



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

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Commissioner of Education  
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May 31, 2016

**Revised**

Kathleen M. Davis, Superintendent  
Holland Patent Central School District  
9601 Main Street  
Holland Patent, NY 13354

Dear Superintendent Davis:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review (APPR) plan meets the criteria outlined in Education Law §3012-d and Subpart 30-3 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR plan. 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: Howard D. Mettelman

**NOTE:**

Pursuant to sections 30-2.14 and 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. For the 2016-17 through 2018-19 school years, your district/BOCES must establish alternate SLOs for affected teachers and principals who, as a result of the above exclusions, have no remaining measures in the Student Performance Category. Accordingly, please note that since your APPR plan is approved for use during the 2015-16 school year, your district/BOCES must describe the alternate SLOs used by affected teachers and principals beginning in the 2016-17 school year using a supplemental form submitted to the Department no later than March 1, 2017. The Department strongly encourages your district/BOCES to submit this supplemental form prior to the beginning of the 2016-17 school year to ensure that your alternate SLOs are in place for all affected teachers and principals as early as possible

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.

**Annual Professional Performance Review - Education Law §3012-d**Task 1. School District Information - Tasks 1.1, 1.2

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**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

# Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.1 (Assurances), 2.2 (4-8 ELA/Math)

## 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 | Grade 4 ELA | Grade 4 Math |

**Annual Professional Performance Review - Education Law §3012-d**

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.1 (Assurances), 2.2 (4-8 ELA/Math)

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|                  | <b>Grade 5 ELA</b> | <b>Grade 5 Math</b> |
|------------------|--------------------|---------------------|
| State Assessment | Grade 5 ELA        | Grade 5 Math        |

|                  | <b>Grade 6 ELA</b> | <b>Grade 6 Math</b> |
|------------------|--------------------|---------------------|
| State Assessment | Grade 6 ELA        | Grade 6 Math        |

|                                | <b>Grade 7 ELA</b> | <b>Grade 7 Math</b> |
|--------------------------------|--------------------|---------------------|
| State or Regents Assessment(s) | Grade 7 ELA        | Grade 7 Math        |

|                                | <b>Grade 8 ELA</b> | <b>Grade 8 Math</b>                  |
|--------------------------------|--------------------|--------------------------------------|
| State or Regents Assessment(s) | Grade 8 ELA        | Grade 8 Math and Common Core Algebra |

**Annual Professional Performance Review - Education Law §3012-d**

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.3 (3 ELA/Math), 2.4 (4/8 SCI)

**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.**

|                  |                    |                     |
|------------------|--------------------|---------------------|
|                  | <b>Grade 3 ELA</b> | <b>Grade 3 Math</b> |
| State Assessment | Grade 3 ELA        | 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.**

|                                |                        |                        |
|--------------------------------|------------------------|------------------------|
|                                | <b>Grade 4 Science</b> | <b>Grade 8 Science</b> |
| State or Regents Assessment(s) | Grade 4 Science        | Grade 8 Science        |

## Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.5, 2.6 (High School Courses)

### 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.**

|                    |                 |                   |
|--------------------|-----------------|-------------------|
|                    | <b>Global 2</b> | <b>US History</b> |
| Regents Assessment | Global 2        | US History        |

|                    |                           |                      |           |         |
|--------------------|---------------------------|----------------------|-----------|---------|
|                    | <b>Living Environment</b> | <b>Earth Science</b> | Chemistry | Physics |
| Regents Assessment | Living Environment        | Earth Science        | Chemistry | Physics |

|                       |                     |                      |                                |
|-----------------------|---------------------|----------------------|--------------------------------|
|                       | <b>Algebra I</b>    | <b>Geometry</b>      | <b>Algebra II/Trigonometry</b> |
| 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.**

**Annual Professional Performance Review - Education Law §3012-d**

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.5, 2.6 (High School Courses)

|        | Measure                         | State or Regents Assessment(s)  | Locally-Developed Course-Specific Assessment(s) | Third Party Assessment(s) |
|--------|---------------------------------|---|---|---------------------------|
| 9 ELA  | District- or BOCES-wide results | <input checked="" type="checkbox"/> Common Core English<br><input checked="" type="checkbox"/> Common Core Algebra<br><input checked="" type="checkbox"/> Earth Science<br><input checked="" type="checkbox"/> Global 2<br><input checked="" type="checkbox"/> US History |   |                           |
| 10 ELA | District- or BOCES-wide results | <input checked="" type="checkbox"/> Common Core English<br><input checked="" type="checkbox"/> Common Core Algebra<br><input checked="" type="checkbox"/> Earth Science<br><input checked="" type="checkbox"/> Global 2<br><input checked="" type="checkbox"/> US History |   |                           |
| 11 ELA | Teacher-specific results        | <input checked="" type="checkbox"/> Common Core English   |   |                           |
| 12 ELA | District- or BOCES-wide results | <input checked="" type="checkbox"/> Common Core English<br><input checked="" type="checkbox"/> Common Core Algebra<br><input checked="" type="checkbox"/> Earth Science<br><input checked="" type="checkbox"/> Global 2<br><input checked="" type="checkbox"/> US History |   |                           |

**Annual Professional Performance Review - Education Law §3012-d**

Task 2. Original Student Performance - Required (Teachers) - Original Task 2.7 (K-2 ELA/Math)

**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 | <input checked="" type="checkbox"/> Common Core English<br><input checked="" type="checkbox"/> Common Core Algebra<br><input checked="" type="checkbox"/> Earth Science<br><input checked="" type="checkbox"/> Global 2<br><input checked="" type="checkbox"/> US History |   |                           |
| K Math | District- or BOCES-wide results | <input checked="" type="checkbox"/> Common Core English<br><input checked="" type="checkbox"/> Common Core Algebra<br><input checked="" type="checkbox"/> Earth Science<br><input checked="" type="checkbox"/> Global 2<br><input checked="" type="checkbox"/> US History |   |                           |
| 1 ELA  | District- or BOCES-wide results | <input checked="" type="checkbox"/> Common Core English<br><input checked="" type="checkbox"/> Common Core Algebra<br><input checked="" type="checkbox"/> Earth Science<br><input checked="" type="checkbox"/> Global 2<br><input checked="" type="checkbox"/> US History |   |                           |
| 1 Math | District- or BOCES-wide results | <input checked="" type="checkbox"/> Common Core English<br><input checked="" type="checkbox"/> Common Core Algebra<br><input checked="" type="checkbox"/> Earth Science<br><input checked="" type="checkbox"/> Global 2<br><input checked="" type="checkbox"/> US History |   |                           |
| 2 ELA  | District- or BOCES-wide results | <input checked="" type="checkbox"/> Common Core English<br><input checked="" type="checkbox"/> Common Core Algebra<br><input checked="" type="checkbox"/> Earth Science<br><input checked="" type="checkbox"/> Global 2<br><input checked="" type="checkbox"/> US History |   |                           |
| 2 Math | District- or BOCES-wide results | <input checked="" type="checkbox"/> Common Core English<br><input checked="" type="checkbox"/> Common Core Algebra<br><input checked="" type="checkbox"/> Earth Science<br><input checked="" type="checkbox"/> Global 2<br><input checked="" type="checkbox"/> US History |   |                           |

**Annual Professional Performance Review - Education Law §3012-d**

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.8 (6-8 SCI/SS) 2.9 (Global 1)

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**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.**

**Annual Professional Performance Review - Education Law §3012-d**

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.8 (6-8 SCI/SS) 2.9 (Global 1)

|                  | Measure                         | State or Regents Assessment(s)  | Locally-Developed Course-Specific Assessment(s) | Third Party Assessment(s) |
|------------------|---------------------------------|---|---|---------------------------|
| 6 Science        | District- or BOCES-wide results | <input checked="" type="checkbox"/> Common Core English<br><input checked="" type="checkbox"/> Common Core Algebra<br><input checked="" type="checkbox"/> Earth Science<br><input checked="" type="checkbox"/> Global 2<br><input checked="" type="checkbox"/> US History |   |                           |
| 7 Science        | District- or BOCES-wide results | <input checked="" type="checkbox"/> Common Core English<br><input checked="" type="checkbox"/> Common Core Algebra<br><input checked="" type="checkbox"/> Earth Science<br><input checked="" type="checkbox"/> Global 2<br><input checked="" type="checkbox"/> US History |   |                           |
| 6 Social Studies | District- or BOCES-wide results | <input checked="" type="checkbox"/> Common Core English<br><input checked="" type="checkbox"/> Common Core Algebra<br><input checked="" type="checkbox"/> Earth Science<br><input checked="" type="checkbox"/> Global 2<br><input checked="" type="checkbox"/> US History |   |                           |
| 7 Social Studies | District- or BOCES-wide results | <input checked="" type="checkbox"/> Common Core English<br><input checked="" type="checkbox"/> Common Core Algebra<br><input checked="" type="checkbox"/> Earth Science<br><input checked="" type="checkbox"/> Global 2<br><input checked="" type="checkbox"/> US History |   |                           |
| 8 Social Studies | District- or BOCES-wide results | <input checked="" type="checkbox"/> Common Core English<br><input checked="" type="checkbox"/> Common Core Algebra<br><input checked="" type="checkbox"/> Earth Science<br><input checked="" type="checkbox"/> Global 2<br><input checked="" type="checkbox"/> US History |   |                           |

**Annual Professional Performance Review - Education Law §3012-d**

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.8 (6-8 SCI/SS) 2.9 (Global 1)

**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 | District- or BOCES-wide results | <input checked="" type="checkbox"/> Common Core English<br><input checked="" type="checkbox"/> Common Core Algebra<br><input checked="" type="checkbox"/> Earth Science<br><input checked="" type="checkbox"/> Global 2<br><input checked="" type="checkbox"/> US History |   |                           |

Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.10 (Other Courses), 2.11-2.14

**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                                | QeSTAR 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          | 12       | All courses not named above | District- or BOCES-wide results | <input checked="" type="checkbox"/> Common Core English<br><input checked="" type="checkbox"/> Common Core Algebra<br><input checked="" type="checkbox"/> Earth Science<br><input checked="" type="checkbox"/> Global 2<br><input checked="" type="checkbox"/> US History |   |                           |

**2.11) HEDI Scoring Bands**

|                  |           |            |             |
|------------------|-----------|------------|-------------|
| Highly Effective | Effective | Developing | Ineffective |
|------------------|-----------|------------|-------------|

Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.10 (Other Courses), 2.11-2.14

|         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |       |      |      |
|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-------|------|------|
| 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)**

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>.

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).

**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.

**Annual Professional Performance Review - Education Law §3012-d**

Task 2. Transition Student Performance - Required (Teachers) - Task 2 Alternate SLOs

**Task 2) Required Student Performance Subcomponent (Transition Period, 2016-17 through 2018-19)**

*The measures indicated in this section only apply during the 2016-17 through 2018-19 school years.*

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

For guidance on the use of alternate SLOs during the transition period, see: <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations>.

**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.

**During the 2016-17 through 2018-19 school years, pursuant to the requirements of §30-3.17 of the Rules of the Board of Regents, grades 3-8 NYS ELA/math assessments and any State-provided growth scores may only be used for advisory purposes and may not be used for the purpose of calculating transition scores and ratings.**

If grades 3-8 ELA/math State assessments and any State-provided growth scores are the entirety of the Student Performance category, districts/BOCES must also develop an alternate SLO based on assessments that are not grade 3-8 ELA/math State assessments and/or on State-provided growth scores for the Required subcomponent of the Student Performance category during the transition to higher standards through new State assessments aligned to revised learning standards and a revised State-approved growth model.

**2.2-2.10) Alternate SLOs (Transition Period, 2016-17 through 2018-19)**

**Using the table below, please first select a measure and assessment(s) that will be used for the alternate SLO during the 2016-17 through 2018-19 school years, then indicate the applicable courses.**

| Measure                         | State or Regents Assessment(s)  | Locally-Developed Course-Specific Assessment(s) | Third Party Assessment(s) | Applicable Course(s)   |
|---------------------------------|---|---|---------------------------|--|
| District- or BOCES-wide results | <input checked="" type="checkbox"/> Common Core English<br><input checked="" type="checkbox"/> Common Core Algebra<br><input checked="" type="checkbox"/> Earth Science<br><input checked="" type="checkbox"/> Global 2<br><input checked="" type="checkbox"/> US History |   |                           | <input checked="" type="checkbox"/> 3 ELA<br><input checked="" type="checkbox"/> 3 Math<br><input checked="" type="checkbox"/> 4 ELA<br><input checked="" type="checkbox"/> 4 Math<br><input checked="" type="checkbox"/> 5 ELA<br><input checked="" type="checkbox"/> 5 Math<br><input checked="" type="checkbox"/> 6 ELA<br><input checked="" type="checkbox"/> 6 Math<br><input checked="" type="checkbox"/> 7 ELA<br><input checked="" type="checkbox"/> 7 Math<br><input checked="" type="checkbox"/> 8 ELA<br><input checked="" type="checkbox"/> 8 Math |

**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% |

**Annual Professional Performance Review - Education Law §3012-d**

Task 2. Transition Student Performance - Required (Teachers) - Task 2 Alternate SLOs

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**2.12) Teachers with More Than One Growth Measure (Transition)**

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>.

If educators have more than one alternate 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.

**Annual Professional Performance Review - Education Law §3012-d**

Task 3.1. Optional Subcomponent Use (Teachers) - Task 3.1 (Subcomponent Use and Weighting)

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**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 Instructionally Focused 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).

All observable components will be weighted equally and averaged.

**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**

Annual Professional Performance Review - Education Law §3012-d

Task 4. Teacher Observation Category - Tasks 4.1-4.6

|          | Overall Observation Category Score and Rating |              |
|----------|---|--------------|
|          | Minimum                                       | Maximum      |
| <b>H</b> | 3.5 to 3.75                                   | 4.0          |
| <b>E</b> | 2.5 to 2.75                                   | 3.49 to 3.74 |
| <b>D</b> | 1.5 to 1.75                                   | 2.49 to 2.74 |
| <b>I</b> | 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%.**

Annual Professional Performance Review - Education Law §3012-d

Task 4. Teacher Observation Category - Tasks 4.1-4.6

|  |  |                             |  |
|--|--|-----------------------------|--|
| Required - Principal/<br>Administrator | Required - Independent<br>Evaluator(s) | Optional - Peer Observer(s) | <b>Grades and subjects for which<br/>Peer Observers will be used</b> |
| 90%                                    | 10%                                    | 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.

4.7) Number and Method of Observations

Indicate the minimum number of unannounced and announced observations for each type of observer, as well as the method of observation, in the tables below.

Tenured Teachers

|             | Required - Principal/<br>Administrator:<br>Minimum<br>observations | Required - Principal/<br>Administrator:<br>Observation<br>method | Required - Independent<br>Evaluator(s):<br>Minimum<br>observations | Required - Independent<br>Evaluator(s):<br>Observation<br>method | Optional - Peer<br>Observer(s):<br>Minimum<br>observations | Optional - Peer<br>Observer(s):<br>Observation<br>method |
|-------------|--|--|--|--|--|--|
| Unannounced | 1  | In person  | 0  | N/A  | 0  | N/A  |
| Announced   | 0  | N/A  | 1  | In person  | 0  | N/A  |

Probationary Teachers

|             | Required - Principal/<br>Administrator:<br>Minimum<br>observations | Required - Principal/<br>Administrator:<br>Observation<br>method | Required - Independent<br>Evaluator(s):<br>Minimum<br>observations | Required - Independent<br>Evaluator(s):<br>Observation<br>method | Optional - Peer<br>Observer(s):<br>Minimum<br>observations | Optional - Peer<br>Observer(s):<br>Observation<br>method |
|-------------|--|--|--|--|--|--|
| Unannounced | 1  | In person  | 0  | N/A  | 0  | N/A  |
| Announced   | 0  | N/A  | 1  | In person  | 0  | N/A  |

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.

**Teacher Observation**

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

|          | Overall Student Performance Category Score and Rating |         |          | Overall Observation Category Score and Rating |              |
|----------|---|---------|----------|---|--------------|
|          | Minimum   | Maximum |          | Minimum                                       | Maximum      |
| <b>H</b> | 18  | 20      | <b>H</b> | 3.5 to 3.75                                   | 4.0          |
| <b>E</b> | 15  | 17      | <b>E</b> | 2.5 to 2.75                                   | 3.49 to 3.74 |
| <b>D</b> | 13  | 14      | <b>D</b> | 1.5 to 1.75                                   | 2.49 to 2.74 |
| <b>I</b> | 0   | 12      | <b>I</b> | 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.

**Annual Professional Performance Review - Education Law §3012-d**

## Task 6. Additional Requirements (Teachers) - Tasks 6.1-6.9

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 their pedagogical judgment, and subject to collective bargaining to the extent required under article 14 of the Civil Service Law 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\_367288176-TEACHER\_IMPROVEMENT\_PLAN.doc

**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.

**Annual Professional Performance Review - Education Law §3012-d**

## Task 6. Additional Requirements (Teachers) - Tasks 6.1-6.9

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

Appeals of Annual Professional Performance Reviews

- A. Bargaining unit members who are otherwise subject to the new State Evaluation Standards and APPR process are entitled to file a local appeal of each individual evaluation that results in an “ineffective” or “developing” rating only and/or an improvement plan relating to such an evaluation, consistent with the procedures set forth herein. Appeals are allowed for any grounds specified in regulations.
- B. The opportunity of appeal under this section is limited to a one-time opportunity relating to each evaluation. The individual must raise all substantive and procedural issues in his or her appeal with respect to the particular evaluation and/or related improvement plan at the time that the appeal is initially filed, or those issues are otherwise waived and not subject to appeal at a later time. A teacher may not, for example, first bring an appeal based on the substance of an evaluation, then an appeal challenging the procedure or adherence to the standards, and then a separate appeal to challenge the issuance of an improvement plan.
- C. Any appeal relating to an evaluation and/or improvement plan must be submitted in writing to the Superintendent within fifteen (15) calendar days of the receipt of the final evaluation, and must set forth the nature of the objection to the evaluation and/or improvement plan.
- D. In cases where the Superintendent is the evaluator and/or initiator of the improvement plan that is the subject of an appeal, the Superintendent shall designate an Appeal Officer to hear the appeal.
- E. The written appeal must include the specific reason for the appeal.
- F. The appeal shall be decided on the evaluation and/or improvement plan record alone. No hearing is required, nor shall additional information or evidence be considered by the appeal officer.
- G. The evaluator or originator of the evaluation and/or improvement plan shall submit a written response to the appeal within fifteen (15) calendar days of the appeal to the Superintendent or his/her designee.
- H. A decision shall be issued by the Superintendent and/or his/her designee within fifty (50) calendar days of receipt of the appeal. The decision must explain in detail the rationale for the decision of the Superintendent or his/her designee concerning the appeal.
- I. The written appeal and the determination in the appeal, including all related information, will be included in the respective teacher’s personnel file.
- J. The decision by the Superintendent or his/her designee with respect to such appeals shall be final and binding, and not otherwise subject to the grievance and/or arbitration provisions contained within the collective bargaining agreement by and between the parties, or to review in any other forum including the Commissioner and/or the courts.
- K. The timelines set forth in this Appeals Procedure shall be strictly enforced. A failure to bring an appeal within the established timelines set forth above will be deemed otherwise waived, and not otherwise subject to review in any other forum including the Commissioner or the courts.

**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.

**Annual Professional Performance Review - Education Law §3012-d**

Task 6. Additional Requirements (Teachers) - Tasks 6.1-6.9

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

Duration and Nature of Training Provided to Evaluators and Lead Evaluators

(a) The "lead evaluator" is the administrator who is primarily responsible for a teacher's evaluation under Ed. Law 3012D.. The term "evaluator" shall include any administrator who conducts an observation or evaluation of a teacher.

(b) All evaluators shall successfully complete a training course that meets the minimum requirements prescribed in the Commissioner's Regulations. Such training shall include application and use of the State-approved teacher practice rubric(s) selected by the District for use in evaluations.

(c) Once an evaluator has successfully completed a training course meeting the minimum requirements prescribed in the law and regulations, he/she shall be deemed to be certified by the District as a lead evaluator.

(d) Evaluators will complete training offered by the company supporting the Rubric approved by the State Education Department and selected by the APPR team.

(e) Nothing herein shall be construed to prohibit an evaluator who is properly certified by the State as a school administrator from conducting classroom observations/evaluations or school visits as part of an annual professional performance review under Ed. Law 3012D prior to completion of the training required by said law or the regulations thereunder, as long as such training is successfully completed prior to completion of the annual professional performance review.

(9) Required Certificates

The District shall include with this APPR Plan any certifications required by the law or regulations upon the completion of collective negotiations with the bargaining agent of the covered teachers.

(10) recertification of lead evaluators will occur each summer through the use of BOCES trained staff. The Board of Education will then recertify upon recommendation of the superintendent.

(11) As part of the training each evaluator will be trained in the rubric for rater reliability over the school year.

(12) Training will be conducted in June and July and will continue throughout the school year.

(13) Duration of training sessions is 6 days at 3.5 hours each session done at OHM BOCES in accordance with NYS regulations. Independent evaluator will receive the same training.

**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.
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall compute and provide teachers whose Student Performance Category measures are based, in whole or in part, on the grades 3-8 ELA/math State assessments and/or State-provided growth scores with their APPR transition scores and ratings as soon as practicable, 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, during the 2015-16 through 2018-19 school years, the district/BOCES shall provide such teachers with their original composite rating by September 1 of the school year next following the school year for which the teacher's performance is being measured, or as soon as practicable thereafter.

**6.8) Assurances: Assessments**

**Annual Professional Performance Review - Education Law §3012-d**Task 6. Additional Requirements (Teachers) - Tasks 6.1-6.9

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**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.

**Annual Professional Performance Review - Education Law §3012-d**

Task 7. Original Student Performance - Required (Principals) - Original Task 7.1 (State-Provided Growth Measures)

**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 4 ELA, NYS Grade 5 ELA, NYS Grade 6 ELA, 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.**

**Annual Professional Performance Review - Education Law §3012-d**

Task 7. Original Student Performance - Required (Principals) - Original Task 7.1 (State-Provided Growth Measures)

| Grade From | Grade To | State or Regents Assessment(s)  |
|------------|----------|---|
| 3          | 5        | <input checked="" type="checkbox"/> Grade 4 ELA<br><input checked="" type="checkbox"/> Grade 5 ELA<br><input checked="" type="checkbox"/> Grade 4 Math<br><input checked="" type="checkbox"/> Grade 5 Math  |
| 6          | 8        | <input checked="" type="checkbox"/> Grade 6 ELA<br><input checked="" type="checkbox"/> Grade 7 ELA<br><input checked="" type="checkbox"/> Grade 8 ELA<br><input checked="" type="checkbox"/> Grade 6 Math<br><input checked="" type="checkbox"/> Grade 7 Math<br><input checked="" type="checkbox"/> Grade 8 Math<br><input checked="" type="checkbox"/> All Regents assessments which are used to generate the principal's State-provided growth score |
| 9          | 12       | <input checked="" type="checkbox"/> All Regents assessments which are used to generate the principal's State-provided growth score  |

**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.

Annual Professional Performance Review - Education Law §3012-d

Task 7. Original Student Performance - Required (Principals) - Original Tasks 7.2 (SLOs), 7.3-7.6

**7.2) Student Learning Objectives (Original)**

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

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. The district/BOCES must select the type of assessment that will be used with the SLO from the options below.

- 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)/course(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 | <input checked="" type="checkbox"/> Common Core English<br><input checked="" type="checkbox"/> Common Core Algebra<br><input checked="" type="checkbox"/> Earth Science<br><input checked="" type="checkbox"/> Global 2<br><input checked="" type="checkbox"/> US History |   |                           |

**7.3) HEDI Scoring Bands**

|                  |           |            |             |
|------------------|-----------|------------|-------------|
| Highly Effective | Effective | Developing | Ineffective |
|------------------|-----------|------------|-------------|

**Annual Professional Performance Review - Education Law §3012-d**

Task 7. Original Student Performance - Required (Principals) - Original Tasks 7.2 (SLOs), 7.3-7.6

|         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |       |      |      |
|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-------|------|------|
| 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.

**Annual Professional Performance Review - Education Law §3012-d**

Task 7. Transition Student Performance - Required (Principals) - Task 7 Alternate SLOs

**Task 7) Required Student Performance Subcomponent (Transition Period, 2016-17 through 2018-19)**

*The measures indicated in this section only apply during the 2016-17 through 2018-19 school years.*

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

For guidance on the use of alternate SLOs during the transition period, see: <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations>.

**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.

**During the 2016-17 through 2018-19 school years, pursuant to the requirements of §30-3.17 of the Rules of the Board of Regents, if excluding grade 3-8 ELA/math State assessments and any State-provided growth scores results in no remaining student performance measures, districts/BOCES must develop alternate SLOs based on assessments that are not grade 3-8 ELA/math State assessments for the Required subcomponent of the Student Performance Category during the transition to higher standards through new State assessments aligned to revised learning standards and a revised State-approved growth model.**

**7.1-7.2) Alternate SLOs (Transition Period, 2016-17 through 2018-19)**

Please list the grade configurations of the schools or principals where alternate SLOs will apply. For each configuration, also indicate the measure and assessment(s) used for the alternate SLO.

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 assessment(s) that will be used for the alternate SLOs during the 2016-17 through 2018-19 school years for each grade configuration listed. In all other school years, 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.**

**Annual Professional Performance Review - Education Law §3012-d**

Task 7. Transition Student Performance - Required (Principals) - Task 7 Alternate SLOs

| Grade From | Grade To | Measure                         | State or Regents Assessment(s)  | Locally-Developed Course-Specific Assessment(s) | Third Party Assessment(s) |
|------------|----------|---------------------------------|---|---|---------------------------|
| 3          | 5        | District- or BOCES-wide results | <input checked="" type="checkbox"/> Common Core English<br><input checked="" type="checkbox"/> Common Core Algebra<br><input checked="" type="checkbox"/> Earth Science<br><input checked="" type="checkbox"/> Global 2<br><input checked="" type="checkbox"/> US History |   |                           |
| 6          | 8        | District- or BOCES-wide results | <input checked="" type="checkbox"/> Common Core English<br><input checked="" type="checkbox"/> Common Core Algebra<br><input checked="" type="checkbox"/> Earth Science<br><input checked="" type="checkbox"/> Global 2<br><input checked="" type="checkbox"/> US History |   |                           |

**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 (Transition)**

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 alternate 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.

**Annual Professional Performance Review - Education Law §3012-d**

Task 8.1. Optional Subcomponent Use (Principals) - Task 8.1 (Subcomponent Use and Weighting)

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**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.

Annual Professional Performance Review - Education Law §3012-d

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 principals each rubric applies to. |
| Marshall's Principal Evaluation 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).

All observable components will be weighted equally and averaged.

**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**

Annual Professional Performance Review - Education Law §3012-d

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

|          | Overall School Visit Category Score and Rating |              |
|----------|--|--------------|
|          | Minimum  | Maximum      |
| <b>H</b> | 3.5 to 3.75                                    | 4.0          |
| <b>E</b> | 2.5 to 2.75                                    | 3.49 to 3.74 |
| <b>D</b> | 1.5 to 1.75                                    | 2.49 to 2.74 |
| <b>I</b> | 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/ Administrator | Required - Independent Evaluator(s) | Optional - Peer Observer(s) | Grade configurations for which Peer Observers will be used |
|--------------------------------------|-------------------------------------|-----------------------------|--|
| 90%                                  | 10%                                 | N/A                         | (No Response)  |

**Annual Professional Performance Review - Education Law §3012-d**

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

**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.

**9.7) Number of School Visits**

Indicate the minimum number of unannounced and announced school visits for each type of observer in the tables below.

**Tenured Principals**

|             | Required - Supervisor/ Administrator:<br>Minimum school visits | Required - Independent Evaluator(s):<br>Minimum school visits | Optional - Peer Observer(s):<br>Minimum school visits |
|-------------|--|---|---|
| Unannounced | 1  | 0   | 0   |
| Announced   | 0  | 1   | 0   |

**Probationary Principals**

|             | Required - Supervisor/ Administrator:<br>Minimum school visits | Required - Independent Evaluator(s):<br>Minimum school visits | Optional - Peer Observer(s):<br>Minimum school visits |
|-------------|--|---|---|
| Unannounced | 1  | 0   | 0   |
| Announced   | 0  | 1   | 0   |

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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.

**Principal School Visit Category**

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

|          | Overall Student Performance Category Score and Rating |         |          | Overall School Visit Category Score and Rating |              |
|----------|---|---------|----------|--|--------------|
|          | Minimum   | Maximum |          | Minimum  | Maximum      |
| <b>H</b> | 18  | 20      | <b>H</b> | 3.5 to 3.75                                    | 4.0          |
| <b>E</b> | 15  | 17      | <b>E</b> | 2.5 to 2.75                                    | 3.49 to 3.74 |
| <b>D</b> | 13  | 14      | <b>D</b> | 1.5 to 1.75                                    | 2.49 to 2.74 |
| <b>I</b> | 0   | 12      | <b>I</b> | 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.

**Annual Professional Performance Review - Education Law §3012-d**

## Task 11. Additional Requirements (Principals) - Tasks 11.1-11.9

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 their pedagogical judgment, and subject to collective bargaining to the extent required under article 14 of the Civil Service Law 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.**

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**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.

**Annual Professional Performance Review - Education Law §3012-d**

## Task 11. Additional Requirements (Principals) - Tasks 11.1-11.9

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

## Appeals of Annual Professional Performance Reviews

## Appeal of Administrator Evaluation and/or Improvement Plan

1. Bargaining unit members who are otherwise subject to the new State Evaluation Standards and APPR process are entitled to file a local appeal of each individual evaluation that results in an “ineffective” or “developing” rating only and/or an improvement plan relating to such an evaluation, consistent with the procedures set forth herein.
2. The opportunity of appeal under this section is limited to a one-time opportunity relating to each evaluation. The individual must raise all substantive and procedural issues in his or her appeal with respect to the particular evaluation and/or related improvement plan at the time that the appeal is initially filed, or those issues are otherwise waived and not subject to appeal at a later time. An administrator may not, for example, first bring an appeal based on the substance of an evaluation, then an appeal challenging the procedure or adherence to the standards, and then a separate appeal to challenge the issuance of an improvement plan.
3. Any appeal relating to an evaluation and/or improvement plan must be submitted in writing to the Superintendent within fifteen (15) calendar days of the receipt of the final evaluation, and must set forth the nature of the objection to the evaluation and/or improvement plan.
4. In all cases where the Superintendent is either the evaluator and/or initiator of the improvement plan that is the subject of an appeal, the Superintendent shall designate an Appeal Officer to hear the appeal. The Superintendent also retains the discretion to designate an Appeal Officer to hear any other individual appeal and/or all other appeals that are filed under this procedure. The designated Appeals Officer shall be an individual who is not under the immediate day-to-day supervision of the Superintendent, e.g. the Assistant Superintendent shall not serve in such a capacity.
5. The written appeal must include the specific reason for the appeal. Appeals are allowed for all grounds specified in section 30-3 of the Regents Rules.
6. The appeal shall be decided on the evaluation and/or improvement plan record alone. No hearing is required, nor shall additional information or evidence be considered by the appeal officer.
7. The evaluator or originator of the evaluation and/or improvement plan shall submit a written response to the appeal within fifteen (15) calendar days of the appeal to the Superintendent or his/her designee.
8. A decision shall be issued by the Superintendent and/or his/her designee within fifty (50) calendar days of receipt of the appeal. The decision must explain in detail the rationale for the decision of the Superintendent or his/her designee concerning the appeal.
9. The written appeal and the determination in the appeal, including all related information, will be included in the respective administrator’s personnel file.
10. The decision by the Superintendent or his/her designee with respect to such appeals shall be final and binding, and not otherwise subject to the grievance and/or arbitration provisions contained within the collective bargaining agreement by and between the parties, or to review in any other forum including the Commissioner and/or the courts.

**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.

**Annual Professional Performance Review - Education Law §3012-d**

Task 11. Additional Requirements (Principals) - Tasks 11.1-11.9

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

Duration and Nature of Training Provided to Evaluators and Lead Evaluators BOCES training (8 days of 4 hours of each training and refresher training each year.)

- (a) The "lead evaluator" is the administrator who is primarily responsible for a administrator evaluation under Ed. Law 3012D. The term "evaluator" shall include any Central Office Administrator who conducts an observation or evaluation of an administrator.
- (b) All evaluators shall successfully complete a training course that meets the minimum requirements prescribed in the Commissioner's Regulations and Section 3.10 of the regulations thereunder. Such training shall include application and use of the State-approved principal practice rubric(s) selected by the District for use in evaluations.
- (c) Once an evaluator has successfully completed a training course meeting the minimum requirements prescribed in the law and regulations, he/she shall be deemed to be certified by the District as a lead evaluator.
- (d) Evaluators will complete training offered by the company supporting the Rubric approved by the State Education Department and selected by the APPR team.
- (e) Nothing herein shall be construed to prohibit an evaluator who is properly certified by the State as a school administrator from conducting classroom observations/evaluations or school visits as part of an annual professional performance review under Ed. Law 3012D prior to completion of the training required by said Chapter or the regulations thereunder, as long as such training is successfully completed prior to completion of the annual professional performance review.
- (f) recertification of lead evaluators will occur each summer through the use of BOCES trained staff. The Board of Education will then recertify upon recommendation of the superintendent.
- (g) As part of the training each evaluator will be trained in the rubric for interrater reliability over time.
- (h) Training will be conducted in June and July and will continue throughout the school year. Independent Evaluator will receive equivalent training.

**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.
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall compute and provide principals whose Student Performance Category measures are based, in whole or in part, on the grades 3-8 ELA/math State assessments and/or State-provided growth scores with their APPR transition scores and ratings as soon as practicable, 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, during the 2015-16 through 2018-19 school years, the district/BOCES shall provide such principals with their original composite rating by September 1 of the school year next following the school year for which the principal's performance is being measured, or as soon as practicable thereafter.

**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.

**Annual Professional Performance Review - Education Law §3012-d**Task 11. Additional Requirements (Principals) - Tasks 11.1-11.9

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**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.

**Annual Professional Performance Review - Education Law §3012-d**

Task 12. Joint Certification of APPR Plan - Upload Certification Form

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**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.**

appr2016.pdf

## **TEACHER IMPROVEMENT PLAN (TIP) PROCESS**

The NYS Commissioner's Regulation (30-3) requires that any teacher with an annual professional performance review rated as Developing or Ineffective shall receive a Teacher Improvement Plan. A TIP shall be developed in consultation with the teacher and union representation shall be afforded at the teacher's request. A TIP is not a disciplinary action. At the end of a mutually agreed upon timeline, the teacher and mentor (if one has been assigned), and a union representative (if requested by the teacher) shall meet to assess the effectiveness of the TIP in assisting the administrator to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

The TIP is used exclusively for those teachers whose annual teacher evaluation composite rating is "developing" or "ineffective". The final evaluation must be based on at least two formal evaluations completed by the principal during the current school year. The evaluations include evidence from all four Domains and encompasses much more than the formal observations (e.g. informal observations, etc.).

A TIP is completed collegially between the teacher whose rating is "developing" or "ineffective" and supervising administrator. They set professional goals to ensure growth toward improved student outcomes. Working towards this growth in an environment of professional respect is an expectation for all parties. If there is any disagreement on the terms of the improvement plan the superintendent makes the final determination.

The TIP should be developed any time after the final evaluation has been completed but no later than the tenth (10<sup>th</sup>) day of the new school year. The TIP should be structured around each of the four Domains. TIP goals/activities should be structured so that no more than four-five at a time are addressed. The following should be included on the TIP:

- A timeframe for accomplishment
- Success measures
- Clear support from the administrator/designee
- Date of future meetings

All participants in the TIP meeting should be listed on the TIP. Periodic follow-up sessions should be conducted to assess the teacher's progress.

## TEACHER IMPROVEMENT PLAN

| <b>CAREER LEVEL</b> | <b>STATUS</b>                     | <b>DATE FINAL EVALUATION SHOULD BE CONDUCTED</b> |
|---------------------|-----------------------------------|--|
| Non-tenured         | 1 <sup>st</sup> year probationary |  |
| Tenured             | 2 <sup>nd</sup> year probationary |  |
| Other               | 3 <sup>rd</sup> year probationary |  |
| _____               |                                   | _____  |

*The NYS Commissioner's Regulation (30-3) requires that any teacher with an annual professional performance review rated as Developing or Ineffective shall receive a Teacher Improvement Plan. A TIP shall be developed in consultation with the teacher and union representation shall be afforded at the teacher's request. A TIP is not a disciplinary action. At the end of a mutually agreed upon timeline, the teacher and mentor (if one has been assigned), and a union representative (if requested by the teacher) shall meet to assess the effectiveness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.*

**TEACHER** \_\_\_\_\_ **EMPLOYEE ID** \_\_\_\_\_ **POSITION** \_\_\_\_\_  
**TENURE AREA** \_\_\_\_\_ **OBSERVATION DATES** \_\_\_\_\_  
**OBSERVER** \_\_\_\_\_ **SCHOOL/LOCATION** \_\_\_\_\_

Place a check mark in the box next to any domain below that is rated as Developing or Ineffective:

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Planning & Preparation        | <input type="checkbox"/> Learning Environment   | <input type="checkbox"/> Instructional Practice |
| <input type="checkbox"/> Professional Responsibilities | <input type="checkbox"/> Local/State Assessment |   |

In the space below, describe the following: List goals to address the domains assessed as Developing or Ineffective; list differentiated activities to support the teacher's improvement in the areas listed above; describe the manner in which the improvement will be assessed and provide a timeline for achieving improvement.

| <b>Data results</b> | <b>Identified areas in need of improvement</b> | <b>Professional Learning Activities</b> | <b>How will the improvement be assessed?</b> | <b>Timeline</b> |
|---------------------|--|---|--|-----------------|
|                     |  |   |  |                 |

## PRINCIPAL IMPROVEMENT PLAN

|                     |                                   |   |
|---------------------|-----------------------------------|---|
| <b>CAREER LEVEL</b> | <b>STATUS</b>                     | <b>DATE – FINAL EVALUATION CONDUCTED;</b> |
| Non-tenured         | 1 <sup>st</sup> year probationary |   |
| Tenured             | 2 <sup>nd</sup> year probationary |   |
| Other               | 3 <sup>rd</sup> year probationary | _____                                     |

*The NYS Commissioner’s Regulation (30-3) requires that any principal with an annual professional performance review rated as Developing or Ineffective shall receive a Administrator Improvement Plan. A PIP shall be developed in consultation with the administration and union representation shall be afforded at the principal’s request. A PIP is not a disciplinary action. At the end of a mutually agreed upon timeline, the administrator and mentor (if one has been assigned), and a union representative (if requested by the administrator) shall meet to assess the effectiveness of the PIP in assisting the administrator to achieve the goals set forth in the PIP. Based on the outcome of this assessment, the PIP shall be modified accordingly. If there is any disagreement on the terms of the improvement plan the superintendent makes the final determination.*

|                            |                                |                       |
|----------------------------|--------------------------------|-----------------------|
| <b>ADMINISTRATOR</b> _____ | <b>EMPLOYEE ID</b> _____       | <b>POSITION</b> _____ |
| <b>TENURE AREA</b> _____   | <b>OBSERVATION DATES</b> _____ |                       |
| <b>OBSERVER</b> _____      | <b>SCHOOL/LOCATION</b> _____   |                       |

Place a check mark in the box next to any domain below that is rated as Developing or Ineffective:

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Diagnosis/Planning | <input type="checkbox"/> Priority Management Communication | <input type="checkbox"/> Supervision, Evaluation & Professional Development |
| <input type="checkbox"/> Curriculum Data    | <input type="checkbox"/> Discipline & Parent Involvement   | <input type="checkbox"/> External Relations                                 |

In the space below, describe the following: List goals to address the domains assessed as Developing or Ineffective; list differentiated activities to support the principal’s improvement in the areas listed above; describe the manner in which the improvement will be assessed and provide a timeline for achieving improvement.

| Data results | Identified areas in need of improvement | Professional Learning Activities | How will the improvement be assessed? | Timeline |
|--------------|---|----------------------------------|---------------------------------------|----------|
|              |   |                                  |                                       |          |



**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

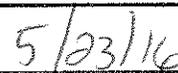
Superintendent Signature:

Date:

Teachers Union President Signature:

Date:

Administrative Union President Signature:

Date:

Board of Education President Signature:

Date:

