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

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March 1, 2016

Revised

Joseph Morgan, Superintendent
Spencer-Van Etten CSD
P.O. Box 307
16 Dartts Crossroads
Spencer, NY 14883

Dear Superintendent Morgan:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review (APPR) plan meets the criteria outlined in Education Law §3012-d and Subpart 30-3 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR plan. If any material changes are made to your approved plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,

MaryEllen Elia
Commissioner

Attachment

c: James Frame

NOTE:
Pursuant to sections 30-2.14 and 30-3.17 of the Rules of the Board of Regents, during the 2015-16 through 2018-19 school years, your district/BOCES must calculate transition scores and ratings for teachers and principals that exclude the results of grades 3-8 ELA and math State assessments and any State-provided growth scores. For the 2016-17 through 2018-19 school years, your district/BOCES must establish alternate SLOs for affected teachers and principals who, as a result of the above exclusions, have no remaining measures in the Student Performance Category. Accordingly, please note that since your APPR plan is approved for use during the 2015-16 school year, your district/BOCES must describe the alternate SLOs used by affected teachers and principals beginning in the 2016-17 school year using a supplemental form submitted to the Department no later than March 1, 2017. The Department strongly encourages your district/BOCES to submit this supplemental form prior to the beginning of the 2016-17 school year to ensure that your alternate SLOs are in place for all affected teachers and principals as early as possible

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

Annual Professional Performance Review
Task 1. School District Information

Created: 04/30/2013
Last updated: 12/01/2015

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: 600801040000

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

600801040000

1.2) School District Name: SPENCER-VAN ETTEN CSD

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

SPENCER-VAN ETTEN CSD

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.

Submission of material changes to an APPR plan approved pursuant to Education Law §3012-d

Task 2. Student Performance - Required Subcomponent (Teachers)

Created: 04/30/2013
Last updated: 02/04/2016

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 and Common Core Algebra Regents

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 and Earth Science Regents

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

Comprehensive English Regents

A building-wide State-provided growth score

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

Comprehensive English Regents

A building-wide State-provided growth score

Grade 11 ELA Measure

Regents assessment

Grade 11 ELA Regents Assessment Name

Common Core English and Comprehensive 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

Comprehensive English Regents

A building-wide State-provided growth score

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

A building-wide State-provided growth score

Grade 1 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 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

A building-wide State-provided growth score

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

A building-wide State-provided growth score

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

A building-wide State-provided growth score

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

A building-wide State-provided growth score

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

A building-wide State-provided growth score

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

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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

Common Branch

Grade 7 Science Measure

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

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

Responses Selected:

A building-wide State-provided growth score

Grade 6 Social Studies Measure

Common Branch

Grade 7 Social Studies Measure

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

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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 7 ELA 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 8 ELA 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:

Global 2 Regents

A building-wide State-provided growth score

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	4	Art	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 3 Math Assessment
NYS Grade 4 Math Assessment
A building-wide State-provided growth score

Responses Selected:

Click to Add Another Course

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

	LOWEST GRADE	HIGHEST GRADE	SUBJECT	MEASURE

	K	4	Physical Education	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 3 ELA Assessment
NYS Grade 4 ELA Assessment
NYS Grade 3 Math Assessment
NYS Grade 4 Math Assessment
A building-wide State-provided growth score

Responses Selected:

Click to Add Another Course

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

	LOWEST GRADE	HIGHEST GRADE	SUBJECT	MEASURE
	5	8	Art	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:

A building-wide State-provided growth score

Responses Selected:

Click to Add Another Course

Other Courses #4 Grade(s), Subject and Measure

	LOWEST GRADE	HIGHEST GRADE	SUBJECT	MEASURE
	9	12	Art	School- or BOCES-wide group, team, or linked results based on State/Regents assessments

Indicate the assessment(s) used for the Other Courses #4 school, or BOCES group, team, or linked results based on State

assessments:

Responses Selected:

Common Core English Regents

Comprehensive English Regents

Responses Selected:

Click to Add Another Course

Other Courses #5 Grade(s), Subject and Measure

	LOWEST GRADE	HIGHEST GRADE	SUBJECT	MEASURE
	9	12	Business	School- or BOCES-wide group, team, or linked results based on State/Regents assessments

Indicate the assessment(s) used for the Other Courses #5 school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

Common Core English Regents

Comprehensive English Regents

Responses Selected:

Click to Add Another Course

Other Courses #6 Grade(s), Subject and Measure

	LOWEST GRADE	HIGHEST GRADE	SUBJECT	MEASURE
	5	8	Health	School- or BOCES-wide group, team, or linked results based on State/Regents assessments

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

Responses Selected:

A building-wide State-provided growth score

Responses Selected:

Click to Add Another Course

Other Courses #7 Grade(s), Subject and Measure

	LOWEST GRADE	HIGHEST GRADE	SUBJECT	MEASURE
	8	8	Languages Other Than English	School- or BOCES-wide group, team, or linked results based on State/Regents assessments

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

Responses Selected:

A building-wide State-provided growth score

Responses Selected:

Click to Add Another Course

Other Courses #8 Grade(s), Subject and Measure

	LOWEST GRADE	HIGHEST GRADE	SUBJECT	MEASURE
	9	12	Languages Other Than English	School- or BOCES-wide group, team, or linked results based on State/Regents assessments

Indicate the assessment(s) used for the Other Courses #8 school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

Common Core English Regents

Comprehensive English Regents

Responses Selected:

Click to Add Another Course

Other Courses #9 Grade(s), Subject and Measure

	LOWEST GRADE	HIGHEST GRADE	SUBJECT	MEASURE
	K	4	Music	School- or BOCES-wide group, team, or linked results based on State/Regents assessments

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

Responses Selected:

A building-wide State-provided growth score

Responses Selected:

Click to Add Another Course

Other Courses #10 Grade(s), Subject and Measure

	LOWEST GRADE	HIGHEST GRADE	SUBJECT	MEASURE
	5	8	Music	School- or BOCES-wide group, team, or linked results based on State/Regents assessments

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

Responses Selected:

A building-wide State-provided growth score

Responses Selected:

Click to Add Another Course

Other Courses #11 Grade(s), Subject and Measure

	LOWEST GRADE	HIGHEST GRADE	SUBJECT	MEASURE
	9	12	Music	School- or BOCES-wide group, team, or linked results based on State/Regents assessments

Indicate the assessment(s) used for the Other Courses #11 school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

Common Core English Regents

Comprehensive English Regents

Responses Selected:

Click to Add Another Course

Other Courses #12 Grade(s), Subject and Measure

	LOWEST GRADE	HIGHEST GRADE	SUBJECT	MEASURE

	5	8	Physical Education	School- or BOCES-wide group, team, or linked results based on State/Regents assessments

Indicate the assessment(s) used for the Other Courses #12 school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

Common Core English Regents
Comprehensive English Regents

Responses Selected:

Click to Add Another Course

Other Courses #13 Grade(s), Subject and Measure

	LOWEST GRADE	HIGHEST GRADE	SUBJECT	MEASURE
	9	12	Physical Education	School- or BOCES-wide group, team, or linked results based on State/Regents assessments

Indicate the assessment(s) used for the Other Courses #13 school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

Common Core English Regents
Comprehensive English Regents

Responses Selected:

Click to Add Another Course

Other Courses #14 Grade(s), Subject and Measure

	LOWEST GRADE	HIGHEST GRADE	SUBJECT	MEASURE
	7	12	Technology	School- or BOCES-wide group, team, or linked results based on State/Regents assessments

Indicate the assessment(s) used for the Other Courses #14 school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

Common Core English Regents
Comprehensive English Regents

Responses Selected:

Click to Add Another Course

Other Courses #15 Grade(s), Subject and Measure

	LOWEST GRADE	HIGHEST GRADE	SUBJECT	MEASURE
	K	4	Special Education	School- or BOCES-wide group, team, or linked results based on State/Regents assessments

Indicate the assessment(s) used for the Other Courses #15 school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

A building-wide State-provided growth score

Responses Selected:

Click to Add Another Course

Other Courses #16 Grade(s), Subject and Measure

	LOWEST GRADE	HIGHEST GRADE	SUBJECT	MEASURE
	5	8	Special Education	School- or BOCES-wide group, team, or linked results based on State/Regents assessments

Indicate the assessment(s) used for the Other Courses #16 school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

A building-wide State-provided growth score

Responses Selected:

Click to Add Another Course

Other Courses #17 Grade(s), Subject and Measure

	LOWEST GRADE	HIGHEST GRADE	SUBJECT	MEASURE

	9	12	Special Education	School- or BOCES-wide group, team, or linked results based on State/Regents assessments

Indicate the assessment(s) used for the Other Courses #17 school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

Common Core English Regents

Comprehensive English Regents

Responses Selected:

Click to Add Another Course

Other Courses #18 Grade(s), Subject and Measure

	LOWEST GRADE	HIGHEST GRADE	SUBJECT	MEASURE
	K	12	Special Education	State or Regents assessment

Other Courses #18 Regents Assessment Name

NYSAA

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 NOT be used; the Required subcomponent will comprise 100% of the Student Performance category.

Task 3. Student Performance - Optional Subcomponent (Teachers)

Created: 04/30/2013
Last updated: 09/14/2015

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 NOT be used in the Student Performance category for any teacher.

Task 4. Teacher Observation Category

Created: 04/30/2013
Last updated: 01/27/2016

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.

Page 1

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 (2013 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 and averaged.

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
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.	(No response)

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%.

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

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

If your district has allocated weight to Peer Observer(s), please indicate the grades and subjects for which Peer Observers will be used:

(No response)

4.6) Assurances

Please check all of the boxes below:

Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the teacher(s) they are evaluating.	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

Task 5. Overall Scoring (Teachers)

Created: 04/30/2013
Last updated: 12/17/2015

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: 04/30/2013
Last updated: 01/27/2016

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/49388/4049236-Df0w3Xx5v6/TIP_EWptf1Z.pdf

6.3) Assurance: Appeals

Please check the box below:

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

Appeals of annual performance reviews shall be limited to those performance reviews in which the unit member received the following:

• Non- Tenured staff- an overall APPR composite rating of “ineffective”

• Tenured Staff- an overall APPR composite rating of “ineffective” or “developing”

Appeal procedures will limit the scope of appeals under Education Law §3012-d to the following subjects:
(1) The substance of the annual professional performance review; which shall include
i. The instance of a teacher rated Ineffective on the student performance category but rated Highly Effective on the observation/school visit category based on an anomaly, as determined locally.
(2) The school district’s adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d and Subpart 30-3 of Commissioner’s regulations;
(3) The adherence to the Commissioners regulations, as applicable to such reviews and compliance with any applicable locally negotiated procedures, as required under Education Law §3012-d; and
(4) The school district’s issuance and/or implementation of the terms of the teacher improvement plan under Education Law §3012-d.

Prohibition against more than one appeal: A unit member may not file multiple appeals regarding the same performance review or improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed null and void.

Burden of proof: Except for procedural appeals for failure to follow timelines, the unit member has the burden of demonstrating a clear and legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

Arbitration: With the exception of grievances based on failure to follow the procedural steps, the Superintendent’s decision shall be final and binding and not subject to the grievance procedure.

Timelines:

All timelines shall be adhered to unless extended by mutual agreement. Failure of the petitioner to meet a timeline will nullify the appeal. Failure of the respondent to meet a timeline will allow movement of the appeal to the next level. In no event should the entire appeals process take longer than 65 days. Any timelines extended by mutual agreement will be completed in a timely and expeditious fashion in accordance with Education Law section 3012-d.

Level 1- Evaluator:

Informal- Following a qualifying event as defined in the above sections, the unit member may request a follow-up meeting with the lead evaluator to informally discuss any and all related issues.

Formal- Any appeal must be submitted to the evaluator in writing no later than ten (10) school days from the date when the teacher receives his/her annual performance professional review. If the unit member is challenging the issuance, implementation or adherence of a teacher improvement plan, the appeal must be submitted within ten (10) schools days of when the alleged breach of such plan occurred, or the issuance of a teacher improvement plan.

When submitting an appeal, the unit member must submit a detailed written description of the specific grounds for the appeal as well as the performance review and/or improvement plan being challenged. Along with the appeal, all supporting documentation must be submitted, or specifically noted if pending.

Within ten (10) school days of receipt of an appeal, the lead evaluator must submit a detailed written response to the appeal including all supporting documents, as well as any additional supporting documents or materials relevant to the response. The unit member and Association President will receive copies of the response and documents.

Any supporting documentation/information not submitted or noted by either party in the Stage 1 appeal shall not be considered at the further steps of the appeal.

Level 2- Review Board:

A Review Board, consisting of one tenured administrator (not the evaluator) appointed by the Superintendent or designee and two tenured unit members appointed by the SVETA President or designee, which may include retirees. The committee shall operate under the consensus model.

Within five (5) school days of the receipt of the written Level 1 response, if a teacher is not satisfied with such response, the unit member must submit a written appeal to the Review Panel.

Within ten (10) school days of receipt of the unit member’s appeal, the Review Panel will conduct a hearing at which the unit member and his/her union representative (option) and the evaluator will be allowed to present oral arguments in support of the appeal and the response, respectively.

Within five (5) school days of the Review Panels hearing, the review panel will issue a written determination to the unit member, Teacher Association President and the evaluator. The determination may be to deny the appeal; to sustain the appeal and grant the remedy sought; or sustain the appeal and modify the remedy. In the event, the parties cannot come to consensus, each member of the panel will issue a recommendation forwarded to the Superintendent within five (5) school days from the close of the hearing.

Within five (5) school days of the receipt of the Review Panel’s Level 2 response (in the event of a consensus decision), if a unit member is not satisfied with such response, the unit member must submit a written appeal to the Superintendent.

Level 3- Superintendent

Within ten (10) school days of the receipt of the written level two (2) response from the Review Panel and the unit member's request for a Level 3 appeal, the Superintendent will conduct a hearing at which the unit member and his/her union representative (option) and the evaluator

will be allowed to present oral arguments in support of the appeal and the response, respectively.

Within five (5) school days of the Superintendent's hearing, the Superintendent shall issue a written determination to the unit member, Teacher's Association President and the evaluator. The determination may be to deny the appeal; to sustain the appeal and grant the remedy sought; or sustain the appeal and modify the remedy.

Records

The entire appeals record will be part of the unit member's APPR.

After entering or noting a document into the record at Stage 1 of the appeals process, the District shall maintain copies of all the documents/information for all further stages of the appeals process.

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.

All evaluators will be trained and all lead evaluators will be trained and certified by the Board of Education under the nine requirements prescribed in §30-3.10 of the Rules of the Board of Regents. Impartial independent observers will receive training on the three requirements prescribed in §30-3.10(c).

Training for all evaluators and lead evaluators will be conducted at GST BOCES and will consist of a minimum of five school days throughout the school year. Inter-rater reliability will be maintained over time through various activities, including data analysis to detect disparities on the part of one or more evaluators, periodic comparisons of a lead evaluator's assessment with another evaluator's assessment of the same educator, and annual calibration sessions across evaluators.

Certified school administrators or superintendents of schools serving as lead evaluators will not be prohibited from conducting classroom observations or school visits as part of an APPR prior to completion of the training required by §30-3.10 provided such training is successfully completed prior to completion of the evaluation.

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: 04/30/2013
Last updated: 01/27/2016

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
	5	8

Grade Configuration #1 Assessment Name(s)

Responses Selected:

NYS Grade 5 ELA Assessment
NYS Grade 6 ELA Assessment
NYS Grade 7 ELA Assessment
NYS Grade 8 ELA Assessment
NYS Grade 5 Math Assessment
NYS Grade 6 Math Assessment
NYS Grade 7 Math Assessment
NYS Grade 8 Math Assessment
All Regents assessments which are used to generate the principal's State-provided growth score

Responses Selected:

Click to Add Another Configuration

Grade Configuration #2

	GRADE FROM	GRADE TO
	9	12

Grade Configuration #2 Assessment Name(s)

Responses Selected:

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

No Responses Selected

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
	K	4	State or Regents assessment

Grade Configuration #1 State or Regents Assessment Name(s)

Responses Selected:

NYS Grade 3 ELA Assessment
NYS Grade 4 ELA Assessment
NYS Grade 3 Math Assessment
NYS Grade 4 Math Assessment

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 NOT be used; the Required subcomponent will comprise 100% of the Student Performance category.

Task 8. Student Performance – Optional Subcomponent

Created: 04/30/2013
Last updated: 09/22/2015

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 NOT be used in the Student Performance category for any principal.

Task 9. Principal School Visit Category

Created: 04/30/2013
Last updated: 01/27/2016

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.

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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

Multidimensional Principal Performance Rubric

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.

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
Assure that if the district is granted an annual Independent Evaluator Hardship Waiver by the Department, the second school visit(s) shall be conducted by one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the school visit(s) required to be performed by the Superintendent/supervisor or his/her designee.	(No response)

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%.

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

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

If your district has allocated weight to Peer Observer(s), please indicate the grades and subjects for which Peer Observers will be used:

(No response)

9.6) Assurances

Please check all of the boxes below:

Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the principal(s) they are evaluating.	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 will be unannounced.	Checked
Assure that school visits will not be conducted via video.	Checked

Task 10. Overall Scoring (Principals)

Created: 04/30/2013
Last updated: 09/22/2015

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: 04/30/2013
Last updated: 10/08/2015

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/49338/4049246-Df0w3Xx5v6/PIP1.pdf

11.3) Assurance: Appeals

Please check box below:

Assure the district/BOCES has 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:

(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:

Appeal Process:

APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY

Appeals of annual professional performance reviews will be limited to those that rate a principal as Ineffective or Developing only or where compensation decisions are linked to rating categories.

WHAT MAY BE CHALLENGED IN AN APPEAL

Appeal procedures will limit the scope of appeals under Education Law §3012-d to the following subjects:

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

i. the instance of a principal rated Ineffective on the student performance category but rated Highly Effective on the observation/school visit category based on an anomaly, as determined locally.

(2) the school district’s or board of cooperative educational services’ adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d and Subpart 30-3 of Commissioner’s regulations;

(3) 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

(4) the school district’s or board of cooperative educational services’ issuance and/or implementation of the terms of the principal improvement plan under Education Law §3012-d.

PROHIBITION AGAINST MORE THAN ONE APPEAL

A principal may not file multiple appeals regarding the same performance review or principal improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

BURDEN OF PROOF

In an appeal, the principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

TIMEFRAME FOR FILING APPEAL

All appeals must be submitted in writing no later than 15 calendar days of the date when the principal receives his or her APPR. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed with 15 days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the principal 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. Any information not submitted at the time the appeal is filed shall not be considered.

TIMEFRAME FOR DISTRICT/BOCES RESPONSE

Within 15 calendar days of receipt of an appeal, the school district staff member(s) who issued the performance review or were or are

responsible for either the issuance and/or implementation of the terms of the principal's improvement plan 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 school 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 principal initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the school district files its response.

DECISION-MAKER ON APPEAL

A decision shall be rendered by the superintendent of schools or the superintendent's designee except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. In such case, the board of education shall appoint another person to decide the appeal.

DECISION

A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the principal filed his or her appeal. The appeal shall be based on a written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal'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 principal and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

EXCLUSIVITY OF §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 principal performance review and/or improvement plan. A principal 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.

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

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.

All evaluators will be trained and all lead evaluators will be trained and certified by the Board of Education under the nine requirements prescribed in §30-3.10 of the Rules of the Board of Regents. Impartial independent observers will receive training on the three requirements prescribed in §30-3.10(c).

Training for all evaluators and lead evaluators will be conducted by GST BOCES trainers and will consist of a minimum of five school days throughout the school year. Inter-rater reliability will be maintained over time through various activities, including data analysis to detect disparities on the part of one or more evaluators, periodic comparisons of a lead evaluator's assessment with another evaluator's assessment of the same educator, and annual calibration sessions across evaluators.

Certified school administrators and the superintendent of schools serving as lead evaluators will not be prohibited from conducting classroom observations or school visits as part of an APPR prior to completion of the training required by §30-3.10 provided such training is successfully completed prior to completion of the evaluation.

Lead evaluators will be re-certified by the Board of Education annually. Additionally, all impartial independent observers will also be retrained annually to maintain calibration levels consistent with district expectations.

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

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: 12/17/2015
Last updated: 02/10/2016

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/49456/4948677-JbgOrIWgSl/cert21016.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
(To be developed by the superintendent or his/her designee)

Name_____Building_____

Area of Concern	Action Steps (Provide detailed description- with measurable/attainable goals, including a description of the support and assistance provided)	Frequency (timeline for improvement)	Action Steps Completed	
			Yes	No

Principal Comments:

Superintendent Comments:

Principal Signature:_____Date:_____

Superintendent Signature: _____Date:_____

End of the year review: (check all that apply)

_____ Principal has successfully met criteria outlined in the PIP.
_____ Principal has not successfully met criteria outlined in the PIP.
_____ Principal has received an overall APPR composite rating of effective or better
_____ Principal has not received an overall APPR composite rating of effective or better.

Principal Signature: _____Date:_____

Superintendent Signature:_____Date:_____

Appendix A

Teacher Improvement Plan
(To be completed by Superintendent or his/her designee)

Name_____Building_____Grade/Subject_____

Area of Concern	Action Steps (Provide detailed description- with measurable/attainable goals, including a description of the support and assistance provided)	Frequency (timeline for improvement)	Action Steps Completed Yes	No

Member Comments:

Administrator Comments:

Member Signature:_____Date:_____

Administrator Signature:_____Date:_____

End of the year review: (check all that apply)

_____ Member has successfully met criteria outlined in the TIP.
_____ Member has not successfully met criteria outlined in the TIP.
_____ Member has received an overall rating of effective or better
_____ Member has not received an overall rating of effective or better.

Member Signature:_____ Date:_____
Administrator Signature: _____ Date:_____

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: 2/10/16

Joseph Morga

Teachers Union President Signature: Date: 02/9/16

Mary Strong

Administrative Union President Signature: Date: 02/9/16

Melissa Jewell

Board of Education President Signature: Date: 2/8/16

Donald R Jr