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

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October 22, 2015

Revised

Delia Bonenberger, Acting Superintendent
Silver Creek Central School District
1 Dickinson Street
Silver Creek, NY 14136

Dear Superintendent Bonenberger:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) 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. If any material changes are made to your approved APPR 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: Dr. David O'Rourke

NOTE:
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 form 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
Task 1. School District Information

Created: 02/03/2014
Last updated: 09/25/2015

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

Task 1. School District Information

Disclaimers

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) School District's BEDS Number:

If this is not your BEDS Number, please enter the correct one below

061501040000

1.2) School District Name:

If this is not your school district, please enter the correct one below

Silver Creek Central School District

1.3) 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.	Checked
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.	Checked
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.	Checked
Assure that it is understood that this district's/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval.	Checked

1.4) 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? For districts, BOCES or charter schools that did have an existing approved APPR plan under Education Law §3012-d, this must be listed as a submission of material changes to the approved APPR plan.

First-time submission under Education Law §3012-d

Task 2. Student Performance - Required Subcomponent (Teachers)

Created: 01/08/2014
Last updated: 10/20/2015

Use the links above to move between pages in Task 2; be sure to click 'Save & Continue Editing' before moving to another page. The 'Next' button at the bottom of the page can be used to move forward only when the current page is complete.
For guidance on the Required subcomponent of the Student Performance category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

Page 1: Task 2.1, Task 2.2 (4-8 ELA and Math)

Page 1: Task 2.1 (Assurances) and Task 2.2 (4-8 ELA and Math)

REQUIRED SUBCOMPONENT
(100% of 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 check the boxes below:

Assure that the growth score provided by NYSED will be used, where required.	Checked
Assure that 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.	Checked
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.	Checked

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 those teachers who would typically receive a State-provided growth score, the district/BOCES must also include a back-up SLO process 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.

2.2) Grades 4-8 ELA and Math: Assessments

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

Please note: If your district/BOCES does not have grade/subject-specific teachers for one or more of the rows in task 2.2, choose "Not Applicable" from the drop-down box. This would be appropriate if, for example, the district/BOCES does not have certain grades; the district/BOCES does not offer a specific subject; etc. If a grade/subject ends in a State assessment, i.e., 4-8 ELA or Math, such assessment must be used as the underlying evidence for the SLO.

Grade 4 ELA Assessment Name

NYS Grade 4 ELA Assessment

Grade 5 ELA Assessment Name

NYS Grade 5 ELA Assessment

Grade 6 ELA Assessment Name

NYS Grade 6 ELA Assessment

Grade 7 ELA Assessment Name

NYS Grade 7 ELA Assessment

Grade 8 ELA Assessment Name

NYS Grade 8 ELA Assessment

Grade 4 Math Assessment Name

NYS Grade 4 Math Assessment

Grade 5 Math Assessment Name

NYS Grade 5 Math Assessment

Grade 6 Math Assessment Name

NYS Grade 6 Math Assessment

Grade 7 Math Assessment Name

NYS Grade 7 Math Assessment

Grade 8 Math Assessment Name

NYS Grade 8 Math Assessment

Page 2: Task 2.3 (3 ELA and Math), Task 2.4 (4 and 8 Science)

Page 2: Task 2.3 (3 ELA and Math) and Task 2.4 (4 and 8 Science)

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

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

For grade 3 ELA and math, grade 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*

2.3) Grade 3 ELA and Math: Assessments

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

Please note: If your district/BOCES does not have grade/subject-specific teachers for one or more of the rows in task 2.3, choose "Not Applicable" from the drop-down box. This would be appropriate if, for example, the district/BOCES does not have certain grades; the district/BOCES does not offer a specific subject; etc. If a grade/subject ends in a State assessment, i.e., grade 3 ELA or Math, such assessment must be used as the underlying evidence for the SLO.

Grade 3 ELA Assessment Name

NYS Grade 3 ELA Assessment

Grade 3 Math Assessment Name

NYS Grade 3 Math Assessment

2.4) Grades 4 and 8 Science: Assessment(s)

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

Please note: If your district/BOCES does not have grade/subject-specific teachers for one or more of the rows in task 2.4, choose "Not Applicable" from the drop-down box. This would be appropriate if, for example, the district/BOCES does not have certain grades; the district/BOCES does not offer a specific subject; etc. If a grade/subject ends in a State assessment, i.e., grade 8 Science, such assessment must be used as the underlying evidence for the SLO.

Grade 4 Science Assessment Name

NYS Grade 4 Science Assessment

Grade 8 Science Assessment Name

NYS Grade 8 Science Assessment

Page 3: Task 2.5 (HS Courses Ending in a Regents), Task 2.6 (HS ELA)

Page 3: Task 2.5 (High School Courses Ending in a Regents Exam) and Task 2.6 (High School ELA)

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

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

For grade 3 ELA and math, grade 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*

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

Note: Additional high school courses may be listed below in the “All Other Courses” section of this form.

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

Please note: If your district/BOCES does not have grade/subject-specific teachers for one or more of the rows in task 2.5, choose "Not Applicable" from the drop-down box. This would be appropriate if, for example, the district/BOCES does not have certain grades; the district/BOCES does not offer a specific subject; etc. If a grade/subject ends in a Regents assessment, i.e., high school Regents courses, such assessment must be used as the underlying evidence for the SLO.

Global 2 Assessment Name

Global 2 Regents

US History Assessment Name

US History Regents

Living Environment Assessment Name

Living Environment Regents

Earth Science Assessment Name

Earth Science Regents

Chemistry Assessment Name

Chemistry Regents

Physics Assessment Name

Physics Regents

Algebra I Assessment Name

Common Core Algebra Regents

Geometry Assessment Name

Common Core Geometry Regents

Algebra II/Trigonometry Assessment Name

Common Core Algebra II Regents and Algebra II/Trigonometry Regents

STUDENT LEARNING OBJECTIVES: High School English Language Arts

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, regional or BOCES-developed assessments; or
- School- or BOCES-wide, group, team, or linked results based on State/Regents assessments

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

Using the drop-down boxes below, please select the measure that will be used for SLOs for the grade/subject listed. Once a measure is selected, a corresponding menu will appear for the selection of the name of the assessment(s) used.

Note: Additional high school English Language Arts courses may be listed below in the “All Other Courses” section of this form.

Please note: If your district/BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 2.6, choose "Not

Applicable" from the drop-down box. This would be appropriate if, for example, the district/ BOCES does not have certain grades; the district/BOCES does not offer a specific subject; etc.

Grade 9 ELA Measure

School- or BOCES-wide group, team, or linked results based on State/Regents assessment

Indicate the assessment(s) used for the grade 9 ELA school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

Common Core English Regents

Common Core Algebra Regents

Living Environment Regents

Earth Science Regents

Global 2 Regents

US History Regents

Grade 10 ELA Measure

School- or BOCES-wide group, team, or linked results based on State/Regents assessment

Indicate the assessment(s) used for the grade 10 ELA school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

Common Core English Regents

Common Core Algebra Regents

Living Environment Regents

Earth Science Regents

Global 2 Regents

US History Regents

Grade 11 ELA Measure

Regents assessment

Grade 11 ELA Regents Assessment Name

Common Core English Regents

Grade 12 ELA Measure

School- or BOCES-wide group, team, or linked results based on State/Regents assessment

Indicate the assessment(s) used for the grade 12 ELA school, or BOCES group, team, or linked results based on State

assessments:

Responses Selected:

Common Core English Regents
Common Core Algebra Regents
Living Environment Regents
Earth Science Regents
Global 2 Regents
US History Regents

Page 4: Task 2.7 (K-2 ELA and Math)

Page 4: Task 2.7 (K-2 ELA and Math)

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

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:

- State-approved non-traditional standardized 3rd party assessments (grades K-2)
- State-approved district, regional or BOCES-developed assessments
- School- or BOCES-wide, group, team, or linked results based on State/Regents assessments

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2.7) Grade K-2 ELA and Math: Measures and Assessments

Using the drop-down boxes below, please select the measure that will be used for SLOs for the grade/subject listed. Once a measure is selected, a corresponding menu will appear for the selection of the name of the assessment(s) used.

Please note: If your district/BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 2.7, choose "Not Applicable" from the drop-down box. This would be appropriate if, for example, common branch teachers also teach 6th grade science and/or social studies and therefore would have State-provided growth measures; the district/BOCES does not have certain grades; the district/BOCES does not offer a specific subject; etc.

Grade K ELA Measure

School, or BOCES group, team, or linked results based on State/Regents assessments

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Indicate the assessment(s) used for the K ELA school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

NYS Grade 3 ELA Assessment
NYS Grade 4 ELA Assessment
NYS Grade 5 ELA Assessment

Grade 1 ELA Measure

School, or BOCES group, team, or linked results based on State/Regents assessments

Indicate the assessment(s) used for the 1 ELA school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

NYS Grade 3 ELA Assessment

NYS Grade 4 ELA Assessment

NYS Grade 5 ELA Assessment

Grade 2 ELA Measure

School, or BOCES group, team, or linked results based on State/Regents assessments

Indicate the assessment(s) used for the grade 2 ELA school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

NYS Grade 3 ELA Assessment

NYS Grade 4 ELA Assessment

NYS Grade 5 ELA Assessment

Grade K Math Measure

School, or BOCES group, team, or linked results based on State/Regents assessments

Indicate the assessment(s) used for the grade K math school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

NYS Grade 3 Math Assessment

NYS Grade 4 Math Assessment

NYS Grade 5 Math Assessment

Grade 1 Math Measure

School, or BOCES group, team, or linked results based on State/Regents assessments

Indicate the assessment(s) used for the grade 1 math school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

NYS Grade 3 Math Assessment

NYS Grade 4 Math Assessment

NYS Grade 5 Math Assessment

Grade 2 Math Measure

School, or BOCES group, team, or linked results based on State/Regents assessments

Indicate the assessment(s) used for the grade 2 math school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

NYS Grade 3 Math Assessment

NYS Grade 4 Math Assessment

NYS Grade 5 Math Assessment

Page 5: Task 2.8 (Grades 6-7 Science, 6-8 Social Studies), Task 2.9 (Global 1)

Page 5: Task 2.8 (Grades 6-7 Science and 6-8 Social Studies) and Task 2.9 (Global Studies 1)

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

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:

- State-approved 3rd party assessments
- State-approved district, regional or BOCES-developed assessments
- School- or BOCES-wide, group, team, or linked results based on State/Regents assessments

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

Using the drop-down boxes below, please select the measure that will be used for SLOs for the grade/subject listed. Once a measure is selected, a corresponding menu will appear for the selection of the name of the assessment(s) used.

Please note: If your district/BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 2.8, choose "Not Applicable" from the drop-down box. This would be appropriate if, for example, common branch teachers also teach 6th grade science and/or social studies and therefore would have State-provided growth measures; the district/BOCES does not have certain grades; the district/BOCES does not offer a specific subject; etc.

Grade 6 Science Measure

School- or BOCES-wide group, team, or linked results based on State/Regents assessments

Indicate the assessment(s) used for the grade 6 science school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

NYS Grade 8 Science Assessment

Grade 7 Science Measure

School- or BOCES-wide group, team, or linked results based on State/Regents assessments

Indicate the assessment(s) used for the grade 7 science school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

NYS Grade 8 Science Assessment

Grade 6 Social Studies Measure

School- or BOCES-wide group, team, or linked results based on State/Regents assessments

Indicate the assessment(s) used for the grade 6 social studies school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

NYS Grade 6 ELA Assessment

NYS Grade 7 ELA Assessment

NYS Grade 8 ELA Assessment

NYS Grade 6 Math Assessment

NYS Grade 7 Math Assessment

NYS Grade 8 Math Assessment

NYS Grade 8 Science Assessment

Grade 7 Social Studies Measure

School- or BOCES-wide group, team, or linked results based on State/Regents assessments

Indicate the assessment(s) used for the grade 7 social studies school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

NYS Grade 6 ELA Assessment

NYS Grade 7 ELA Assessment

NYS Grade 8 ELA Assessment

NYS Grade 6 Math Assessment

NYS Grade 7 Math Assessment

NYS Grade 8 Math Assessment

NYS Grade 8 Science Assessment

Grade 8 Social Studies Measure

School- or BOCES-wide group, team, or linked results based on State/Regents assessments

Indicate the assessment(s) used for the grade 8 social studies school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

NYS Grade 6 ELA Assessment
NYS Grade 7 ELA Assessment
NYS Grade 8 ELA Assessment
NYS Grade 6 Math Assessment
NYS Grade 7 Math Assessment
NYS Grade 8 Math Assessment
NYS Grade 8 Science Assessment

2.9) Regents Global Studies 1: Measures and Assessments

Note: Additional high school social studies courses may be listed below in the “All Other Courses” section of this form. Once a measure is selected, a corresponding menu will appear for the selection of the name of the assessment(s) used.

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

Please note: If your district/BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 2.9, choose "Not Applicable" from the drop-down box. This would be appropriate if, for example, the district/BOCES does not have certain grades; the district/BOCES does not offer a specific subject; etc.

Global 1 Measure

School- or BOCES-wide group, team, or linked results based on State/Regents assessments

Indicate the assessment(s) used for the Global 1 school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

Common Core English Regents
Common Core Algebra Regents
Living Environment Regents
Earth Science Regents
Global 2 Regents
US History Regents

Page 6: Task 2.10 (All Other Courses), Tasks 2.11-2.14

Page 6: Task 2.10 (All Other Courses), Task 2.11 (HEDI Scoring Bands), Task 2.12 (Teachers with More Than One Growth Measure), Task 2.13 (Assurances) and Task 2.14 (Use of the Optional Subcomponent and Student Performance Category Weighting)

2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have SLOs. If you need additional space, duplicate this form and

upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above".

For "All Other Courses" indicate the following:

- **Column 1: lowest grade that corresponds to the course**
- **Column 2: highest grade that corresponds to the course**
- **Column 3: subject of the course**
- **Column 4: measure used**
- **Once a measure is selected, a corresponding menu will appear for the selection of the name(s) of the assessment(s) used.**

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

To list specific courses, follow the examples below
K-3 Art:

- lowest grade = K
- highest grade = 3
- subject = Art
- measure = State-approved district, regional, or BOCES developed assessment
- assessment = District A-developed K-3 Art Assessment

Grades 9 - 12 English Electives:

- lowest grade = 9
- highest grade = 12
- subject = English Electives
- measure = School- or BOCES-wide group, team, or linked results based on State/Regents assessment
- assessment = Common Core English Regents

Other Courses #1 Grade(s), Subject and Measure

	LOWEST GRADE	HIGHEST GRADE	SUBJECT	MEASURE
	K	5	All courses not named above	School- or BOCES-wide group, team, or linked results based on State/Regents assessments

Indicate the assessment(s) used for the Other Courses #1 school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

NYS Grade 3 ELA Assessment
NYS Grade 4 ELA Assessment
NYS Grade 5 ELA Assessment
NYS Grade 3 Math Assessment
NYS Grade 4 Math Assessment
NYS Grade 5 Math Assessment
NYS Grade 4 Science Assessment

Responses Selected:

Click to Add Another Course

Other Courses #2 Grade(s), Subject and Measure

	LOWEST GRADE	HIGHEST GRADE	SUBJECT	MEASURE
	6	8	All courses not named above	School- or BOCES-wide group, team, or linked results based on State/Regents assessments

Indicate the assessment(s) used for the Other Courses #2 school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

NYS Grade 6 ELA Assessment

NYS Grade 7 ELA Assessment

NYS Grade 8 ELA Assessment

NYS Grade 6 Math Assessment

NYS Grade 7 Math Assessment

NYS Grade 8 Math Assessment

NYS Grade 8 Science Assessment

Responses Selected:

Click to Add Another Course

Other Courses #3 Grade(s), Subject and Measure

	LOWEST GRADE	HIGHEST GRADE	SUBJECT	MEASURE
	9	12	All courses not named above	School- or BOCES-wide group, team, or linked results based on State/Regents assessments

Indicate the assessment(s) used for the Other Courses #3 school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

Common Core English Regents

Common Core Algebra Regents

Living Environment Regents

Earth Science Regents

Global 2 Regents

US History Regents

No Responses Selected

If you need additional space, upload a copy of "Form 2.10: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 2.10. (MS Word).

(No response)

2.11) HEDI Scoring Bands

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

2.12) Teachers with More Than One Growth Measure

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: Common branch teacher with State-provided measures for both ELA and Math in grade 4; middle school math teacher with both 7th and 8th grade math courses.)

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

2.13) Assurances

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

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.	Checked
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.	Checked
Assure that all growth targets are approved by the superintendent or another trained administrator.	Checked
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.	Checked
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.	Checked
Assure that processes are in place for the superintendent to monitor SLOs.	Checked

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.	Checked

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 the use of the Optional subcomponent by making the appropriate selection below. Information related to the Optional subcomponent will be entered into Task 3.

The Optional subcomponent WILL be used; the weight of each subcomponent is indicated below.

Select the weight of the Required Student Performance subcomponent; the corresponding Optional Student Performance subcomponent weight is shown.

50% required, 50% optional

Task 3. Student Performance - Optional Subcomponent (Teachers)

Created: 01/08/2014
Last updated: 10/20/2015

Use the links above to move between pages in Task 3; be sure to click 'Save & Continue Editing' before moving to another page. The 'Next' button at the bottom of the page can be used to move forward only when the current page is complete.
For guidance on the Optional subcomponent of the Student Performance measure, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

Page 1: Task 3.1

Page 1: Task 3.1 (Use of the Optional Subcomponent of the Student Performance Category)

OPTIONAL SUBCOMPONENT
(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 the use of the Optional subcomponent by making the appropriate selection below.

- **If the Optional subcomponent WILL be used, please fill out tasks 3.2-3.12 by using the "Next" button to move through each task.**

The Optional subcomponent WILL be used in the Student Performance category.

Page 2: Task 3.1, Task 3.2 (4-8 ELA and Math)

Page 2: Task 3.1 (Assurances) and Task 3.2 (4-8 ELA and Math)

OPTIONAL SUBCOMPONENT
(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.**

Options for measures include:

OPTION A: SECOND STATE-PROVIDED GROWTH SCORE

- **Option (A1) Teacher-specific growth score computed by the State based on percentage of students who achieve a State-determined level of growth (e.g., percentage of students whose growth is above the median for similar students)**
- **Option (A2) School-wide growth results based on a State-provided school-wide growth score for all students attributable to the school who took the State ELA or math assessment in grades 4-8**
- **Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed**

OPTION B: STATE-DESIGNED SUPPLEMENTAL ASSESSMENTS

- **Option (B1) Teacher-specific growth score based on a State-designed supplemental assessment, calculated using a State-provided or approved growth model**
- **Option (B2) School- or BOCES-wide, group, team or linked growth score based on a State-designed supplemental assessment, calculated using a State-provided or approved growth model capable of generating such a score**

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.

Task 3.1) Assurances

Please check the boxes below.

Assure that if a teacher receives an overall rating of Ineffective on the Student Performance category, and a State-designed supplemental assessment (option B1 or B2) was included as an Optional subcomponent of the Student Performance category, then the teacher must be rated Ineffective overall (see Education Law §3012-d(5)(a) and (7)).	Checked
Assure that if a teacher receives an overall rating of Ineffective on the Student Performance category, and a State-provided growth score on a State-created or administered test (option A1, A2, or A3) was included as an Optional subcomponent of the Student Performance category, then the teacher may not be rated higher than Developing overall (see Education Law §3012-d(5)(a) and (7)).	Checked

3.2) Grades 4-8 ELA and Math: Measures and Assessments

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

- For any of Option (A), once a measure is selected, a corresponding fill-in box or assurance will appear at the end of Task 3.2 to address the process for assigning a 0-20 score and HEDI rating.
- For any of Option (B), once a measure is selected, a corresponding menu will appear for the selection of the name of the assessment(s) used. A corresponding assurance will also appear at the end of Task 3.2 to address the process for assigning a 0-20 score and HEDI rating.
- Additionally, for all options, except (A2), an upload must be included in Task 3.11 to demonstrate the process of assigning all points 0 to 20. For Option (A2), the 0-20 score and HEDI rating provided by the State must be used.

Grade 4 ELA Measure

Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

Grade 5 ELA Measure

Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

Grade 6 ELA Measure

Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

Grade 7 ELA Measure

Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

Grade 8 ELA Measure

Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

Grade 4 Math Measure

Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

Grade 5 Math Measure

Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

Grade 6 Math Measure

Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

Grade 7 Math Measure

Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

Grade 8 Math Measure

Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

3.2) Grades 4-8 ELA and Math: Process for Assigning a 0-20 Score and HEDI Rating (Option A3)

Please describe the process your district/BOCES will use to locally compute a 0-20 score and HEDI rating using school-wide, group, team, or linked growth results based on available State-provided growth scores. Please indicate which grades/subjects of the available State-provided growth scores will be used. Please also include an upload in Task 3.11 demonstrating the process of assigning all points 0 to 20.

	The appropriate school building combined adjusted mpg score as determined by the state, for elementary(K-5), middle(6-8) or high school(9-12) will be utilized to determine the 0-20 score and HEDI rating. Refer to section 3.11 for the attached Conversion Chart.

Page 3: Task 3.3 (3 ELA and Math), Task 3.4 (4 and 8 Science)

Page 3: Task 3.3 (3 ELA and Math) and Task 3.4 (4 and 8 Science)

3.3) Grade 3 ELA and Math: Measures and Assessments

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

- For any of Option (A), once a measure is selected, a corresponding fill-in box or assurance will appear at the end of Task 3.3 to address the process for assigning a 0-20 score and HEDI rating.
- For any of Option (B), once a measure is selected, a corresponding menu will appear for the selection of the name of the assessment(s) used. A corresponding assurance will also appear at the end of Task 3.3 to address the process for assigning a 0-20 score and HEDI rating.
- Additionally, for all options, except (A2), an upload must be included in Task 3.11 to demonstrate the process of assigning all points 0 to 20. For Option (A2), the 0-20 score and HEDI rating provided by the State must be used.

Grade 3 ELA Measure

Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

Grade 3 Math Measure

Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

3.3) Grade 3 ELA and Math: Process for Assigning HEDI Points (Option A3)

Please describe the process your district/BOCES will use to locally compute a 0-20 score and HEDI rating using school-wide, group, team, or linked growth results based on available State-provided growth scores. Please indicate which grades/subjects of the available State-provided growth scores will be used. Please also include an upload in Task 3.11 demonstrating the process of assigning all points 0 to 20.

	The appropriate school building combined adjusted mpg score as determined by the state, for elementary(K-5), middle(6-8) or high school(9-12) will be utilized to determine the 0-20 score and HEDI rating. Refer to section 3.11 for the attached Conversion Chart.

3.4) Grades 4 and 8 Science: Measures and Assessments

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

- For any of Option (A), once a measure is selected, a corresponding fill-in box or assurance will appear at the end of Task 3.4 to address the process for assigning a 0-20 score and HEDI rating.
- For any of Option (B), once a measure is selected, a corresponding menu will appear for the selection of the name of the

assessment(s) used. A corresponding assurance will also appear at the end of Task 3.4 to address the process for assigning a 0-20 score and HEDI rating.
- Additionally, for all options, except (A2), an upload must be included in Task 3.11 to demonstrate the process of assigning all points 0 to 20. For Option (A2), the 0-20 score and HEDI rating provided by the State must be used.

Grade 4 Science Measure

Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

Grade 8 Science Measure

Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

3.4) Grades 4 and 8 Science: Process for Assigning a 0-20 Score and HEDI Rating (Option A3)

Please describe the process your district/BOCES will use to locally compute a 0-20 score and HEDI rating using school-wide, group, team, or linked growth results based on available State-provided growth scores. Please indicate which grades/subjects of the available State-provided growth scores will be used. Please also include an upload in Task 3.11 demonstrating the process of assigning all points 0 to 20.

	The appropriate school building combined adjusted mpg score as determined by the state, for elementary(K-5), middle(6-8) or high school(9-12) will be utilized to determine the 0-20 score and HEDI rating. Refer to section 3.11 for the attached Conversion Chart.

Page 4: Task 3.5 (HS Courses Ending in a Regents), Task 3.6 (HS ELA)

Page 4: Task 3.5 (High School Courses Ending in a Regents Exam) and Task 3.6 (High School ELA)

3.5) High School Courses Ending in a Regents Exam: Measures and Assessments

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

- For any of Option (A), once a measure is selected, a corresponding fill-in box or assurance will appear at the end of Task 3.5 to address the process for assigning a 0-20 score and HEDI rating.
- For any of Option (B), once a measure is selected, a corresponding menu will appear for the selection of the name of the assessment(s) used. A corresponding assurance will also appear at the end of Task 3.5 to address the process for assigning a 0-20 score and HEDI rating.
- Additionally, for all options, except (A2), an upload must be included in Task 3.11 to illustrate the process of assigning all points 0 to 20. For Option (A2), the 0-20 score and HEDI rating provided by the State must be used.

Note: Additional high school courses may be listed below in the “All Other Courses” section of this form.

Global 2 Measure

Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

US History Measure

Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-

computed

Living Environment Measure

Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

Earth Science Measure

Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

Chemistry Measure

Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

Physics Measure

Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

Algebra I Measure

Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

Geometry Measure

Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

Algebra II/Trigonometry Measure

Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

3.5) High School Courses Ending in a Regents Exam: Process for Assigning a 0-20 Score and HEDI Rating (Option A3)

Please describe the process your district/BOCES will use to locally compute a 0-20 score and HEDI rating using school-wide, group, team, or linked growth results based on available State-provided growth scores. Please indicate which grades/subjects of the available State-provided growth scores will be used. Please also include an upload in Task 3.11 illustrating the process of assigning all points 0 to 20.

	The appropriate school building combined adjusted mpg score as determined by the state, for elementary(K-5), middle(6-8) or high school(9-12) will be utilized to determine the 0-20 score and HEDI rating. Refer to section 3.11 for the attached Conversion Chart.

3.6) High School English Language Arts Courses: Measures and Assessments

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

- For any of Option (A), once a measure is selected, a corresponding fill-in box or assurance will appear at the end of Task 3.6 to address the process for assigning a 0-20 score and HEDI rating.
- For any of Option (B), once a measure is selected, a corresponding menu will appear for the selection of the name of the assessment(s) used. A corresponding assurance will also appear at the end of Task 3.6 to address the process for assigning a 0-20 score and HEDI rating.
- Additionally, for all options, except (A2), an upload must be included in Task 3.11 to illustrate the process of assigning all points 0 to 20. For Option (A2), the 0-20 score and HEDI rating provided by the State must be used.

Note: Additional high school ELA courses may be listed below in the “All Other Courses” section of this form.

Grade 9 ELA Measure

Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

Grade 10 ELA Measure

Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

Grade 11 ELA Measure

Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

Grade 12 ELA Measure

Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

3.6) High School English Language Arts Courses: Process for Assigning a 0-20 Score and HEDI Rating (Option A3)

Please describe the process your district/BOCES will use to locally compute a 0-20 score and HEDI rating using school-wide, group, team, or linked growth results based on available State-provided growth scores. Please indicate which grades/subjects of the available State-provided growth scores will be used. Please also include an upload in Task 3.11 illustrating the process of assigning all points 0 to 20.

	The appropriate school building combined adjusted mpg score as determined by the state, for elementary(K-5), middle(6-8) or high school(9-12) will be utilized to determine the 0-20 score and HEDI rating. Refer to section 3.11 for the attached Conversion Chart.

Page 5: Task 3.7 (K-2 ELA and Math)

Page 5: Task 3.7 (K-2 ELA and Math)

3.7) K-2 ELA and Math: Measures and Assessments

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

- For any of Option (A), once a measure is selected, a corresponding fill-in box or assurance will appear at the end of Task 3.7 to address the process for assigning a 0-20 score and HEDI rating.
- For any of Option (B), once a measure is selected, a corresponding menu will appear for the selection of the name of the assessment(s) used. A corresponding assurance will also appear at the end of Task 3.7 to address the process for assigning a 0-20 score and HEDI rating.
- Additionally, for all options, except (A2), an upload must be included in Task 3.11 to demonstrate the process of assigning all points 0 to 20. For Option (A2), the 0-20 score and HEDI rating provided by the State must be used.

Grade K ELA Measure

Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

Grade 1 ELA Measure

Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

Grade 2 ELA Measure

Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

Grade K Math Measure

Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

Grade 1 Math Measure

Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

Grade 2 Math Measure

Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

3.7) Grades K-2 ELA and Math: Process for Assigning a 0-20 Score and HEDI Rating (Option A3)

Please describe the process your district/BOCES will use to locally compute a 0-20 score and HEDI rating using school-wide, group, team, or linked growth results based on available State-provided growth scores. Please indicate which grades/subjects of the available State-provided growth scores will be used. Please also include an upload in Task 3.11 demonstrating the process of assigning all points 0 to 20.

	The appropriate school building combined adjusted mpg score as determined by the state, for elementary(K-5), middle(6-8) or high school(9-12) will be utilized to determine the 0-20 score and HEDI rating. Refer to section 3.11 for the attached Conversion Chart.

Page 6: Task 3.8 (Grades 6-7 Science and 6-8 Social Studies) and Task 3.9 (Global Studies 1)

3.8) Grades 6-7 Science and Grades 6-8 Social Studies: Measures and Assessments

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

- For any of Option (A), once a measure is selected, a corresponding fill-in box or assurance will appear at the end of Task 3.8 to address the process for assigning a 0-20 score and HEDI rating.
- For any of Option (B), once a measure is selected, a corresponding menu will appear for the selection of the name of the assessment(s) used. A corresponding assurance will also appear at the end of Task 3.8 to address the process for assigning a 0-20 score and HEDI rating.
- Additionally, for all options, except (A2), an upload must be included in Task 3.11 to demonstrate the process of assigning all points 0 to 20. For Option (A2), the 0-20 score and HEDI rating provided by the State must be used.

Grade 6 Science Measure

Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

Grade 7 Science Measure

Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

Grade 6 Social Studies Measure

Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

Grade 7 Social Studies Measure

Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

Grade 8 Social Studies Measure

Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

3.8) Grades 6-7 Science and Grades 6-8 Social Studies: Process for Assigning a 0-20 Score and HEDI Rating (Option A3)

Please describe the process your district/BOCES will use to locally compute a 0-20 score and HEDI rating using school-wide, group, team, or linked growth results based on available State-provided growth scores. Please indicate which grades/subjects of the available State-provided growth scores will be used. Please also include an upload in Task 3.11 demonstrating the process of assigning all points 0 to 20.

	The appropriate school building combined adjusted mpg score as determined by the state, for elementary(K-5), middle(6-8) or high school(9-12) will be utilized to determine the 0-20 score and HEDI rating. Refer to section 3.11 for the attached Conversion Chart.

3.9) Regents Global Studies 1: Measures and Assessments

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

- For any of Option (A), once a measure is selected, a corresponding fill-in box or assurance will appear at the end of Task 3.9 to address the process for assigning a 0-20 score and HEDI rating.
- For any of Option (B), once a measure is selected, a corresponding menu will appear for the selection of the name of the assessment(s) used. A corresponding assurance will also appear at the end of Task 3.9 to address the process for assigning a 0-20 score and HEDI rating.
- Additionally, for all options, except (A2), an upload must be included in Task 3.11 to demonstrate the process of assigning all points 0 to 20. For Option (A2), the 0-20 score and HEDI rating provided by the State must be used.

Note: Additional high school social studies courses may be listed below in the “All Other Courses” section of this form.

Global 1 Measure

Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

3.9) Regents Global Studies 1: Process for Assigning a 0-20 Score and HEDI Rating (Option A3)

Please describe the process your district/BOCES will use to locally compute a 0-20 score and HEDI rating using school-wide, group, team, or linked growth results based on available State-provided growth scores. Please indicate which grades/subjects of the available State-provided growth scores will be used. Please also include an upload in Task 3.11 demonstrating the process of assigning all points 0 to 20.

	The appropriate school building combined adjusted mpg score as determined by the state, for elementary(K-5), middle(6-8) or high school(9-12) will be utilized to determine the 0-20 score and HEDI rating. Refer to section 3.11 for the attached Conversion Chart.

Page 7: Task 3.10 (All Other Courses), Tasks 3.11-3.12

Page 7: Task 3.10 (All Other Courses), Task 3.11 (Conversion Chart) and Task 3.12 (Assurances)

3.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that will use the optional subcomponent. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above".

For "All Other Courses" indicate the following:

- **Column 1: lowest grade that corresponds to the course**
- **Column 2: highest grade that corresponds to the course**
- **Column 3: subject of the course**
- **Column 4: measure used**
- **Once a measure is selected, a corresponding menu will appear for the selection of the name of the assessment and/or HEDI process used.**
    - For any of Option (A), once a measure is selected, a corresponding fill-in box or assurance will appear at the end of Task 3.10 to address the process for assigning a 0-20 score and HEDI rating.
    - For any of Option (B), once a measure is selected, a corresponding menu will appear for the selection of the name of the

assessment(s) used. A corresponding assurance will also appear at the end of Task 3.10 to address the process for assigning a 0-20 score and HEDI rating.
  - Additionally, for all options, except (A2), an upload must be included in Task 3.11 to demonstrate the process of assigning all points 0 to 20. For Option (A2), the 0-20 score and HEDI rating provided by the State must be used.

To designate "All Courses Not Named Above":

lowest grade = K, highest grade = 12, subject = All Courses Not Named Above

To list specific courses, follow the examples below

K-3 Art:

- lowest grade = K
- highest grade = 3
- subject = Art
- measure: Option (B1) Teacher-specific growth score based on a State-designed supplemental assessment, calculated using a State-provided or approved growth model
- assessment = State-Designed Supplemental Assessment A
- HEDI process = check corresponding assurance

Grades 9 - 12 English Electives:

- lowest grade = 9
- highest grade = 12
- subject = English Electives
- measure = Option (A2) School-wide growth results based on a State-provided school-wide growth score for all students attributable to the school who took the State ELA or math assessment in grades 4-8
- HEDI process = check corresponding assurance

Other Courses #1 Grade(s), Subject and Measure

	LOWEST GRADE	HIGHEST GRADE	SUBJECT	MEASURE
	K	5	All courses not named above	Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

Responses Selected:

Click to Add Another Course

Other Courses #2 Grade(s), Subject and Measure

	LOWEST GRADE	HIGHEST GRADE	SUBJECT	MEASURE
	6	8	All courses not named above	Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

Responses Selected:

Click to Add Another Course

Other Courses #3 Grade(s), Subject and Measure

	LOWEST GRADE	HIGHEST GRADE	SUBJECT	MEASURE
	9	12	All courses not named above	Option (A3) School- or BOCES-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed

No Responses Selected

3.10) All Other Courses: Process for Assigning a 0-20 Score and HEDI Rating (Option A3)

Please describe the process your district/BOCES will use to locally compute a 0-20 score and HEDI rating using school-wide, group, team, or linked growth results based on available State-provided growth scores. Please indicate which grades/subjects of the available State-provided growth scores will be used. Please also include an upload in Task 3.11 demonstrating the process of assigning all points 0 to 20.

	The appropriate school building combined adjusted mpg score as determined by the state, for elementary(K-5), middle(6-8) or high school(9-12) will be utilized to determine the 0-20 score and HEDI rating. Refer to section 3.11 for the attached Conversion Chart.

If you need additional space, upload a copy of "Form 3.10: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 3.10. (MS Word).

(No response)

3.11) Conversion Chart

- For option (A1) or option (A3), please upload a chart demonstrating how the second growth score chosen will be converted to a HEDI score from 0-20.
- For option (B1) or option (B2), please upload the chart provided by the assessment provider to demonstrate how the growth model translates to a HEDI score from 0-20.
- An upload is not required with the use of Option (A2). For Option (A2), the 0-20 score and HEDI rating provided by the State must be used.

https://NYSED-APPR3.fluidreview.com/media/assets/survey-uploads/49438/3997204-oQo0IDB7US/Optional%20Subcomponent%20Chart.docx

3.12) Assurances

Please check all of the boxes below:

Assure that scores and ratings for the Optional Student Performance subcomponent, where a State-designed supplemental assessment is used, will be calculated in the manner specified by the assessment provider through the RFQ process.	Checked
Assure that the final Student Performance category rating for each teacher will be determined using the weights and parameters specified in Subpart 30-3 of the Rules of the Board of Regents.	Checked

Assure that all Optional Student Performance measures for a teacher are different than any measures used for the Required Student Performance subcomponent.	Checked
Assure that 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.	Checked

Task 4. Teacher Observation Category

Created: 02/06/2014
Last updated: 10/13/2015

Please note, within this section, task 4.1 may contain the rubric selection(s) from your plan as it existed on June 2, 2015.* The remaining tasks in this section will not contain data from your previous plan and must be completed.
** Please note that documents and language will not be pre-populated into the plan if your district/BOCES chose to start with a blank application.*

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

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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. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.

If your district/BOCES is using an additional rubric, please select the rubric from the second menu below. If your district/BOCES will not use a second rubric, please select "N/A" from the end of the drop-down menu. (Note: Any district/BOCES may use multiple rubrics, as long as the same rubric is used for all classroom teachers in a grade/subject across the district/BOCES.)

Rubric 1

Danielson's Framework for Teaching (2011 Revised Edition)

Rubric 2

N/A

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.	Checked
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.	Checked
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.	Checked
Assure that the same rubric(s) is used for all observations of a classroom teacher across the observation types in a given school year.	Checked

4.3) Process for Weighting Rubric Domains/Subcomponents

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

All observable components will be weighted equally to determine the overall Performance HEDI score.

4.4) Calculating Observation Ratings

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 chart shown below.	Checked
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.	Checked

Teacher Observation Scoring Bands

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

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
Effective	2.50	3.49
Developing	1.50	2.49
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%

	Principal - required	Independent Evaluator(s) - required	Peer Observer(s) - optional
Indicate the weighting of each subcomponent:	90%	10%	N/A

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.	Checked
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.	Checked
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.	Checked
Assure that the length of all observations for teachers will be conducted pursuant to the locally-determined durations.	Checked
Assure that independent evaluator(s) will be trained and selected by the district/BOCES.	Checked
Assure that peer observer(s), as applicable, will be trained and selected by the district/BOCES.	Checked
Assure that at least one of the required observations will be unannounced.	Checked

4.7) Number of Observations

Probationary Teachers

Indicate the number of unannounced and announced observations for each observation type in the boxes below (e.g., minimum of 2, 5). If the Optional Peer Observation subcomponent will not be used, please indicate, "N/A".

	Principal - required	Independent Evaluator(s) - required	Peer Observer(s) - optional
Unannounced	0	1	0

Announced	2	0	0

Tenured Teachers

Indicate the number of unannounced and announced observations for each observation type in the boxes below (e.g., minimum of 2, 5). If the Optional Peer Observation subcomponent will not be used, please indicate, "N/A".

	Principal - required	Independent Evaluator(s) - required	Peer Observer(s) - optional
Unannounced	0	1	0
Announced	1	0	0

4.8) Observation Method

Probationary Teachers

	Principal - required	Independent Evaluator(s) - required	Peer Observer(s) - optional
Will unannounced observations of teachers be done in person, by video, or both?	N/A	In Person	N/A
Will announced observations of teachers be done in person, by video, or both?	In Person	N/A	N/A

Tenured Teachers

	Principal - required	Independent Evaluator(s) - required	Peer Observer(s) - optional
Will unannounced observations of teachers be done in person, by video, or both?	N/A	In Person	N/A
Will announced observations of teachers be done in person, by video, or both?	In Person	N/A	N/A

Task 5. Overall Scoring (Teachers)

Created: 02/06/2014
Last updated: 09/25/2015

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

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5.1) Scoring Ranges

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

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

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

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

5.2) Scoring Matrix for the Overall Rating

		Teacher Observation			
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
Student Performance	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.	Checked
Assure that it is possible to obtain a zero in each subcomponent.	Checked
Assure the overall rating determination for a teacher shall be determined according to the evaluation matrix.	Checked
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.	Checked

Task 6. Additional Requirements (Teachers)

Created: 02/06/2014
Last updated: 10/20/2015

Please note, within this section, tasks 6.2 (improvement plan), 6.4 (appeals language) and 6.6 (training language) may contain information from your plan as it existed on June 2, 2015.* The remaining tasks in this section will not contain data from your previous plan and must be completed. Additionally, task 6.6 must be modified to address training of independent evaluators and, as applicable, peer observers.
** Please note that documents and language will not be pre-populated into the plan if your district/BOCES chose to start with a blank application.*

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

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6.1) Assurances: Teacher Improvement Plans

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.	Checked
Assure that TIP plans developed and implemented by the superintendent or his/her designee, in the exercise of his/her pedagogical judgment, shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas.	Checked

6.2) Attachment: Teacher Improvement Plan Forms

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

For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

https://NYSED-APPR3.fluidreview.com/media/assets/survey-uploads/49388/3997212-Df0w3Xx5v6/TIP%20revised%20for%20upload_MiALqTB.docx

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.	Checked

6.4) Appeals

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

(1) the substance of the annual professional performance review; which shall include the following:
(i) in the instance of a teacher rated Ineffective on the Student Performance category, but rated Highly Effective on the Observation category based on an anomaly, as determined locally;

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

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

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

APPEAL PROCESS FOR TEACHERS DESIGNATED AS "DEVELOPING" OR "INEFFECTIVE"

APPEAL PROCEDURE

All tenured and probationary employees who meet the appeal process criteria identified below may use this appeal process. A teacher may not file multiple appeals regarding the same performance review or TIP. All grounds for appeal must be raised with specificity and within one appeal, provided that the teacher knew or could have reasonably known the ground(s) existed at the time the appeal was initiated, in which instance a further appeal may be filed but only based upon such previously unknown ground(s). Any grounds not raised at the time the appeal is filed shall be deemed waived.

APPEAL PROCESS

Any unit member aggrieved by an APPR rating of either “ineffective or “developing” may challenge that APPR. In accordance with Regents rule section 30-3.12(c). An APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Education Law Section §3020-b proceeding, or any locally negotiated procedure, until the appeal process is concluded.

GROUNDS FOR AN APPEAL

An appeal may be filed challenging the APPR based upon one or more of the following grounds:

a. The substance of the Annual Professional Performance Review; which shall include 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.

b. The district’s failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law §3012-d and Subpart 30-3 of Commissioner's regulations;

c. The adherence to the Commissioner's regulations, as applicable to such reviews and compliance with any applicable locally negotiated procedures, as required under Education Law 3012-d; and

d. The district’s failure to issuance and/or implementation the terms of the Teacher Improvement Plan, where applicable, as required under Education Law §3012-d.

TIME LIMITS

Time limits set forth in the procedure shall be strictly adhered to by all parties and persons. Any appeal not initiated or taken to the next step within these time limits will be considered settled on the basis of the last answer by the District. Time limits may be extended by mutual agreement of the District and the teacher, or his representative, if any, which agreement shall be in writing and signed by the teacher, or his representative, if any, and the District. Consent to an extension shall not be unreasonably withheld. All steps in the appeals process will be timely and expeditious in accordance with Education Law §3012-d.

STEPS FOR APPEAL PROCESS

The entire steps process will be completed within 60 school days.

Step 1

The teacher, with input and guidance from his/her SCTA representative, shall present his/her appeal, in writing, to his/her evaluator in an attempt to resolve it provided he/she does so within fifteen (15) school days of the date he/she is presented his/her summative evaluation, which shall include scores from all phases of the APPR. When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

Step 2

Within ten (10) school days of receipt of an appeal, the administrator who issued the performance review must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the district, and any and all additional information submitted with the response, at the same time the school district files its response.

Step 3

If the teacher is not satisfied with the written response of the evaluator, then a meeting will be scheduled with the teacher, their union representative, peer coach, the evaluator and, if the evaluator chooses, another administrator. This meeting will occur within five (5) school days from the date of the written response in Step 2.

Step 4

If after the meeting, in Step 3, the teacher wishes to appeal the decision of the evaluator set forth above, the teacher shall present his/her appeal from the decision of the evaluator, in writing within 10 school days of the receipt of the decision, to the Superintendent of Schools, or his/her designee. When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged and the decision of the evaluator to the teacher's appeal must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered. A written decision on the merits of the appeal shall be rendered no later than ten (10) school days from the date upon which the teacher filed his or her appeal with the Superintendent of Schools. The decision shall set forth the reasons and factual basis for determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the teacher and the evaluator.

EXCLUSIVITY OF SECTION 3012-d APPEAL PROCEDURE

The 3012-d appeal procedure shall constitute the exclusive means for initiating, reviewing, and resolving any and all challenges and appeals related to a teacher performance review and/or improvement plan. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan, except as otherwise authorized by law.

6.5) Assurance: Evaluators

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.	Checked

(1) The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable

(2) Evidence-based observation techniques that are grounded in research

(3) Application and use of the student growth percentile model and any other growth model approved by the Department as defined in section 30-3.2 of this Subpart

(4) Application and use of the State-approved teacher rubric(s) selected by the district/BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher's practice

(5) Application and use of any assessment tools that the school district/BOCES utilizes to evaluate its classroom teachers

(6) Application and use of any locally selected measures of student growth used in the Optional subcomponent of the Student Performance category used by the district/BOCES to evaluate its teachers

(7) Use of the Statewide Instructional Reporting System

(8) The scoring methodology utilized by the Department and/or the district/BOCES to evaluate a teacher under this Subpart, including the weightings of each subcomponent within a category; how overall scores/ratings are generated for each subcomponent and category and application and use of the evaluation matrix(es) prescribed by the Commissioner for the four designated rating categories used for the teacher's overall rating and their category ratings

(9) Specific considerations in evaluating teachers of English language learners and students with disabilities

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

Describe the process for training evaluators, including impartial and independent observers and peer observers, and certifying and re-certifying lead evaluators. Your description 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,
4) the nature (content) and the duration (how many hours, days) of such training.

Silver Creek Central School District will ensure that all Lead Evaluators/Evaluators/Independent Evaluators are properly trained and certified to complete and individual performance review. The training will be provided, in part, by the Erie 2 BOCES IES team. The Superintendent will certify evaluators and maintain records of certification of evaluators. The District will maintain a process of inter-rater reliability in accordance with NYSED guidance and protocols including data analysis, periodic comparison of assessments and/or calibration across evaluators. The initial training is 6 hours in length with 2 hour follow-ups in subsequent years.

The training will include the following requirements for Lead Evaluators/Evaluators:

1. The New York State Teaching standards and their related elements and performance indicators and the Leadership standards and their related functions, as applicable
2. Evidence-based observation techniques that are grounded in research
3. Application and use of the student growth percentile model and any other growth model approved by the Department
4. Application and use of the State-approved teacher or principal rubric(s) selected by the district for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice.

5. Application and use of any assessment tools that the district utilizes to evaluate its classroom teachers of building principals.
6. Application and use of any locally selected measures of student growth used in the optional subcomponent of the student performance category used by the district to evaluate its teachers or principals.
7. Use of the statewide instructional reporting system
8. The scoring methodology utilized by the department and/or the district to evaluate a teacher or principal under the law, including the weightings of each subcomponent within a category; how overall scores/ratings are generated for each subcomponent and category and application and use of the evaluation matrix(es) prescribed by the commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their category ratings: and
9. Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

The training will include the following requirements for Independent Evaluators:
1. The New York State Teaching standards and their related elements and performance indicators and the Leadership standards and their related functions, as applicable
2. Evidence-based observation techniques that are grounded in research
3. Application and use of the State-approved teacher or principal rubric(s) selected by the district for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice.

Silver Creek Central School District will work to ensure that evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in law, regulation or applicable collective bargaining agreements.

THESE TRAININGS ARE ONGOING AND WILL BE ATTENDED BY ADMINISTRATION AS REQUIRED.

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 a 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.	Checked
Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
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.	Checked

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.	Checked

6.8) Assurances: Assessments

Please check all of the boxes below:

Assure that, where applicable, if students in Common Core courses are taking both the 2005 Learning Standards and Common Core versions of the Regents Assessment, then the district/BOCES will use the higher of the two scores to determine whether a student has met his/her growth target.	Checked
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.	Checked
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.	Checked

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.	Checked
Assure that the district/BOCES provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
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.	Checked
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked

Task 7. Student Performance – Required Subcomponent

Created: 01/08/2014
Last updated: 10/22/2015

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

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REQUIRED SUBCOMPONENT
(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 in 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

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, (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 a SLO consistent with a goal setting 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. (See Guidance for more detail on principals with State-provided measures and SLOs.)

For those principals who would typically receive a State-provided growth score, the district/BOCES must also include a back-up SLO process 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 (please list, e.g., K-5, PK-6, 6-8, 6-12, 7-12, 9-12). For each configuration, also indicate the measure and assessment(s) used for the back-up 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**
- **Use the checkboxes to indicate the State assessments or Regents exams used**

Follow the examples below
Grades K-6:

- lowest grade = K
- highest grade = 6

- assessments = NYS Grades 4-6 ELA and Math Assessments (check all)

Grades 7-12:

- lowest grade = 7
- highest grade = 12
- assessments = NYS Grades 7-8 ELA and Math Assessments and All Regents assessments which are used to generate the principal's State-provided growth score (check all)

Grade Configuration #1

	GRADE FROM	GRADE TO
	K	5

Grade Configuration #1 Assessment Name(s)

Responses Selected:

NYS Grade 4 ELA Assessment
NYS Grade 5 ELA Assessment
NYS Grade 4 Math Assessment
NYS Grade 5 Math Assessment

Responses Selected:

Click to Add Another Configuration

Grade Configuration #2

	GRADE FROM	GRADE TO
	6	8

Grade Configuration #2 Assessment Name(s)

Responses Selected:

NYS Grade 6 ELA Assessment
NYS Grade 7 ELA Assessment
NYS Grade 8 ELA Assessment
NYS Grade 6 Math Assessment
NYS Grade 7 Math Assessment
NYS Grade 8 Math Assessment

Responses Selected:

Click to Add Another Configuration

Grade Configuration #3

	GRADE FROM	GRADE TO
	9	12

Grade Configuration #3 Assessment Name(s)

Responses Selected:

All Regents assessments which are used to generate the principal's State-provided growth score

No Responses Selected

7.1) Assurances

Assure that the growth score provided by NYSED will be used, where required.	Checked
Assure that 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.	Checked

7.2) STUDENT LEARNING OBJECTIVES

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

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

Follow the example below
Grades K-3:

- lowest grade = K
- highest grade = 3
- measure = State or Regents assessment
- assessment = NYS Grade 3 ELA Assessment and NYS Grade 3 Math Assessment

Grade Configuration #1 Grades and Measure

	GRADE FROM	GRADE TO	MEASURE

No Responses Selected

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

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

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.	Checked
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.	Checked
Assure that all growth targets are approved by the superintendent or another trained administrator.	Checked
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.	Checked
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.	Checked
Assure that processes are in place for the superintendent to monitor SLOs.	Checked
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.	Checked

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 the use of the Optional subcomponent by checking the box below. Information related to the Optional subcomponent will be entered into Task 8.

The Optional subcomponent WILL be used; the weight of each subcomponent is indicated below.

Select the weight of the Required Student Performance subcomponent; the corresponding Optional Student Performance subcomponent weight is shown.

50% required, 50% optional

Task 8. Student Performance – Optional Subcomponent

Created: 01/08/2014
Last updated: 10/19/2015

Use the links above to move between pages in Task 8; be sure to click 'Save & Continue Editing' before moving to another page. The 'Next' button at the bottom of the page can be used to move forward only when the current page is complete.
For guidance on the Optional subcomponent of the Student Performance category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

Page 1: Task 8.1

Page 1: Task 8.1 (Use of the Optional Subcomponent of the Student Performance Category)

OPTIONAL SUBCOMPONENT
(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 the use of the Optional subcomponent by making the appropriate selection below.

- **If the Optional subcomponent WILL be used, please fill out tasks 8.2-8.4 by using the "Next" button to move through each task.**

The Optional subcomponent WILL be used in the Student Performance category.

Page 2: Tasks 8.1-8.4

Page 2: Task 8.1 (Assurances), Task 8.2 (Grade Configurations, Measures, Assessments, and Process for Assigning a 0-20 Score and HEDI Rating), Task 8.3 (Conversion Chart), Task 8.4 (Assurances)

OPTIONAL SUBCOMPONENT
(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.

Options for measures and associated assessments include:

OPTION A: SECOND STATE-PROVIDED GROWTH SCORE

- **Option (A1) Principal-specific growth computed by the State based on percentage of students who achieve a State-determined level of growth (e.g., percentage of students whose growth is above the median for similar students)**
- **Option (A2) School- or BOCES-wide growth results using available State-provided growth scores that are locally-computed**

OPTION B: STATE-DESIGNED SUPPLEMENTAL ASSESSMENTS

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

The same locally selected measures of student growth across all buildings with the same grade configuration or program in district/BOCES must be used to the extent practicable.

Task 8.1) Assurances

Please check the boxes below.

Assure that if a principal receives an overall rating of Ineffective on the Student Performance category, and a State-designed supplemental assessment (option B) was included as an Optional subcomponent of the Student Performance category, then the principal must be rated Ineffective overall (see Education Law §3012-d(5)(a) and (7)).	Checked
Assure that if a principal receives an overall rating of Ineffective on the Student Performance category, and a State-provided growth score on a State-created or administered test (option A1 or A2) was included as an Optional subcomponent of the Student Performance category, then the principal may not be rated higher than Developing overall (see Education Law §3012-d(5)(a) and (7)).	Checked

---

8.2) Optional Subcomponent: Grade Configurations, Measures and Assessments

Please list the grade configurations of the school(s)/program(s) in your district/BOCES that the Optional subcomponent applies to and select the measure that will be used. Once a measure is selected, a corresponding menu will appear for the selection of the name of the assessment(s) used.

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**
- **Once a measure is selected, a corresponding menu will appear for the selection of the name of the assessment and/or HEDI process used.**
    - For any of Option (A), once a measure is selected, a corresponding fill-in box will appear at the end of Task 8.2 to address the process for assigning a 0-20 score and HEDI rating.
    - For Option (B), once a measure is selected, a corresponding menu will appear for the selection of the name of the assessment(s) used. A corresponding assurance will also appear at the end of Task 8.2 to address the process for assigning a 0-20 score and HEDI rating.
    - Additionally, for all options, an upload must be included in Task 8.3 to demonstrate the process of assigning all points 0 to 20.

Follow the example below
Grades K-3:

- lowest grade = K

- highest grade = 3
- measure = (B) Growth score based on a State-designed supplemental assessment, calculated using a State-provided or approved growth model
- assessment = State-designed Supplemental Assessment A

Grade Configuration #1: Measure

	GRADE FROM	GRADE TO	MEASURE
	9	12	(A2) School- or BOCES-wide growth results using available State-provided growth scores that are locally-computed

No Responses Selected

No Responses Selected

8.2) Optional Subcomponent: Process for Assigning a 0-20 Score and HEDI Rating (Option A2)

Please describe the process your district/BOCES will use to locally compute a 0-20 score and HEDI rating using school-wide growth results based on available State-provided growth scores. Please indicate which grades/subjects of the available State-provided growth scores will be used. Please also include an upload in Task 8.3 demonstrating the process of assigning all points 0 to 20.

	The HS school building combined adjusted mgp score as determined by the state will be utilized to determine the 0-20 score and HEDI rating for the High School principal (9-12)

8.3) Conversion Chart

- For option (A1) or option (A2), please upload a chart demonstrating how the second growth score chosen will be converted to a HEDI score from 0-20.
- For option (B), please upload the chart provided by the assessment provider to demonstrate how the growth model translates to a HEDI score from 0-20.

https://NYSED-APPR3.fluidreview.com/media/assets/survey-uploads/49382/3997216-iUpopnX11B/Optional%20Subcomponent%20Chart%20HS%20BP.docx

8.4) Assurances

Please check all of the boxes below:

Assure that scores and ratings for the Optional student performance subcomponent, where a State-designed supplemental assessment is used, will be calculated in the manner specified by the assessment provider through the RFQ process.	Checked
Assure that the final Student Performance category rating for each principal will be determined using the weights and parameters specified in Subpart 30-3 of the Rules of the Board of Regents.	Checked
Assure that all Optional Student Performance measures for a principal are different than any measures used for the Required Student Performance subcomponent.	Checked

Assure that the same locally selected measures of student growth are used across all buildings with the same grade configuration or program in district/BOCES to the extent practicable.	Checked

Task 9. Principal School Visit Category

Created: 02/18/2014
Last updated: 10/19/2015

Please note, within this section, task 9.1 may contain the rubric selection(s) from your plan as it existed on June 2, 2015.* The remaining tasks in this section will not contain data from your previous plan and must be completed.
** Please note that documents and language will not be pre-populated into the plan if your district/BOCES chose to start with a blank application.*

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

Page 1

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. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.

If your district/BOCES is using an additional rubric, please select the rubric from the second menu below. If your district/BOCES will not use a second rubric, please select "N/A" from the end of the drop-down menu. (Note: Any district may use multiple rubrics, as long as the same rubric is used for all principals in the same or similar programs or grade configurations across the district.)

Rubric 1

Marshall's Principal Evaluation Rubric (2012 Revised Edition with 2013 Updates)

Rubric 2

N/A

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.	Checked
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.	Checked
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.	Checked
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.	Checked

9.3) Process for Weighting Rubric Domains/Subcomponents

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). For guidance on the Principal School Visit category, see NYSED APPR Guidance:

https://www.engageny.org/resource/appr-3012-d.

All observable components will be weighted equally and averaged to determine the overall Performance HEDI score.

9.4) Calculating School Visit Ratings

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 chart shown below.	Checked
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.	Checked

Principal School Visit Scoring Bands

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

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
Effective	2.50	3.49
Developing	1.50	2.49
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

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

	Supervisor - required	Independent Evaluator(s) - required	Peer Observer(s) - optional
Indicate the weighting of each subcomponent:	90%	10%	N/A

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.	Checked
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.	Checked
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.	Checked
Assure that the length of all school visits for principals will be conducted pursuant to the locally-determined durations.	Checked
Assure that independent evaluator(s) will be trained and selected by the district/BOCES.	Checked
Assure that peer observer(s), as applicable, will be trained and selected by the district/BOCES.	Checked
Assure that at least one of the required school visits by the supervisor or trained administrator will be unannounced.	Checked
Assure that school visits will not be conducted via video.	Checked

9.7) Number of School Visits

Probationary Principals

Indicate the number of unannounced and announced school visits for each school visit type in the boxes below (e.g., minimum of 2, 5). If the Optional Peer School Visit subcomponent will not be used, please indicate, "N/A".

	Supervisor - required	Independent Evaluator(s) - required	Peer Observer(s) - optional
Unannounced	0	1	0
Announced	2	0	0

Tenured Principals

Indicate the number of unannounced and announced school visits for each school visit type in the boxes below (e.g., minimum of 2, 5). If the Optional Peer School Visit subcomponent will not be used, please indicate, "N/A".

	Supervisor - required	Independent Evaluator(s) - required	Peer Observer(s) - optional
Unannounced	0	1	0
Announced	1	0	0

Task 10. Overall Scoring (Principals)

Created: 02/18/2014
Last updated: 09/25/2015

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

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10.1) Scoring Ranges

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

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

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

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

10.2) Scoring Matrix for the Overall Rating

		Principal School Visit			
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
Student Performance	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.	Checked
Assure that it is possible to obtain a zero in each subcomponent.	Checked
Assure the overall rating determination for a principal shall be determined according to the evaluation matrix.	Checked

Task 11. Additional Requirements - Principals

Created: 02/18/2014
Last updated: 10/20/2015

Please note, within this section, tasks 11.2 (improvement plan), 11.4 (appeals language) and 11.6 (training language) may contain information from your plan as it existed on June 2, 2015.* The remaining tasks in this section will not contain data from your previous plan and must be completed. Additionally, task 11.6 should be modified to address training of independent evaluators and, as applicable, peer observers.
** Please note that documents and language will not be pre-populated into the plan if your district/BOCES chose to start with a blank application.*

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

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11.1) Assurances: Improvement Plans

Please check 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.	Checked
Assure that PIP plans developed and implemented by the superintendent or his/her designee, in the exercise of his/her pedagogical judgment, shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a principal's improvement in those areas.	Checked

11.2) Attachment: Principal Improvement Plan Forms

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

For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

https://NYSED-APPR3.fluidreview.com/media/assets/survey-uploads/49338/3997222-Df0w3Xx5v6/PIP%20revised%20for%20upload.docx

11.3) Assurance: Appeals

Please check 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.	Checked

11.4) Appeals

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

(1) the substance of the annual professional performance review; which shall include the following:
(i) in the instance of a principal rated Ineffective on the student performance category, but rated Highly Effective on the school visit category based on an anomaly, as determined locally;

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

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

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

1. Only a principal whose APPR rating is 'Ineffective' shall have the right to appeal the substance of the APPR.

2. By 15 business days from the receipt of the APPR composite rating, the principal must submit a written appeal which shall include all reasons for appealing the rating.

3. The appeal shall be heard by the Superintendent with a response to the appeal no more than 30 days after the receipt of the appeal.
The principal shall be provided an opportunity to respond to the Superintendent with any additional documentation within 15 days of receiving Superintendent's response.

4. Following a review of the appeal documentation, the Superintendent shall render a written decision affirming, modifying or rejecting the rating.

5. The Superintendent's decision regarding the appeal is final.

GROUNDS FOR AN APPEAL
An appeal may be filed challenging the APPR based upon one or more of the following grounds:
a. The substance of the Annual Professional Performance Review;
b. The district's failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law §3012-d and applicable rules and regulations;
c. The district's failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures;
d. The district's failure to issue and/or implement the terms of the Principal's Improvement Plan, where applicable, as required under Education Law §3012-d.

THIS PROCESS WILL BE COMPLETED WITHIN 90 DAYS OF THE FILING OF THE APPEAL.

11.5) Assurance: Evaluators

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.	Checked

(1) The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable

(2) Evidence-based observation techniques that are grounded in research

(3) Application and use of the student growth percentile model and any other growth model approved by the Department as defined in section 30-3.2 of this Subpart

(4) Application and use of the State-approved principal rubric(s) selected by the district/BOCES for use in evaluations, including training on the effective application of such rubrics to observe a principal's practice

(5) Application and use of any assessment tools that the school district/BOCES utilizes to evaluate its building principals

(6) Application and use of any locally selected measures of student growth used in the Optional subcomponent of the Student Performance category used by the district/BOCES to evaluate its principals

(7) Use of the Statewide Instructional Reporting System

(8) The scoring methodology utilized by the department and/or the district/BOCES to evaluate a principal under this Subpart, including the weightings of each subcomponent within a category; how overall scores/ratings are generated for each subcomponent and category and application and use of the evaluation matrix(es) prescribed by the Commissioner for the four designated rating categories used for the principal's overall rating and their category ratings

(9) Specific considerations in evaluating principals of English language learners and students with disabilities

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

Describe the process for training evaluators, including impartial and independent observers and peer observers, and certifying and re-certifying lead evaluators. Your description 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,
4) the nature (content) and the duration (how many hours, days) of such training.

Silver Creek Central School District will ensure that all Lead Evaluators/Evaluators/Independent Evaluators are properly trained and certified to complete and individual performance review. The training will be provided, in part, by the Erie 2 BOCES IES team. The Board of Education will certify evaluators and maintain records of certification of evaluators. The District will maintain a process of inter-rater reliability in accordance with NYSED guidance and protocols including data analysis, periodic comparison of assessments and/or calibration across evaluators. The initial training is 6 hours in length with 2 hour follow-ups in subsequent years.

The training will include the following requirements for Lead Evaluators/Evaluators:

1. The New York State Teaching standards and their related elements and performance indicators and the Leadership standards and their related functions, as applicable
2. Evidence-based observation techniques that are grounded in research
3. Application and use of the student growth percentile model and any other growth model approved by the Department
4. Application and use of the State-approved teacher or principal rubric(s) selected by the district for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice.
5. Application and use of any assessment tools that the district utilizes to evaluate its classroom teachers of building principals.
6. Application and use of any locally selected measures of student growth used in the optional subcomponent of the student performance category used by the district to evaluate its teachers or principals.
7. Use of the statewide instructional reporting system
8. The scoring methodology utilized by the department and/or the district to evaluate a teacher or principal under the law, including the weightings of each subcomponent within a category; how overall scores/ratings are generated for each subcomponent and category and

application and use of the evaluation matrix(es) prescribed by the commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their category ratings: and
9. Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

The training will include the following requirements for Independent Evaluators:
1. The New York State Teaching standards and their related elements and performance indicators and the Leadership standards and their related functions, as applicable
2. Evidence-based observation techniques that are grounded in research
3. Application and use of the State-approved teacher or principal rubric(s) selected by the district for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice.

Silver Creek Central School District will work to ensure that evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in law, regulation or applicable collective bargaining agreements.

THESE TRAININGS ARE ONGOING AND WILL BE ATTENDED BY ADMINISTRATION AS REQUIRED.

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 a 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.	Checked
Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
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.	Checked
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 supervisor or other trained administrator.	Checked

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.	Checked
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.	Checked
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.	Checked

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.	Checked
Assure that the district/BOCES provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
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.	Checked
Assure that enrolled students in accordance with policies for student assignment to schools and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked

Task 12. Joint Certification of APPR Plan

Created: 02/07/2014
Last updated: 10/22/2015

Page 1

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. Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

https://NYSED-APPR3.fluidreview.com/media/assets/survey-uploads/49456/3997224-JbgOrIWgSl/Certification%20Form.pdf

File types supported for uploads

PDF (preferred)

Microsoft Office (.doc, .ppt, .xls)

Microsoft Office 2007: Supported but not recommended (.docx, .pptx, .xlsx)

Open Office (.odt, .ott)

Images (.jpg, .gif)

Other Formats (.html, .xhtml, .txt, .rtf, .latex)

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.
Please save your file types as .doc, .ppt or .xls respectively before uploading.

Principal Improvement Plan

Purpose

A Principal Improvement Plan provides organizational support and assistance to Principals who are not meeting the district's standards based on the result of receiving an APPR composite rating of "Ineffective" or "Developing". The plan demonstrates the district's commitment to quality leadership by providing a supported, structured, and focused system of assistance to ensure that every Principal is meeting district standards.

Phase One

Upon rating a principal "Developing" or "Ineffective" through an annual professional performance review a principal improvement plan will be developed and finalized by the superintendent or his/her designee in the exercise of their pedagogical judgment. Plan will commence implementation by October 1 in the school year following the school year for which the principal's performance is being measured or as soon as practicable thereafter.

Phase One begins when the concern is brought to the attention of the principal using the district's Principal Improvement Plan Phase One Form.

The concern should be identified referencing the Marshall's Principal Evaluation Rubric (2012 Revised Edition) and the specific performance issue(s) in question. Goals will be defined, and clear criteria will be identified on the form.

The Superintendent will meet with the principal to discuss the completed form. The principal may have representation at the meeting.

Phase One will not exceed a full calendar year. It may be provided a shorter interval depending on the nature of the issue. The superintendent will consult with the principal and determine the appropriate time interval for Phase One.

Typically, Phase One would end in three possible ways:

1. The concern is addressed by the principal, and the performance improves, and the principal continues within the APPR process.
2. The principal and superintendent agree that more time is needed in this phase and the awareness phase time is extended.
3. The superintendent makes a determination that the principal has not made satisfactory progress, and the principal is moved into Phase Two.

This form identifies specific domain and/or components to clearly define the area of concern.

PRINCIPAL IMPROVEMENT PLAN: PHASE ONE FORM

PRINCIPAL NAME: _____ **DATE:** _____

BUILDING: _____ **BUILDING:** _____

IDENTIFIED CONCERN(S):

Marshall Subcomponent	Performance Goal(s)	Timeline	Support Structures and Strategies	Person(s) Responsible	Evident of Progress

Mr./ Mrs. _____

☐ has satisfied the above performance goals within the specified time frame.

☐ has not satisfied the above performance goals, but will continue in Phase One.

☐ has not satisfied the above performance goals, and will move into Phase Two.

Mr./ Mrs. _____

☐ will resume their participation in the APPR process.

☐ will not resume their participation in the APPR process.

_____ _____

PRINCIPAL SIGNATURE DATE OF SIGNATURE

_____ _____

SUPERINTENDENT SIGNATURE DATE OF SIGNATURE

This form will be kept in the employee's personnel file for one year, and will be removed from the file on _____(date) unless the employee is moved into phase two.

PHASE TWO:

This stage begins a more specific and intensive involvement between the principal and the superintendent.

At the end of the Phase One, the superintendent will complete the bottom portion of the Phase One form, and will indicate and share the status of the principal's progress in a conference with the principal. A principal who has not satisfied the performance goals may be placed in Phase Two by the superintendent.

The Phase Two will not exceed a full calendar year.

PRINCIPAL IMPROVEMENT PLAN: PHASE TWO FORM

PRINCIPAL NAME: _____ **DATE:** _____

BUILDING: _____ **BUILDING:** _____

IDENTIFIED CONCERN(S):

Marshall Subcomponent	Performance Goal(s)	Timeline	Support Structures and Strategies	Person(s) Responsible	Evident of Progress

Mr./ Mrs. _____

- ☐ has satisfied the above performance goals within the specified time frame.
- ☐ has not satisfied the above performance goals, but will continue in Phase Two
- ☐ has not satisfied the above performance goals, and will move into the Disciplinary Phase

Mr./ Mrs. _____

- ☐ will resume their participation in the APPR process.
- ☐ will not resume their participation in the APPR process.

_____ _____

PRINCIPAL SIGNATURE DATE OF SIGNATURE

_____ _____

SUPERINTENDENT SIGNATURE DATE OF SIGNATURE

DISCIPLINARY PHASE:

Data obtained during Phase One and Phase Two will not be used against the principal UNLESS there was no resolution to the district's concern(s), and the principal is moved into the disciplinary phase.

The Principal Improvement Plan is not intended as a restriction on the District's right to take appropriate disciplinary action for principal misconduct without prior resort to either the Awareness Phase or the Assistance Phase.

Teacher Improvement Plan

Purpose and Intent of a Teacher Improvement Plan

A teacher improvement plan provides teachers with organizational support and assistance in improving professional practice. The following processes demonstrate the district's commitment to quality teaching by providing a supported, structured, and focused system of assistance. All components of the teacher's improvement plan will be developed and finalized by the superintendent or his/her designee in the exercise of their pedagogical judgment.

Upon rating a teacher "Developing" or "Ineffective" through an annual professional performance review a teacher improvement plan will be developed by the superintendent or his/her designee in the exercise of their pedagogical judgment. Plan will commence implementation by October 1 in the school year following the school year for which the teacher's performance is being measured or as soon as practicable thereafter.

Phase One

"Phase One" begins when the concern is brought to the attention of the teacher using the district's Teacher Improvement Plan Phase One Form.

The concern should be identified referencing the Danielson Framework and specific performance issue(s) in question. Goals will be defined, and clear criteria for success will be identified on the form.

The Superintendent or his/her designee will meet with the teacher to discuss the completed form. The Superintendent or designee will consult with the teacher and determine the appropriate time interval for this phase. The teacher may have SCTA representation at this meeting.

Phase One will not exceed a full calendar year. It may be provided in a shorter interval depending on the nature of the problem.

Typically, the Phase One would end in three possible ways:

1. The concern is addressed by the teacher, the performance improves, and the Superintendent or his/her designee informs the teacher he/she will continue within the District's APPR Plan.
2. The Superintendent or his/her designee decides, with input from the administrator and teacher more time is needed in this phase, and Phase One time is extended.
3. The Superintendent or his/her designee makes a determination that the teacher has not made satisfactory progress, and the teacher is moved into Phase Two.

This form identifies specific domains and/or components to clearly define the area of concern.

Teacher in Need of Improvement – Phase One Form

Teacher Name:_____
Principal/Administrator:_____
Date:_____ Building:_____

Identified Concern (s):

_____
_____
_____
_____
_____
_____

Domain and Component	Performance Goals	Timeframe	Support Structures and Strategies	Person(s) Responsible	Evidence of Progress

Completed by the Superintendent or designee
Mr./Ms. _____

has satisfied the above performance goals within the specified time frame.

has not satisfied the above performance goals, but will continue in Phase One.

has not satisfied the above performance goals, and will move into Phase Two

Mr./Ms. _____

will resume their participation in the district's APPR Plan as a probationary or tenured teacher

will not resume their participation in the district's APPR Plan as a probationary or tenured teacher.

Signed,

_____ _____
Superintendent Date

_____ _____
Administrator Date

_____ _____
Teacher Date

This form will be kept in the employee's personnel file for one year, and will be removed from the file on _____(date) unless the employee is moved into the Phase Two**.**

Phase Two

This stage begins a more specific and intensive involvement between the teacher and the Teacher In Need of Improvement Team.

How is it initiated?

At the end of Phase One, the Superintendent or designee, with input from the administrator will complete the bottom portion of the Phase One Form, and will indicate and share the status of the teacher's progress in a conference with the teacher. The Superintendent or designee may place a teacher who has not satisfied the performance goals into Phase Two.

Team will be comprised of:

1. Teacher in need of improvement
2. Superintendent or designee) as Chair
3. Supervising administrator (who oversaw Phase One of the TIP)
4. SCTA President
5. Peer (optional)

This phase will not exceed a full calendar year.

Team members will:

- Link teacher with a peer (if teacher chooses to have a peer)
- Participate in review conferences on a monthly or bi-monthly basis (dependent upon identified concerns)
- Participate in end of year conference
- Keep strict confidentiality relating to all aspects of their involvement in the TIP
- Classroom observations will be conducted by administrative team members

PEER

The Peer will be selected through the following process:

1. The Superintendent or designee will select three teachers, in order of preference, as possible candidates.
2. SCTA president will approach the candidates individually, in order of district's preference, until two teachers are willing to be possible candidates. The identity of the teacher in need of improvement will be kept confidential throughout this process.
3. Teacher in Need of Improvement will select one of the two possible candidates. This person becomes the peer.

While specific peer responsibilities may vary from situation to situation, the primary role of the peer coach will include:

- Providing confidential support to help the teacher in need of improvement meet the goals set forth in the TIP.
- Meeting with the teacher in need of improvement as needed.
- Being present when administrative observations occur
- Conducting visitations as requested by the teacher on the improvement plan
- Offering suggestions to improve teacher performance in areas of concern.
- Attending the meetings as a listener and a possible resource for solutions to identified concern(s).
- Attending training and workshops appropriate to their role.

ADMINISTRATIVE ROLES

The building principal/supervising administrator will continue to evaluate the Teacher in Need of Improvement during Phase Two of the TIP. This evaluation will consist of classroom observation(s) and pre- and post-conferences with the teacher. The building principal/supervising administrator will complete a comprehensive evaluation form at the end of the year.

The Chair (Superintendent or designee) will coordinate all activities associated with the Phase Two, including:

- Forming the team
- Drafting the plan
- Selecting the Peer (if chosen to be used by teacher on improvement plan)
- Notifying participants of the team membership
- Setting meeting times and agendas

Teacher in Need of Improvement – Phase Two Form

Teacher Name:_____

Team Members:_____, Superintendent or designee
_____, SCTA President
_____, Peer
_____, Supervising Administrator

Date:_____ Building:_____

Identified Concern(s):

_____
_____
_____
_____
_____

Domain and Component	Performance Goals	Timeframe	Support Structures and Strategies	Person(s) Responsible	Evidence of Progress

Completed by the Superintendent or designee
Mr./Ms. _____

has satisfied the above performance goals within the specified time frame

has not satisfied the above performance goals, but will continue in the Phase Two

has not satisfied the above performance goals, and will move to the Disciplinary Phase

Mr./Ms. _____

will resume their participation in the district's APPR Plan as a probationary or tenured teacher.

will not resume their participation in the district's APPR Plan as a probationary or tenured teacher.

Signed,

_____ _____
Superintendent Date

_____ _____
Administrator Date

_____ _____
Teacher Date

Disciplinary Phase:

Data obtained during Phase One or Phase Two will not be used against the teacher UNLESS there was no resolution to the district's concern(s), and the teacher is moved into the disciplinary phase.

The Teacher in Need of Improvement Plan is not intended as a restriction on the District's right to take appropriate disciplinary action for teacher misconduct without prior resort to either Phase One or Phase Two.

OPTIONAL SUBCOMPONENT

The Building's Combined Math & ELA adjusted *Mean Growth Percentile* (MGP) will be placed on the locally developed chart below and the corresponding points attributed to all teachers as per their building (Elementary MGP, Middle School MGP, High School MGP)
!

						12	25-28
						11	23-24
						10	21-22
						9	19-20
						8	17-18
						7	15-16
						6	13-14
						5	11-12
						4	9-10
						3	7-8
20	86-99	**17**	53-66			**2**	5-6
19	75-85	**16**	42-52	**14**	30-35	**1**	3-4
18	67-74	**15**	36-41	**13**	29	**0**	1–2
HIGHLY EFFECTIVE		**EFFECTIVE**		**DEVELOPING**		**INEFFECTIVE**	
67-99		**36-66**		**29-35**		**1-28**	

OPTIONAL SUBCOMPONENT

The Building's Combined Math & ELA adjusted *Mean Growth Percentile* (MGP) will be placed on the locally developed chart below and the corresponding points attributed to 9-12 Building Principal

!

						12	25-28
						11	23-24
						10	21-22
						9	19-20
						8	17-18
						7	15-16
						6	13-14
						5	11-12
						4	9-10
						3	7-8
20	86-99	**17**	53-66			**2**	5-6
19	75-85	**16**	42-52	**14**	30-35	**1**	3-4
18	67-74	**15**	36-41	**13**	29	**0**	1–2
HIGHLY EFFECTIVE		**EFFECTIVE**		**DEVELOPING**		**INEFFECTIVE**	
67-99		**36-66**		**29-35**		**1-28**	

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 appeal procedures that are consistent with the statute and regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all observable NYS Teaching Standards/Domains of the selected practice rubric are assessed at least 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:

Delia G. Bonenberger 10-22-15

Teachers Union President Signature: Date:

10-22-15

Administrative Union President Signature: Date:

Eleanor Payne 10-22-15 10-22-15 10-22-15

Board of Education President Signature: Date:

10-22-15