuration or program in the district/BOCES and be either:

(A) a second State-provided growth score on a State-created or administered test, provided that a different measure is used than that for the Required subcomponent in the Student Performance category, or

(B) a growth score based on a State-designed supplemental assessment, calculated using a State-provided or approved growth model.

8.1) Use of the Optional Subcomponent for Student Performance Measures

Please indicate if the Optional subcomponent will be used by making the appropriate selection below.

NO, the Optional subcomponent WILL NOT be used in the Student Performance category for any principal.

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Task 9. Principal School Visit Category - Tasks 9.1-9.6

For guidance on the Principal School Visit category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

9.1) Principal Practice Rubric

Select a principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards.

Rubric Name	**If more than one rubric is utilized, please indicate the group(s) of teachers each rubric applies to.**
Multidimensional Principal Performance Rubric	(No Response)

9.2) Assurances

Please check all of the boxes below.

- ☑ Assure that all observable ISLLC 2008 Leadership Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual school visits.
- ☑ Assure that the process for assigning points for the Principal School Visit category will be in compliance with the locally-determined subcomponent weights and overall School Visit category score and rating based on the constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents.
- ☑ Assure that the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district/BOCES, provided that districts/BOCES may locally determine whether to use different rubrics for a principal assigned to different grade level configurations or building types.
- ☑ Assure that the same rubric(s) is used for all school visits for a principal across the school visit types in a given school year.

9.3) Process for Weighting Rubric Domains/Subcomponents

For guidance on the Principal School Visit category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

Please describe the process for weighting the observable domains/subcomponents of the chosen practice rubric (e.g., All observable components will be weighted equally and averaged).

The evaluator will conduct the site visit and rate each component observed, ranging from 1 point to 4 points. The points for components observed will be weighted equally and the summation of these points will be averaged. The average score for the specified site visit will receive a HEDI rating based on the Principal's Site Visit Scoring Bands.
The site visits, to be conducted by the supervisor and independent evaluator will be combined through a weighted average and incorporated into the Principal's Overall School Visit Category.

9.4) Calculating School Visit Ratings

Assurances

Please check the boxes below.

- ☑ Assure that each set of school visits (by supervisor/other trained administrator, independent, or peer) will be completed using the selected practice rubric, producing an overall score between 1 and 4. The overall weighted school visit score will be converted into a HEDI rating using the ranges indicated below.
- ☑ Assure that once all school visits are complete, the different types of school visits will be combined using a weighted average consistent with the weights specified in task 9.5 below, producing an overall School Visit category score between 0 and 4. In the event that a principal earns a score of 1 on all rated components of the practice rubric across all observations, a score of 0 will be assigned.

For districts/BOCES that have been granted an annual Independent Evaluator Hardship Waiver by the Department:

- ☑ Assure that if the district is granted an annual Independent Evaluator Hardship Waiver by the Department, the second school visit(s) shall be conducted by one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the school visit(s) required to be performed by the Superintendent/supervisor or his/her designee.

Principal School Visit Scoring Bands

	Overall School Visit Category Score and Rating	
	Minimum	Maximum
H	3.5 to 3.75	4.0
E	2.5 to 2.75	3.49 to 3.74
D	1.5 to 1.75	2.49 to 2.74
I	0	1.49 to 1.74

HEDI Ranges

Using the dropdown menus below, please indicate the locally-determined rubric scoring ranges based on the constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents for each of the rating categories.

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

9.5) Principal School Visit Subcomponent Weighting

Required Subcomponents:

- School Visits by Supervisor(s) or other Trained Administrator(s): At least 80% of the Principal School Visit category score

- School Visits by Impartial Independent Trained Evaluator(s)*: At least 10%, but no more than 20%, of the Principal School Visit category score

Optional Subcomponent:

- School Visits by Trained Peer Observer(s): No more than 10% of the Principal School Visit category score when selected

** If the district is granted an annual Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through the use of one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the school visit(s) required to be performed by the Superintendent/supervisor or their designee.*

Please indicate the weighting of each subcomponent and be sure the total of the weights indicated equals 100%.

Required - Supervisor/ Adminstrator	Required - Independent Evaluator(s)	Optional - Peer Observer(s)	**Grade configurations for which Peer Observers will be used**
80%	20%	N/A	(No Response)

9.6) Assurances

Please check all of the boxes below.

- ☑ Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the principal(s) they are evaluating.
- ☑ Assure that, if school visits are being conducted by trained peer observer(s), these principal(s) received an overall rating of Effective or Highly Effective in the previous school year.
- ☑ Assure that the following elements will not be used in calculating a principal's school visit category score and rating: evidence of student development and performance derived from lesson plans, other artifacts of principal practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of principal effectiveness.
- ☑ Assure that the length of all school visits for principals will be conducted pursuant to the locally-determined durations.
- ☑ Assure that independent evaluator(s) will be trained and selected by the district/BOCES.
- ☑ Assure that peer observer(s), as applicable, will be trained and selected by the district/BOCES.
- ☑ Assure that at least one of the required school visits will be unannounced.
- ☑ Assure that school visits will not be conducted via video.

Annual Professional Performance Review - Education Law §3012-d

Task 10. Overall Scoring (Principals) - Tasks 10.1-10.3

For guidance on APPR scoring, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

10.1) Scoring Ranges

Student Performance Category
HEDI ratings must be assigned based on the point distribution below.

	Overall Student Performance Category Score and Rating	
	Minimum	Maximum
H	18	20
E	15	17
D	13	14
I	0	12

Principal School Visit Category
HEDI ratings must be assigned based on locally-determined ranges consistent with the constraints listed below.

	Overall School Visit Category Score and Rating	
	Minimum	Maximum
H	3.5 to 3.75	4.0
E	2.5 to 2.75	3.49 to 3.74
D	1.5 to 1.75	2.49 to 2.74
I	0	1.49 to 1.74

10.2) Scoring Matrix for the Overall Rating

		Principal School Visit Category			
		Highly Effective (H)	**Effective (E)**	**Developing (D)**	**Ineffective (I)**
Student Performance Category	**Highly Effective (H)**	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D*	D*	I	I

* If a principal is rated Ineffective on the Student Performance category, and a State-designed supplemental assessment was included as an Optional subcomponent of the Student Performance category, the principal can be rated no higher than Ineffective overall (see Education Law §3012-d (5)(a) and (7)).

10.3) Assurances

Please check all of the boxes below.

- ☑ Assure that each subcomponent and category score and rating and the Overall rating will be calculated pursuant to the requirements specified in Subpart 30-3 of the Rules of the Board of Regents.
- ☑ Assure that it is possible to obtain a zero in each subcomponent.
- ☑ Assure the overall rating determination for a principal shall be determined according to the evaluation matrix.

For guidance on additional requirements for principals, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

11.1) Assurances: Improvement Plans

Please check all of the boxes below.

- ☑ Assure that the district/BOCES will formulate and commence implementation of a Principal Improvement Plan (PIP) for all principals who receive a Developing or Ineffective rating by October 1 following the school year for which such principal's performance is being measured or as soon as practicable thereafter.
- ☑ Assure that PIP plans developed and implemented by the superintendent or his/her designee, in the exercise of his/her pedagogical judgment, shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a principal's improvement in those areas.

11.2) Attachment: Principal Improvement Plan Forms

All PIP plans developed and implemented by the superintendent or his/her designee, in the exercise of his/her pedagogical judgment, must include:

1) identification of needed areas of improvement;
2) a timeline for achieving improvement;
3) the manner in which the improvement will be assessed; and, where appropriate,
4) differentiated activities to support a principal's improvement in those areas.

As a required attachment to this APPR plan, upload the PIP forms that are used in the school district/BOCES.

appr_11_2_pp_346701028-Principal Improvement Plan_cjt90QI.pdf

11.3) Assurance: Appeals

Please check the box below.

- ☑ Assure the district/BOCES has collectively bargained appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.

11.4) Appeals

Pursuant to Education Law §3012-d, a principal may only challenge the following in an appeal to their district/BOCES:

(1) the substance of the annual professional performance review; which shall include the following:

(i) in the instance of a principal rated Ineffective on the student performance category, but rated Highly Effective on the school visit category based on an anomaly, as determined locally;

(2) the school district's/BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d; and

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's/BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law §3012-d.

Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way.

The following appeals process will be in place for administrators as specified in Education Law Section §3012-d and Subpart 30-3 of the Rules of the Board of Regents:

1. The annual evaluation of a building principal shall be presented at a meeting between the principal and Superintendent of Schools or his/her designee on a date selected by the Superintendent.

2. Within ten (10) business days of the receipt of a building principal's evaluation of developing or ineffective or PIP from the Superintendent of Schools based upon an overall composite rating, the principal may appeal the evaluation or PIP in writing to the Superintendent or his/her designee. The appeal shall articulate in detail the basis of the appeal to the Superintendent of Schools or his/her designee. Failure to include a particular basis for the appeal within a principal's written appeal shall be deemed a waiver of that basis. The evaluated principal may only challenge the substance, rating and/or adherence to the parties' Annual Professional Performance Review Plan adopted pursuant to Education Law Section 3012-d and Subpart 30-3 of the Rules of the Board of Regents. Further, a principal who is placed on a Principal Improvement Plan ("PIP") shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-d of the Education Law.

3. The Superintendent or the Superintendent's administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action, or a written answer denying the appeal. The Superintendent or the Superintendent's administrative designee shall review the evidence underlying the observations of the principal along with all other evidence and/or arguments submitted by the principal prior to rendering a decision. Such decision shall be made within fifteen business days of the receipt of the appeal. The decision of the Superintendent or the Superintendent's administrative designee shall be final and binding in all respects and shall not be subject to review at arbitration, before any administrative agency or in any court of law. However, the failure of either party to abide by the above agreed upon process and/or PIP process shall be subject to the grievance procedure of the collective bargaining agreement.

4. In the event a principal receives a second consecutive evaluation of developing or ineffective, the appeals process set forth at Paragraphs 1 through 3 hereof, shall remain in effect. However, notwithstanding the provisions of Paragraph 3 hereof, in the event of a second consecutive evaluation of developing or ineffective, the principal may further appeal what shall be deemed the initial determination of the Superintendent or his/her designee, to a panel consisting of four District administrators, two selected by the President of the Administrators' bargaining unit and two from Central Office selected by the Superintendent. This further appeal must be submitted in writing to the panel within ten (10) business days of receipt of the Superintendent's initial determination on appeal pursuant to Paragraph 3 above. The review by the panel shall be completed within ten (10) business days of delivery of the written request for review from the building principal. No hearing shall be held and the review shall be based solely upon the original appeal, the Superintendent's initial determination, support papers submitted by the principal and/or a response to the appeal by the principal's evaluator, if other than the Superintendent. However, within five (5) business days of receipt of the appeal, the panel may request written clarification of any of the information submitted as part of the original documentation. This request shall not extend the requirement of the panel to complete its work and issue a report and recommendation within the time limit set forth above. The panel's written review recommendation shall be transmitted to the Superintendent and the Appellant upon completion. The Superintendent shall consider the written review recommendation of the panel and shall issue a written decision within ten (10) business days thereof. The determination of the Superintendent of Schools shall be final and shall not be grieveable, arbitrable, or reviewable in any other forum. However, the failure of either party to abide by the above agreed upon process shall be subject to the grievance procedure of the collective bargaining agreement.

5. In the event a majority of the panel is unable to agree upon a decision and recommendation to the Superintendent, it must report that fact to the Superintendent within ten (10) business days of receipt of the appeal. Thereafter, the affected principal may elect review of the appeals papers by one outside expert who will be chosen from a panel of three persons selected by the District and the Administrators' Unit, which panel shall be established by the parties. Should the parties fail to agree as to the composition of the panel prior to September 1st of each year, a list of ten qualified experts shall be provided to the parties by the Suffolk County Organization for the Promotion of Education (SCOPE). Upon receipt of the list, the parties shall attempt to agree upon the panel composition for that year. If the parties are unable to agree upon the selection of the panelists from the list provided, the outside expert to hear the review shall be chosen directly from the list on a rotating basis. If an expert is unavailable or unable to review the matter within fifteen (15) business days, then the next expert on the list will be selected. No present or prior employee of the Harborfields School District shall be eligible to serve on the panel or be selected as the outside expert and the outside expert shall notify the parties of any potential conflict of interest prior to accepting appointment. The panel composition shall be reviewed annually beginning on July 1, 2013. The cost of expert review shall be borne equally by the District and the Administrators' bargaining unit. The expert may recommend a modification of the rating, along with his/her rationale for the same. Expert review shall be completed within fifteen (15) business days of delivery of the written request for review to the Superintendent. No hearing shall be held and the review shall be based solely upon the original appeal, the Superintendent's initial determination, supporting papers submitted by the principal and/or a response to the appeal by the administrator's evaluator, if other than the Superintendent. The

expert's written review recommendation shall be transmitted to the Superintendent and Appellant upon completion. The Superintendent shall consider the written review recommendation of the expert and shall issue a written decision within ten (10) business days thereof. The determination of the Superintendent of Schools shall be final and shall not be grieveable, arbitrable, or reviewable in any other forum. However, the failure of either party to abide by the above agreed upon process shall be subject to the grievance machinery of the collective bargaining unit.

6. All written submissions referred to in paragraphs 2 and 5 shall be simultaneously exchanged between the parties.

7. Nothing set forth herein shall prevent an administrator from challenging the results of an evaluation within the context of a disciplinary proceeding pursuant to Education Law Section 3020-b.

8. An overall APPR composite rating of developing or ineffective on the annual evaluation is the only rating subject to appeal. Principals who receive a rating of highly effective or effective shall not be permitted to appeal their rating. Tenured principals who are rated effective or highly effective may elect to submit a written response to their overall rating, which response shall be appended to the APPR evaluation and filed in the principal's personnel file. Such response shall be filed within ten (10) business days.

9. Non-tenured principals shall not be permitted to appeal any aspect of their annual evaluation, or the School District's issuance and/or implementation of the terms of a principal improvement plan. Probationary principals who are rated ineffective, effective, highly effective or developing, may elect to submit a written response to their overall rating, which response shall be appended to the APPR evaluation and filed in the principal's personnel file. Such response shall be filed within ten (10) business days including school recess and summer recess periods.

10. All reference herein to business days shall include school and summer recess periods, but shall not include pre-approved vacation periods.

11. The timeframes, referred to herein, may be extended in a timely and expeditious manner, by mutual agreement of the parties, in accordance with Education Law Section 3012-d.

12. The parties agree to begin renegotiations for a successor appeal process no later than February 15, 2016. In the unlikely event that a successor agreement is not reached by June 30, 2016, the above appeal process shall remain in effect.

13. All parts of your district's APPR plan, including the terms of the appeals process must be approved by the Commissioner. Any material changes to the approved plan must be submitted by March 1 of each school year to the Commissioner for approval. This includes any negotiated successor appeal process

11.5) Assurance: Evaluators

Please check the box below.

☑ The district/BOCES assures that all evaluators will be properly trained and lead evaluators will be certified on the below elements prior to completing a principal's evaluation. Note: independent observers and peer observers need only be trained on elements 1, 2, and 4 below.

11.6) Training of Lead Evaluators, Evaluators, Independent Observers, and Peer Observers and Certification of Lead Evaluators

The process for training evaluators, including impartial and independent observers and peer observers, and certifying and re-certifying lead evaluators must include:

1) the process for training lead evaluators and evaluators, including impartial independent observers and peer observers;
2) the process for the certification and re-certification of lead evaluators;
3) the process for ensuring inter-rater reliability; and
4) the nature (content) and the duration (how many hours, days) of such training.

Describe the process for training evaluators, including impartial and independent observers and peer observers, and certifying and re-certifying lead evaluators.

The lead evaluators and independent evaluators will participate in annual training. A new evaluator to the district will be certified upon successful completion of training, according to the nine elements specified. The evaluator will receive training from certified district evaluators, in addition to attending BOCES APPR workshops.

The lead evaluators and independent evaluators will participate in a minimum of 24 hours of professional development, which address the following nine elements:

Elements and Duration of Training
1. NYS Teaching Standards/ISLLC Leadership Standards: 4 hours
2. Evidence-based Observation: 8 hours
3. Application and use of Student Growth Percentile: 4 hours
4. Application and use of State-approved Teacher/Principal Practice Rubrics including training for inter-rater reliability: 8 hours
5. Application and use of assessment tools used to evaluate teachers/principals: 4 hours
6. Application and use of State-approved locally selected measures of student achievement: 4 hours
7. Use of Statewide Instructional Reporting System: 2 hours
8. Scoring methodology used to evaluate teachers/principals: 2 hours
9. Specific considerations in evaluating principals of ELLs and students with disabilities: 4 hours
Re-certification of Administrators: Minimum 10 hours annually

11.7) Assurances: Principal Evaluation

Please check all of the boxes below.

- ☑ Assure that the district/BOCES shall compute and provide to the principal their score and rating for the Student Performance category, if available, and for the Principal School Visit category for the principal's Annual Professional Performance Review, in writing, no later than the last school day of the school year for which the principal is being measured, but in no case later than September 1 of the school year next following the school year for which the principal's performance is being measured.
- ☑ Assure that the evaluation system will be used as a significant factor for employment decisions.
- ☑ Assure that principals will receive timely and constructive feedback as part of the evaluation process.
- ☑ Assure that the following prohibited elements listed in Education Law §3012-d(6) are not being used as part of any principal's evaluation: evidence of student development and performance derived from lesson plans, other artifacts of principal practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of principal effectiveness; any district or regionally-developed assessment that has not been approved by the department; and any growth or achievement target that does not meet the minimum standards as set forth in regulations of the Commissioner.

11.8) Assurances: Assessments

Please check all of the boxes below.

- ☑ Assure that, where applicable, if students in Common Core courses are taking both the 2005 Learning Standards and Common Core versions of the Regents Assessment, then the district/BOCES will use the higher of the two scores to determine whether a student has met his/her growth target.
- ☑ Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.
- ☑ Assure that individuals with vested interest in the outcome of their assessments are not involved, to the extent practicable, in the administration and scoring of those assessments.

11.9) Assurances Data

Please check all of the boxes below.

- ☑ Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.
- ☑ Assure that the district/BOCES provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.
- ☑ Assure scores and ratings for all principals will be reported to NYSED for each category, as well as the overall rating, as per NYSED requirements.
- ☑ Assure that enrolled students in accordance with policies for student assignment to schools and may not be excluded.
- ☑ Assure that procedures for ensuring data accuracy and integrity are being utilized.

Task 12) Upload APPR District Certification Form

Please Note: SED Monitoring timestamps each revision and signatures cannot be dated earlier than the last revision.

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form.

210Attachment_HarborfieldsCSD.pdf
appr3_12_file_upload_419236606-APPR Certification_PfhqNsy.pdf

#	LOWEST GRADE	HIGHEST GRADE	SUBJECT (A list of subjects is included after this table)	MEASURE	ASSESSMENT (Please be sure the assessment indicated is consistent with the chosen measure, and that any non-State assessment is on the State-approved list, as applicable)
26	K	12	ELL	○ State-approved third party assessment ○ State-approved district, regional, or BOCES developed assessment ● State or Regents assessment ○ School- or BOCES-wide group, team, or linked results based on State/Regents assessments	NYSESLAT
27	K	12	Integrated Special Education Classes	○ State-approved third party assessment ○ State-approved district, regional, or BOCES developed assessment ○ State or Regents assessment ● School- or BOCES-wide group, team, or linked results based on State/Regents assessments	Common Core Algebra Regents and Common Core English Regents
28	K	12	All remaining courses not referenced	○ State-approved third party assessment ○ State-approved district, regional, or BOCES developed assessment ○ State or Regents assessment ● School- or BOCES-wide group, team, or linked results based on State/Regents assessments	Common Core Algebra Regents and Common Core English Regents
29	K	12	Special Classes	○ State-approved third party assessment ○ State-approved district, regional, or BOCES developed assessment ● State or Regents assessment ○ School- or BOCES-wide group, team, or linked results based on State/Regents assessments	NYSAA

HARBORFIELDS CENTRAL SCHOOL DISTRICT

TEACHER IMPROVEMENT PLAN PROCESS

The Teacher Improvement Plan (TIP) is designed to support a teacher with the improvement of instruction, professional responsibilities, and enhancement of student achievement. The attached Teacher Improvement Plan will be initiated if a teacher receives a rating of Developing or Ineffective through an annual professional performance review. Accordingly, the superintendent or another trained administrator will in the exercise of their pedagogical judgment, formulate and commence implementation of a teacher improvement plan (TIP) by October 1 following the school year for which such teacher's performance was measured or as soon as practicable thereafter. The superintendent or another trained administrator will approve the final teacher improvement plan (TIP) for the teacher.

The Teacher Improvement Plan addresses the following areas:

✧ SECTION I: STANDARDS-BASED GOALS/AREAS IN NEED OF IMPROVEMENT

- Identified Areas in Need of Improvement: The superintendent or another trained administrator will identify areas in need of improvement based on evidence noted in observations and evaluations, for the specified teacher. The superintendent or another trained administrator will support and guide the teacher to ensure improvement and growth.

- Action Plan, including Differentiated Activities: The teacher, in collaboration with the superintendent or another trained administrator, will develop an action plan, including goals and strategies for improving identified areas in need of improvement.

- Timeline for Implementation: The superintendent or another trained administrator will formulate a timeline for implementing the action plan to ensure the teacher's improvement in specified areas.

- Assessment: The action plan will specify the manner in which the improvement will be assessed.

✧ SECTION II: SUPPORT AND GUIDANCE

- Professional Learning Activities to Support the Teacher: The superintendent or another trained administrator will provide resources and support to the teacher, including suggested professional learning activities, for the duration of the plan. The teacher's progress will be assessed to ensure compliance with goals specified in the action plan, at meetings held during the year.

- Artifacts or Benchmarks of Improvement: The teacher will collect and present evidence, including artifacts and benchmarks aligned with goals, at meetings held during the year to ensure the teacher's progress and growth.

- Evidence to Assess Improvement: The superintendent or another trained administrator will collect evidence from goals and evaluations to assess the teacher's improvement.

✧ SUMMARY NOTES FROM PROGRESS MEETINGS

- The superintendent or another trained administrator will be expected to meet a minimum of three times during the year to ensure the teacher's improvement according to the action plan and identified goals. The superintendent or another trained administrator will include notes in the TIP detailing the teacher's progress addressed at meetings held during the school year.

HARBORFIELDS CENTRAL SCHOOL DISTRICT

TEACHER PERFORMANCE IMPROVEMENT PLAN

TEACHER:	ASSIGNMENT:
NAME:	Tenured:_____ Non-Tenured Year:_____
SCHOOL:	
TEACHER'S SIGNATURE: DATE: (Signature indicates receipt of this report)	SUPERINTENDENT or ANOTHER TRAINED ADMINISTRATOR: SIGNATURE: DATE:

INITIAL MEETING: _____

MID-YEAR MEETING: _____

END-OF-YEAR MEETING: _____

SECTION I: Standards-based Goals/Areas in Need of Improvement

IDENTIFIED AREAS IN NEED OF IMPROVEMENT

ACTION PLAN, INCLUDING DIFFERENTIATED ACTIVITIES:

IMPLEMENTATION TIMELINE:

ASSESSMENT:

SECTION II: SUPPORT AND GUIDANCE

PROFESSIONAL LEARNING ACTIVTIES TO SUPPORT THE TEACHER:

ARTIFACTS OR BENCHMARKS OF IMPROVEMENT:

EVIDENCE FROM EVALUATIONS TO ASSESS IMPROVEMENT:

SUMMARY: _____

_____

_____

_____

_____

_____

_____

NOTE: This form will be completed a minimum of three times during the year to ensure the teacher's professional improvement.

HARBORFIELDS CENTRAL SCHOOL DISTRICT

PRINCIPAL IMPROVEMENT PLAN PROCESS

The Principal Improvement Plan (PIP) is designed to support a principal with the improvement of instruction, professional responsibilities, and enhancement of student achievement. The attached Principal Improvement Plan will be initiated if a principal receives a rating of Developing or Ineffective through an annual professional performance review. Accordingly, the superintendent or his/her designee will in the exercise of their pedagogical judgment, formulate and commence implementation of a principal improvement plan (PIP) by October 1 following the school year for which such principal's performance was measured or as soon as practicable thereafter. The superintendent or his/her designee will approve the final principal improvement plan (PIP) for the principal.

The Principal Improvement Plan addresses the following areas:

✧ SECTION I: STANDARDS-BASED GOALS/AREAS IN NEED OF IMPROVEMENT

- Identified Areas in Need of Improvement: The superintendent or his/her designee will identify areas in need of improvement based on evidence noted in site visits and evaluations, for the principal. The superintendent or his/her designee will support and guide the principal to ensure improvement and growth.

- Action Plan, including Differentiated Activities: The principal, in collaboration with superintendent or his/her designee, will develop an action plan, including goals and strategies for improving identified areas in need of improvement.

- Timeline for Implementation: The superintendent or his/her designee will formulate a timeline for implementing the action plan to ensure the principal's improvement in specified areas.

- Assessment: The action plan will specify the manner in which the improvement will be assessed.

✧ SECTION II: SUPPORT AND GUIDANCE

- Professional Learning Activities to Support the Principal: The superintendent or his/her designee will provide resources and support to the principal, including suggested professional learning activities, for the duration of the plan. The principal's progress will be assessed to ensure compliance with goals specified in the action plan, at meetings held during the year.

- Artifacts or Benchmarks of Improvement: The principal will collect and present evidence, including artifacts and benchmarks aligned with goals, at meetings held during the year to ensure the principal's progress and growth.

- Evidence to Assess Improvement: The superintendent or his/her designee will collect evidence from goals and evaluations to assess the principal's improvement.

- SUMMARY NOTES FROM PROGRESS MEETINGS

  - The superintendent or his/her designee will be expected to meet a minimum of three times during the year to ensure the principal's improvement according to the action plan and identified goals. The superintendent or his/her designee will include notes in the PIP detailing the principal's progress addressed at meetings held during the school year.

HARBORFIELDS CENTRAL SCHOOL DISTRICT
Greenlawn, New York 11740

PRINCIPAL PERFORMANCE IMPROVEMENT PLAN

ADMINISTRATOR:	ASSIGNMENT:
NAME:	Tenured:___Non-Tenured Year:_____
SCHOOL:	
PRINCIPAL'S SIGNATURE: DATE: (Signature indicates receipt of this report)	SUPERINTENDENT or HIS/HER DESIGNEE: DATE:

INITIAL MEETING:_____

SUPERINTENDENT or HIS/HER DESIGNEE: _____

MID-YEAR/FOLLOW-UP MEETING:_____

SUPERINTENDENT or HIS/HER DESIGNEE: _____

END-OF-YEAR/ FOLLOW-UP MEETING:_____

SUPERINTENDENT or HIS/HER DESIGNEE: _____

SECTION I: Areas in Need of Improvement

IDENTIFIED AREAS IN NEED OF IMPROVEMENT:

ACTION PLAN, INCLUDING DIFFERENTIATED ACTIVITIES:

IMPLEMENTATION TIMELINE:

ASSESSMENT:

SECTION II: SUPPORT AND GUIDANCE

PROFESSIONAL LEARNING ACTIVTIES TO SUPPORT THE ADMINISTRATOR:

ARTIFACTS OR BENCHMARKS OF IMPROVEMENT:

EVIDENCE FROM EVALUATIONS AND SCHOOL VISITS TO ASSESS IMPROVEMENT:

SUMMARY: _____

_____

_____

_____

_____

_____

_____

NOTE: This form will be completed a minimum of three times during the year to ensure the administrator's professional growth and improvement.

DISTRICT CERTIFICATION FORM: Please download this form, sign and upload to APPR form

By signing this document, the school district or BOCES certifies that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that all provisions of the APPR that are subject to collective negotiations have been resolved pursuant to the provisions of Article 14 of the Civil Service Law and that such APPR Plan complies with the requirements of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES. By signing this document, the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this document constitutes the district's or BOCES' complete APPR Plan, that collective negotiations have been completed on all provisions of the APPR that are subject to collective bargaining, and that such APPR Plan complies with the requirements of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES.

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that upon information and belief, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that rigorously adheres to Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that this APPR Plan is the district's or BOCES' complete APPR Plan and that such plan will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent, conflict, or interfere with full implementation of the APPR Plan; and that no material changes will be made to the Plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-3 of the Rules of the Board of Regents.

The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this APPR Plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this APPR Plan will be returned or forfeited to the State pursuant to Chapter 57 of the Laws of 2012 and/or 2013 and Education Law §3012-d(11), as applicable.

The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR review will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES shall compute and provide to the teacher/principal their score and rating on the Student Performance category, if available, for the Teacher Observation category or Principal School Visit Category for a teacher's or principal's annual professional performance review, in writing, no later than the last day of the school year for which the teacher or principal is being measured, but in no case later than September 1 of the school year next following the school year for which the teacher's or principal's performance is measured
- Assure that the APPR Plan will be filed in the district office and made available to the public on the district's or BOCES' website no later than September 10th of each school year, or within 10 days after the plan's approval by the Commissioner, whichever shall later occur
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual category and subcomponent scores and the overall rating for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English language learners and students with disabilities
- Assure that educators who receive a Developing or Ineffective rating will receive a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statutes and regulations, by October 1 in the school year following the school year for which such teacher's or principal's performance is being measured or as soon as practicable thereafter
- Assure that such improvement plan shall be developed by the superintendent or his/her designee in the exercise of

their pedagogical judgment

- Assure that all evaluators and lead evaluators, including independent evaluators and peer evaluators, as applicable, will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with all applicable statutes and regulations
- Assure that the district or BOCES has collectively bargained appeal procedures that are consistent with the statute and regulations and that they provide for the timely and expeditious resolution of an appeal to the district/BOCES
- Assure that, for teachers, all observable NYS Teaching Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual observations and, for principals, all observable ISLLC 2008 Leadership Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual school visits
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0, for each subcomponent and that the district and BOCES shall ensure that the process by which weights and scoring ranges are assigned to subcomponents and categories is transparent and available to those being rated before the beginning of each school year
- Assure that if a second measure for the Student Performance category is locally selected, then the same locally selected measures of student growth across all classrooms in the same grade/subject in the district/BOCES must be used in a consistent manner to the extent practicable
- Assure that all growth targets represent a minimum of one year of expected growth, as determined by the superintendent or another trained administrator
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval by March 1 of each school year, on a form prescribed by the Commissioner, to the Commissioner for approval
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the statute, regulations, and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to Subpart 30-3 of the regulations
- Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by State or Federal law for each classroom or program of the grade does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for such classroom or program of the grade; and
- Assure that the amount of time devoted to test preparation under standardized testing conditions for each grade does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for such grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, or performance assessments shall not be counted towards the limits established by this subdivision. In addition, formative and diagnostic assessments shall not be counted towards the limits established by this subdivision and nothing in this subdivision shall be construed to supersede the requirements of a section 504 plan of a qualified student with a disability or Federal law relating to English language learners or the individualized education program of a student with a disability.

Signatures, dates

Superintendent Signature: Date: November 13, 2015

Diana Todaro November 13, 2015

Teachers Union President Signature: Date:

Susan Turi 11-13-2015

Administrative Union President Signature: Date:

Joanne Giordano 11/13/15

Board of Education President Signature: Date:

11-13-15