



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

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January 5, 2021

Revised

Andrew Cook, Superintendent
Hartford Central School District
4704 State Route 149
Hartford, New York 12838

Dear Superintendent Cook:

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,

Betty A. Rosa
Interim Commissioner

Attachment

c: James P. Dexter

NOTE:

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

Annual Professional Performance Review - Education Law §3012-d, amended in 2019**Task 1. General Information - Disclaimers and Assurances**

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Disclaimers

For guidance related to Annual Professional Performance Review plans, see NYSED APPR Guidance.

The Department will review the contents of each local educational agency's (LEA) 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 an LEA's plan.

The Department reserves the right to request further information from an LEA to monitor compliance with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents. Each LEA 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 an LEA's 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 LEA 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 LEA, 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 or disapprove this plan at any time and/or to request additional information to determine the truth and/or accuracy of such statements.

APPR Assurances**Please check all of the boxes below**

- ☒ Assure that the content of this form represents the LEA's entire APPR plan and that the APPR plan is in compliance with Education Law Section 3012-d and Subpart 30-3 of the Rules of the Board of Regents.
- ☒ Assure that a detailed version of the LEA's 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 Section 3012-d and Subpart 30-3 of the Rules of the Board of Regents.
- ☒ Assure that this APPR plan will be posted on the LEA's website no later than September 10th of each school year, or within 10 days after the plan's approval by the Commissioner, whichever shall occur later.
- ☒ Assure that it is understood that this LEA's APPR plan will be posted in its entirety on the NYSED website* following approval.

Annual Professional Performance Review - Education Law §3012-d, amended in 2019**Task 2. TEACHERS: Required Student Performance - Information and Assurances**

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Required Student Performance Subcomponent

For guidance on the Required subcomponent of the Student Performance category, see NYSED APPR Guidance.

*100% of the Student Performance category if only the Required subcomponent is used or locally determined if the Optional subcomponent is selected.***Each teacher shall have a Student Learning Objective (SLO) locally determined, consistent with the goal-setting process determined by the Commissioner.****Student Learning Objectives (SLOs)**

For guidance on SLOs, see NYSED SLO Guidance.

SLOs shall be used for the required student performance measure for all teachers. The following must be used as the evidence of student learning within the SLO.**MEASURES***SLO measures may be either individually attributed or collectively attributed.**Individually attributed measures*

An individually attributed SLO is based on the student population of a course for which the teacher directly contributes to student learning outcomes.

> Teacher and course-specific

- **Teacher and course-specific results:** scores and ratings will be based on the growth of students in the teacher's course in the current school year.

Collectively attributed measures

A collectively attributed SLO is based on a student population across multiple sections of the same course or across multiple courses where more than one teacher either directly or indirectly contributes to student learning outcomes. When determining whether to use a collectively attributed SLO, the LEA should consider:

- identifying which measures and assessments could be used to encourage partnerships or teams where teachers have an opportunity to collectively impact student learning;
- identifying which assessments could be used to help foster and support an LEA's focus on a specific priority area(s);
- the impact on the LEA's ability to make strong and equitable inferences regarding an individual educator's effectiveness; and
- when using multiple measures, the appropriate weight of each measure that reflects individually and collectively attributed results.

> School- or program-wide

- **School- or program-wide results:** scores and ratings will be based on the growth of all students in a school or program who take the applicable assessments in the current school year.
- **School- or program-wide group or team results:** scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses in the current school year.
- **School- or program-wide linked results:** scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects.

> District- or BOCES-wide

- **District- or BOCES-wide results:** scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results:** scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses across buildings/programs in an LEA in the current school year.

ASSESSMENTS*Any of the measures above may be used with one or more of the following assessment types.*

Annual Professional Performance Review - Education Law §3012-d, amended in 2019**Task 2. TEACHERS: Required Student Performance - Information and Assurances**

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- **State assessment(s);**or

Assessment(s) that are selected from the list of State-approved:

- **third party assessments;** or
- **locally-developed assessments**(district-, BOCES- or regionally-developed).

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%

SLO Assurances**Please check the boxes below.**

- ☒ Assure that the teacher has an SLO as determined locally in a manner consistent with the goal-setting process determined by the Commissioner.
- ☒ Assure that all student growth targets represent a minimum of one year of expected growth, as determined locally in a manner consistent with the Commissioner's goal-setting process. Such targets may only take the following characteristics into account: poverty, students with disabilities, English language learner status and prior academic history.
- ☒ Assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.
- ☒ Assure that if a teacher's SLO is based on a small 'n' size population and the LEA chooses not to use the HEDI scoring bands listed above, then the teacher's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in SLO Guidance.
- ☒ Assure that processes are in place for the superintendent to monitor SLOs.
- ☒ Assure that the final Student Performance category rating for each teacher will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved APPR plan.
- ☒ Assure that for any SLO based, in part, on the New York State grade four science assessment, once the assessment is no longer administered the SLO will utilize only the remaining assessments.

Annual Professional Performance Review - Education Law §3012-d, amended in 2019

Task 2. TEACHERS: Required Student Performance - Kindergarten

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Common Branch Kindergarten Measures and Assessments

Please indicate below which of the three available measure types will be used for kindergarten teachers, then choose the specific measure, corresponding assessment type(s), and applicable assessment(s).

An individually attributed SLO measure

> Teacher and course-specific

- **Teacher and course-specific results:** scores and ratings will be based on the growth of students in the teacher's course in the current school year.

A collectively attributed SLO measure

> School- or program-wide

- **School- or program-wide results:** scores and ratings will be based on the growth of all students in a school or program who take the applicable assessments in the current school year.
- **School- or program-wide group or team results:** scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses in the current school year.
- **School- or program-wide linked results:** scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects.

> District- or BOCES-wide

- **District- or BOCES-wide results:** scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results:** scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses across buildings/programs in an LEA in the current school year.

Kindergarten: Measure Type

District- or BOCES-wide

Kindergarten: District- or BOCES-Wide Measure

District- or BOCES-wide results

Kindergarten: Assessment Type(s)

☒ State or Regents assessment(s)

Kindergarten: State or Regents Assessment(s)

- ☒ ELA Regents
- ☒ Algebra I Regents
- ☒ Living Environment Regents
- ☒ Global History Regents
- ☒ US History Regents

Annual Professional Performance Review - Education Law §3012-d, amended in 2019

Task 2. TEACHERS: Required Student Performance - Grade One

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Common Branch Grade One Measures and Assessments

Please indicate below which of the three available measure types will be used for grade one teachers, then choose the specific measure, corresponding assessment type(s), and applicable assessment(s).

An individually attributed SLO measure

> Teacher and course-specific

- **Teacher and course-specific results:** scores and ratings will be based on the growth of students in the teacher's course in the current school year.

A collectively attributed SLO measure

> School- or program-wide

- **School- or program-wide results:** scores and ratings will be based on the growth of all students in a school or program who take the applicable assessments in the current school year.
- **School- or program-wide group or team results:** scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses in the current school year.
- **School- or program-wide linked results:** scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects.

> District- or BOCES-wide

- **District- or BOCES-wide results:** scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results:** scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses across buildings/programs in an LEA in the current school year.

Grade 1: Measure Type

District- or BOCES-wide

Grade 1: District- or BOCES-Wide Measure

District- or BOCES-wide results

Grade 1: Assessment Type(s)

☒ State or Regents assessment(s)

Grade 1: State or Regents Assessment(s)

- ☒ ELA Regents
- ☒ Algebra I Regents
- ☒ Living Environment Regents
- ☒ Global History Regents
- ☒ US History Regents

Annual Professional Performance Review - Education Law §3012-d, amended in 2019**Task 2. TEACHERS: Required Student Performance - Grade Two**

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Common Branch Grade Two Measures and Assessments

Please indicate below which of the three available measure types will be used for grade two teachers, then choose the specific measure, corresponding assessment type(s), and applicable assessment(s).

An individually attributed SLO measure

> Teacher and course-specific

- **Teacher and course-specific results:** scores and ratings will be based on the growth of students in the teacher's course in the current school year.

A collectively attributed SLO measure

> School- or program-wide

- **School- or program-wide results:** scores and ratings will be based on the growth of all students in a school or program who take the applicable assessments in the current school year.
- **School- or program-wide group or team results:** scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses in the current school year.
- **School- or program-wide linked results:** scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects.

> District- or BOCES-wide

- **District- or BOCES-wide results:** scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results:** scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses across buildings/programs in an LEA in the current school year.

Grade 2: Measure Type

District- or BOCES-wide

Grade 2: District- or BOCES-Wide Measure

District- or BOCES-wide results

Grade 2: Assessment Type(s)

☒ State or Regents assessment(s)

Grade 2: State or Regents Assessment(s)

- ☒ ELA Regents
- ☒ Algebra I Regents
- ☒ Living Environment Regents
- ☒ Global History Regents
- ☒ US History Regents

Annual Professional Performance Review - Education Law §3012-d, amended in 2019**Task 2. TEACHERS: Required Student Performance - Grade Three**

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Common Branch Grade Three Measures and Assessments

Please indicate below which of the three available measure types will be used for grade three teachers, then choose the specific measure, corresponding assessment type(s), and applicable assessment(s).

An individually attributed SLO measure

> Teacher and course-specific

- **Teacher and course-specific results:** scores and ratings will be based on the growth of students in the teacher's course in the current school year.

A collectively attributed SLO measure

> School- or program-wide

- **School- or program-wide results:** scores and ratings will be based on the growth of all students in a school or program who take the applicable assessments in the current school year.
- **School- or program-wide group or team results:** scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses in the current school year.
- **School- or program-wide linked results:** scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects.

> District- or BOCES-wide

- **District- or BOCES-wide results:** scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results:** scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses across buildings/programs in an LEA in the current school year.

Grade 3: Measure Type

District- or BOCES-wide

Grade 3: District- or BOCES-Wide Measure

District- or BOCES-wide results

Grade 3: Assessment Type(s)

☒ State or Regents assessment(s)

Grade 3: State or Regents Assessment(s)

- ☒ ELA Regents
- ☒ Algebra I Regents
- ☒ Living Environment Regents
- ☒ Global History Regents
- ☒ US History Regents

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Task 2. TEACHERS: Required Student Performance - Grade Four

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Grade Four

Please identify below whether grade four instruction is common branch or departmentalized; indicate which of the three available measure types will be used for grade four teachers; and then choose the specific measure, corresponding assessment type(s), and applicable assessment(s).

An individually attributed SLO measure

> Teacher and course-specific

- **Teacher and course-specific results:** scores and ratings will be based on the growth of students in the teacher's course in the current school year.

A collectively attributed SLO measure

> School- or program-wide

- **School- or program-wide results:** scores and ratings will be based on the growth of all students in a school or program who take the applicable assessments in the current school year.
- **School- or program-wide group or team results:** scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses in the current school year.
- **School- or program-wide linked results:** scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects.

> District- or BOCES-wide

- **District- or BOCES-wide results:** scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results:** scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses across buildings/programs in an LEA in the current school year.

Please choose the option that best describes grade four in your LEA.

☒ Common branch

Annual Professional Performance Review - Education Law §3012-d, amended in 2019Task 2. TEACHERS: Required Student Performance - Grade Four (common branch)

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Grade Four (Common Branch) Measure and Assessment(s)**Grade 4: Measure Type**

District- or BOCES-wide

Grade 4: District- or BOCES-Wide Measure

District- or BOCES-wide results

Grade Four: Assessment Type(s)☒ State or Regents assessment(s)**Grade Four: State or Regents Assessment(s)**

- ☒ ELA Regents
- ☒ Algebra I Regents
- ☒ Living Environment Regents
- ☒ Global History Regents
- ☒ US History Regents

Annual Professional Performance Review - Education Law §3012-d, amended in 2019**Task 2. TEACHERS: Required Student Performance - Grade Five**

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Grade Five

Please identify below whether grade five instruction is common branch or departmentalized; indicate which of the three available measure types will be used for grade five teachers; and then choose the specific measure, corresponding assessment type(s), and applicable assessment(s).

An individually attributed SLO measure

> Teacher and course-specific

- **Teacher and course-specific results:** scores and ratings will be based on the growth of students in the teacher's course in the current school year.

A collectively attributed SLO measure

> School- or program-wide

- **School- or program-wide results:** scores and ratings will be based on the growth of all students in a school or program who take the applicable assessments in the current school year.
- **School- or program-wide group or team results:** scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses in the current school year.
- **School- or program-wide linked results:** scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects.

> District- or BOCES-wide

- **District- or BOCES-wide results:** scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results:** scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses across buildings/programs in an LEA in the current school year.

Please choose the option that best describes grade five in your LEA.

☒ Common branch

Annual Professional Performance Review - Education Law §3012-d, amended in 2019Task 2. TEACHERS: Required Student Performance - Grade Five (common branch)

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Grade Five (Common Branch) Measure and Assessment(s)**Grade 5: Measure Type**

District- or BOCES-wide

Grade 5: District- or BOCES Measure

District- or BOCES-wide results

Grade 5: Assessment Type(s)☒ State or Regents assessment(s)**Grade 5: State or Regents Assessment(s)**

- ☒ ELA Regents
- ☒ Algebra I Regents
- ☒ Living Environment Regents
- ☒ Global History Regents
- ☒ US History Regents

Annual Professional Performance Review - Education Law §3012-d, amended in 2019

Task 2. TEACHERS: Required Student Performance - Grade Six

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Grade Six

Please identify below whether grade six instruction is common branch or departmentalized; indicate which of the three available measure types will be used for grade six teachers; and then choose the specific measure, corresponding assessment type(s), and applicable assessment(s).

An individually attributed SLO measure

> Teacher and course-specific

- **Teacher and course-specific results:** scores and ratings will be based on the growth of students in the teacher's course in the current school year.

A collectively attributed SLO measure

> School- or program-wide

- **School- or program-wide results:** scores and ratings will be based on the growth of all students in a school or program who take the applicable assessments in the current school year.
- **School- or program-wide group or team results:** scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses in the current school year.
- **School- or program-wide linked results:** scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects.

> District- or BOCES-wide

- **District- or BOCES-wide results:** scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results:** scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses across buildings/programs in an LEA in the current school year.

Please choose the option that best describes grade six in your LEA.

☒ Departmentalized - all core subjects use the same measure and assessment(s)

Annual Professional Performance Review - Education Law §3012-d, amended in 2019Task 2. TEACHERS: Required Student Performance - Grade Six (uniform departmentalized)

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Grade Six (Departmentalized) Measure and Assessment(s)

Grade six departmentalized with uniform measure and assessment(s) across core subjects

Grade 6: Measure Type

School- or program-wide

Grade 6: School- or Program-Wide Measure

School- or program-wide results

Grade 6: Assessment Type(s)☒ State or Regents assessment(s)**Grade 6: State or Regents Assessment(s)**

- ☒ ELA Regents
- ☒ Algebra I Regents
- ☒ Living Environment Regents
- ☒ Global History Regents
- ☒ US History Regents

Annual Professional Performance Review - Education Law §3012-d, amended in 2019**Task 2. TEACHERS: Required Student Performance - Grade Seven**

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Grade Seven

Please identify below whether grade seven instruction is common branch or departmentalized; indicate which of the three available measure types will be used for grade seven teachers; and then choose the specific measure, corresponding assessment type(s), and applicable assessment(s).

An individually attributed SLO measure

> Teacher and course-specific

- **Teacher and course-specific results:** scores and ratings will be based on the growth of students in the teacher's course in the current school year.

A collectively attributed SLO measure

> School- or program-wide

- **School- or program-wide results:** scores and ratings will be based on the growth of all students in a school or program who take the applicable assessments in the current school year.
- **School- or program-wide group or team results:** scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses in the current school year.
- **School- or program-wide linked results:** scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects.

> District- or BOCES-wide

- **District- or BOCES-wide results:** scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results:** scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses across buildings/programs in an LEA in the current school year.

Please choose the option that best describes grade seven in your LEA.

☒ Departmentalized - all core subjects use the same measure and assessment(s)

Annual Professional Performance Review - Education Law §3012-d, amended in 2019Task 2. TEACHERS: Required Student Performance - Grade Seven (uniform departmentalized)

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Grade Seven (Departmentalized) Measure and Assessment(s)

Grade seven departmentalized with uniform measure and assessment(s) across core subjects

Grade 7: Measure Type

School- or program-wide

Grade 7: School- or Program-Wide Measure

School- or program-wide results

Grade 7: Assessment Type(s)☒ State or Regents assessment(s)**Grade 7: State or Regents Assessment(s)**

- ☒ ELA Regents
- ☒ Algebra I Regents
- ☒ Living Environment Regents
- ☒ Global History Regents
- ☒ US History Regents

Annual Professional Performance Review - Education Law §3012-d, amended in 2019**Task 2. TEACHERS: Required Student Performance - Grade Eight**

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Grade Eight Measures and Assessments

Please identify below whether grade eight instruction is common branch or departmentalized; indicate which of the three available measure types will be used for grade eight teachers; and then choose the specific measure, corresponding assessment type(s), and applicable assessment(s).

An individually attributed SLO measure

> Teacher and course-specific

- **Teacher and course-specific results:** scores and ratings will be based on the growth of students in the teacher's course in the current school year.

A collectively attributed SLO measure

> School- or program-wide

- **School- or program-wide results:** scores and ratings will be based on the growth of all students in a school or program who take the applicable assessments in the current school year.
- **School- or program-wide group or team results:** scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses in the current school year.
- **School- or program-wide linked results:** scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects.

> District- or BOCES-wide

- **District- or BOCES-wide results:** scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results:** scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses across buildings/programs in an LEA in the current school year.

Please choose the option that best describes grade eight in your LEA.

☒ Departmentalized - all core subjects use the same measure and assessment(s)

Annual Professional Performance Review - Education Law §3012-d, amended in 2019Task 2. TEACHERS: Required Student Performance - Grade Eight (uniform departmentalized)

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Grade Eight (Departmentalized) Measure and Assessment(s)

Grade eight departmentalized with uniform measure and assessment(s) across core subjects

Grade 8: Measure Type

School- or program-wide

Grade 8: School- or Program-Wide Measure

School- or program-wide results

Grade Eight: Assessment Type(s)☒ State or Regents assessment(s)**Grade Eight: State or Regents Assessment(s)**

- ☒ ELA Regents
- ☒ Algebra I Regents
- ☒ Living Environment Regents
- ☒ Global History Regents
- ☒ US History Regents

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Task 2. TEACHERS: Required Student Performance - High School ELA

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High School English Language Arts*Note: Additional high school English courses may be included in the "Other Courses" section.*

Please identify below whether all high school ELA teachers use the same type of measure and assessment(s) or if the measures and assessments vary by grade level; indicate which of the three available measure types will be used for high school ELA teachers; and then choose the specific measure, corresponding assessment type(s), and applicable assessment(s).

An individually attributed SLO measure> Teacher and course-specific

- **Teacher and course-specific results:** scores and ratings will be based on the growth of students in the teacher's course in the current school year.

A collectively attributed SLO measure> School- or program-wide

- **School- or program-wide results:** scores and ratings will be based on the growth of all students in a school or program who take the applicable assessments in the current school year.
- **School- or program-wide group or team results:** scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses in the current school year.
- **School- or program-wide linked results:** scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects.

> District- or BOCES-wide

- **District- or BOCES-wide results:** scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results:** scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses across buildings/programs in an LEA in the current school year.

Please indicate whether grades 9 through 12 ELA teachers use the same type of measure and assessment(s) or if the measures and assessments vary by grade level.

☒ All high school ELA teachers use the same type of measure and assessment(s)

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High School ELA (All Grades) Measure and Assessment(s)**High School ELA: Measure Type**

School- or program-wide

High School ELA: School- or Program-Wide Measure

School- or program-wide results

High School ELA: Assessment Type(s)☒ State or Regents assessment(s)**High School ELA: State or Regents Assessment(s)**

- ☒ ELA Regents
- ☒ Algebra I Regents
- ☒ Living Environment Regents
- ☒ Global History Regents
- ☒ US History Regents

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Task 2. TEACHERS: Required Student Performance - High School Regents Math

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High School Regents Math*Note: Additional high school math courses may be included in the "Other Courses" section.*

Please identify below whether all high school Regents math teachers use the same type of measure and assessment(s) or if the measures and assessments vary by course; indicate which of the three available measure types will be used for high school Regents math teachers; and then choose the specific measure, corresponding assessment type(s), and applicable assessment(s).

An individually attributed SLO measure> Teacher and course-specific

- **Teacher and course-specific results:** scores and ratings will be based on the growth of students in the teacher's course in the current school year.

A collectively attributed SLO measure> School- or program-wide

- **School- or program-wide results:** scores and ratings will be based on the growth of all students in a school or program who take the applicable assessments in the current school year.
- **School- or program-wide group or team results:** scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses in the current school year.
- **School- or program-wide linked results:** scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects.

> District- or BOCES-wide

- **District- or BOCES-wide results:** scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results:** scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses across buildings/programs in an LEA in the current school year.

Please indicate whether high school Regents math teachers use the same measure or assessment(s) or if the measures and assessments vary by grade level.

☒ All high school Regents math teachers use the same type of measure and assessment(s)

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High School Regents Math (All Courses) Measure and Assessment(s)**High School Regents Math: Measure Type**

School- or program-wide

High School Regents Math: School- or Program-Wide Measure

School- or program-wide results

High School Regents Math: Assessment Type(s)☒ State or Regents assessment(s)**High School Regents Math: State or Regents Assessment(s)**

- ☒ ELA Regents
- ☒ Algebra I Regents
- ☒ Living Environment Regents
- ☒ Global History Regents
- ☒ US History Regents

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Task 2. TEACHERS: Required Student Performance - High School Regents Science

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High School Regents Science*Note: Additional high school science courses may be included in the "Other Courses" section.*

Please identify below whether all high school Regents science teachers use the same type of measure and assessment(s) or if the measures and assessments vary by course; indicate which of the three available measure types will be used for high school Regents science teachers; and then choose the specific measure, corresponding assessment type(s), and applicable assessment(s).

An individually attributed SLO measure> Teacher and course-specific

- **Teacher and course-specific results:** scores and ratings will be based on the growth of students in the teacher's course in the current school year.

A collectively attributed SLO measure> School- or program-wide

- **School- or program-wide results:** scores and ratings will be based on the growth of all students in a school or program who take the applicable assessments in the current school year.
- **School- or program-wide group or team results:** scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses in the current school year.
- **School- or program-wide linked results:** scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects.

> District- or BOCES-wide

- **District- or BOCES-wide results:** scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results:** scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses across buildings/programs in an LEA in the current school year.

Please indicate whether high school Regents science teachers use the same measure or assessment(s) or if the measures and assessments vary by grade level.

☒ All high school Regents science teachers use the same type of measure and assessment(s)

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High School Regents Science (All Courses) Measure and Assessment(s)**High School Regents Science: Measure**

School- or program-wide

High School Regents Science: School- or Program-Wide Measure

School- or program-wide results

High School Regents Science: Assessment Type(s)☒ State or Regents assessment(s)**High School Regents Science: State or Regents Assessment(s)**

- ☒ ELA Regents
- ☒ Algebra I Regents
- ☒ Living Environment Regents
- ☒ Global History Regents
- ☒ US History Regents

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Task 2. TEACHERS: Required Student Performance - High School Regents Social Studies

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High School Regents Social Studies: Measures and Assessments*Note: Additional high school social studies courses may be included in the "Other Courses" section.*

Please identify below whether all high school Regents social studies teachers use the same type of measure and assessment(s) or if the measures and assessments vary by course; indicate which of the three available measure types will be used for high school Regents social studies teachers; and then choose the specific measure, corresponding assessment type(s), and applicable assessment(s).

An individually attributed SLO measure> Teacher and course-specific

- **Teacher and course-specific results:** scores and ratings will be based on the growth of students in the teacher's course in the current school year.

A collectively attributed SLO measure> School- or program-wide

- **School- or program-wide results:** scores and ratings will be based on the growth of all students in a school or program who take the applicable assessments in the current school year.
- **School- or program-wide group or team results:** scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses in the current school year.
- **School- or program-wide linked results:** scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects.

> District- or BOCES-wide

- **District- or BOCES-wide results:** scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results:** scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses across buildings/programs in an LEA in the current school year.

Please indicate whether high school Regents social studies teachers use the same measure or assessment(s) or if the measures and assessments vary by grade level.

☒ All high school Regents social studies teachers use the same type of measure and assessment(s)

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High School Regents Social Studies (All Courses) Measure and Assessment(s)**High School Regents Social Studies: Measure Type**

School- or program-wide

High School Regents Social Studies: School- or Program-Wide Measure

School- or program-wide results

High School Regents Social Studies: Assessment Type(s)☒ State or Regents assessment(s)**High School Regents Social Studies: State or Regents Assessment(s)**

- ☒ ELA Regents
- ☒ Algebra I Regents
- ☒ Living Environment Regents
- ☒ Global History Regents
- ☒ US History Regents

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Task 2. TEACHERS: Required Student Performance - Other Courses

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Other Courses

Please identify below the 'other courses' in your LEA; indicate which of the six available measures will be used for each group of teachers; and then choose the specific measure, corresponding assessment type(s), and applicable assessment(s).

An individually attributed SLO measure

> Teacher and course-specific

- **Teacher and course-specific results:** scores and ratings will be based on the growth of students in the teacher's course in the current school year.

A collectively attributed SLO measure

> School- or program-wide

- **School- or program-wide results:** scores and ratings will be based on the growth of all students in a school or program who take the applicable assessments in the current school year.
- **School- or program-wide group or team results:** scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses in the current school year.
- **School- or program-wide linked results:** scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects.

> District- or BOCES-wide

- **District- or BOCES-wide results:** scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results:** scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses across buildings/programs in an LEA in the current school year.

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

Column 1: lowest grade that corresponds to the course

Column 2: highest grade that corresponds to the course

Column 3: subject of the course

Column 4: measure used

Columns 5-7: assessment(s) used

Follow the examples below to list other courses.

	(1) lowest grade	(2) highest grade	(3) subject	(4) measure	(5-7) assessment(s)
All Other Courses	K	12	All courses not named above	District- or BOCES-wide results	ELA Regents, Algebra I Regents
K-3 Art	K	3	Art	Teacher and course-specific results	Questar III BOCES
Grades 9-12 English Electives	9	12	English Electives	School- or program-wide linked results	All Regents given in LEA

To add additional courses, click "Add Row".

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Task 2. TEACHERS: Required Student Performance - Other Courses

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Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-developed Course-Specific Assessment(s)	Third Party Assessment(s)
K	5	All courses not named above	District- or BOCE S-wide results	<input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> Living Environment Regents <input checked="" type="checkbox"/> Global History Regents <input checked="" type="checkbox"/> US History Regents		
6	12	All courses not named above	School- or program-wide results	<input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> Living Environment Regents <input checked="" type="checkbox"/> Global History Regents <input checked="" type="checkbox"/> US History Regents		

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Task 2. TEACHERS: Required Student Performance - Weighting

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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 percentage of Student Performance category attributed to the Required subcomponent will be locally determined.

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

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

Annual Professional Performance Review - Education Law §3012-d, amended in 2019**Task 3. TEACHERS: Optional Student Performance - Use of the Optional Subcomponent**

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Optional Student Performance Subcomponent

For guidance on the Optional subcomponent of the Student Performance measure, see NYSED APPR Guidance.

Percentage of Student Performance category to be locally determined 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 LEA and be a locally selected measure of student growth or achievement based on State-created or -administered assessments or State-designed supplemental assessments.

Options for measures and associated assessments include:

- Option (A) A second SLO, provided that this SLO is different than that used in the required subcomponent;
- Option (B) A growth score based on a statistical growth model, where available, for either State-created or -administered assessments or State-designed supplemental assessments;
- Option (C) A measure of student growth, other than an SLO, based on State-created or -administered assessments or State-designed supplemental assessments;
- Option (D) A performance index based on State-created or -administered assessments or State-designed supplemental assessments;
- Option (E) An achievement benchmark on State-created or -administered assessments or State-designed supplemental assessments; or
- Any other collectively bargained measure of student growth or achievement included in the LEA's evaluation plan.

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

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

Annual Professional Performance Review - Education Law §3012-d, amended in 2019**Task 4. TEACHERS: Observations - Rubric and Scoring**

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Teacher Observation Category

For guidance on the Teacher Observation category, see NYSED APPR Guidance.

Teacher Practice Rubric

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

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

Rubric Assurances

Please check all of the boxes below.

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

Process for Weighting Rubric Domains/Subcomponents

For guidance on the Teacher Observation category, see NYSED APPR Guidance.

Please describe the process for rating and scoring the selected practice rubric consistent with the Department's regulations.

Your description should provide the complete process, including the following:

- The process for designating observable components (please note: all educators of the same grade/subject must be evaluated based on the same set of observable components);
- The level at which components of the chosen rubric are rated (i.e., domain, subdomain, indicator, etc.);
- How the final score and rating for each observable component of the practice rubric is determined for each observer; and
- How the final score for the required (i.e., lead evaluator/evaluator; independent evaluator) and/or optional (peer observer, as applicable) subcomponent of the Observation category is determined based on the final score and rating for each observable component.

Example: All subcomponents of Domains 2-4 of the Danielson rubric have been negotiated as observable. Domains 2 and 3 are weighted as 40% each, and Domain 4 is weighted as 20%. For each observation, all observed subcomponents in a domain are weighted equally and averaged to create a domain score, which is then weighted as above and averaged to reach a final score for each observation. Scores for each observation are weighted equally and averaged to reach a final score for each observation type. The district will ensure that all subcomponents designated as observable will be observed at least once across the observation cycle.

Observable sub-components will be negotiated with the Faculty Association each year.

All observable sub-components will be evaluated at least once during the school year.

All observable domains/sub-components will be weighted equally and averaged.

Where there are multiple observations completed by the Lead Evaluator, the scores will be averaged together for a final score.

Scoring Assurances

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Task 4. TEACHERS: Observations - Rubric and Scoring

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Please check each of the boxes below.

- ☒ Assure that each set of observations (by supervisor/other trained administrator, independent, or peer) will be completed using the selected practice rubric, producing an overall score between 1 and 4. The overall weighted observation score will then be converted into a HEDI rating using the ranges indicated below.
- ☒ Assure that once all observations are complete, the different types of observations will be combined using a weighted average consistent with the weights specified 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.

Teacher Observation Scoring Bands

The overall Observation score will be converted into a HEDI rating based on locally determined ratings consistent with the ranges listed.

	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	0.00*	1.49 to 1.74

* In the event that an educator earns a score of 1 on all rated components of the practice rubric across all observations, a score of 0 will be assigned.

HEDI Ranges

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

Please select a minimum value between 3.50 and 3.75 and choose 4.00 as the maximum value for the Highly Effective range.

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

Please select a minimum value between 2.50 and 2.75 and a maximum value between 3.49 and 3.74 for the Effective range.

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

Please select a minimum value between 1.50 and 1.75 and a maximum value between 2.49 and 2.74 for the Developing range.

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

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Please choose 0.00 as the minimum value and select a maximum value between 1.49 and 1.74 for the Ineffective range.

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

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Teacher Observation Subcomponent Weighting**Required Subcomponent 1: Observations by Principal(s) or Other Trained Administrators**

- At least 80% of the Teacher Observation category score

Required Subcomponent 2: 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 LEA is granted an annual Rural/Single Building 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 LEA, who are different than the evaluator(s) who conducted the observation(s) required to be performed by the principal/supervisor or other trained administrator. If the LEA is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through the processes described in that application.*

Please indicate the weight of each observation type and be sure the total of the weights indicated equals 100%.

Principal/Administrator [Required]	Independent Evaluator(s) [Required]	Peer Observer(s) [Optional]	Grades and subjects for which this weighting will apply
90%	10%	0% (N/A)	(No Response)

Observation Assurances**Please check all of the boxes below.**

- ☒ 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; and/or use of professional goal-setting as evidence of teacher effectiveness. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- ☒ Assure that the length of all observations for teachers will be conducted pursuant to the locally-determined durations.
- ☒ Assure that at least one of the required observations will be unannounced.

Required Subcomponent 1: Observations by Principal(s) or Other Trained Administrators

At least one observation must be conducted by building principal or other trained administrator and at least one of the required observations must be unannounced (across both required subcomponents).

- LEAs may locally determine whether to use more than one observation by principal or other trained administrator.
- Nothing shall be construed to limit the discretion of management to conduct observations in addition to those required by this section for non-evaluative purposes.
- The frequency and duration of observations are locally determined.
- Observations may occur in person or by live or recorded video, as determined locally.

Indicate the minimum number of unannounced and announced observations by principal(s) or other trained administrators, as well as the method of observation, in the table below.

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Task 4. TEACHERS: Observations - Required Observations

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TEACHERS <i>Indicate whether the number and method selected applies to all teachers or to a subgroup of teachers.</i>	SUBGROUP <i>If "Subgroup of Teachers" is selected in the previous column, indicate which teachers the number and method selected applies to; otherwise, enter "N/A." For additional subgroups, add another row.</i>	UNANNOUNCED Minimum Number of Observations	UNANNOUNCED Observation Method	ANNOUNCED Minimum Number of Observations	ANNOUNCED Observation Method
Subgroup of Teachers	Probationary	0	N/A	2	Live
Subgroup of Teachers	Tenured	0	N/A	1	Live

Required Subcomponent 2: Observations by Impartial Independent Trained Evaluator(s)*

At least one observation must be conducted by impartial independent trained evaluator(s) and at least one of the required observations must be unannounced (across both required subcomponents).

- Impartial independent trained evaluators are trained and selected by the LEA.
- They may be employed within the LEA, but may not be assigned to the same school building as the teacher being evaluated. This could include other administrators, department chairs, or peers (e.g., teacher leaders on career ladder pathways), so long as they are not from the same building (defined as same BEDS code) as the teacher being evaluated.
- LEAs may locally determine whether to use more than one observation by impartial independent trained evaluator(s).
- The frequency and duration of observations are locally determined.
- Observations may occur in person or by live or recorded video, as determined locally.

* If the LEA is granted an annual Rural/Single Building 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 LEA, who are different than the evaluator(s) who conducted the observation(s) required to be performed by the principal/supervisor or other trained administrator. If the LEA is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through the processes described in that application.

Indicate the minimum number of unannounced and announced observations by impartial independent trained evaluator(s), as well as the method of observation, in the table below.

TEACHERS <i>Indicate whether the number and method selected applies to all teachers or to a subgroup of teachers.</i>	SUBGROUP <i>If "Subgroup of Teachers" is selected in the previous column, indicate which teachers the number and method selected applies to; otherwise, enter "N/A." For additional subgroups, add another row.</i>	UNANNOUNCED Minimum Number of Observations	UNANNOUNCED Observation Method	ANNOUNCED Minimum Number of Observations	ANNOUNCED Observation Method
All Teachers (enter 'N/A' in the next column)	N/A	1	Live	0	N/A

Independent Evaluator Assurances

Please check all of the boxes below.

- ☒ Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the teacher(s) they are evaluating.
- ☒ Assure that independent evaluator(s) will be trained and selected by the LEA.

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Please also check each of the following boxes.

- ☒ Assure that if the LEA is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective; and, that in any school year for which there is an approved waiver, the second observation(s) shall be conducted by one or more evaluators selected and trained by the LEA, who are different than the evaluator(s) who conducted the observation(s) required to be performed by the principal/supervisor or other trained administrator. See Section 30-3.4(c)(1)(ii)(a) of the Rules of the Board of Regents.
- ☒ Assure that if the LEA is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective; and, that in any school year for which there is an approved waiver and such waiver contains information that conflicts with the information provided in Task 4 of the LEA's approved Section 3012-d APPR plan, the provisions of the approved waiver will apply. See Section 30-3.4(c)(1)(ii)(b) of the Rules of the Board of Regents.

Annual Professional Performance Review - Education Law §3012-d, amended in 2019**Task 4. TEACHERS: Observations - Optional Observations**

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Optional Subcomponent: Observations by Trained Peer Observer(s)If selected, at least one observation must be conducted by trained peer observer(s).

- Peer teachers are trained and selected by the LEA.
- Trained peer teachers must have received an overall rating of Effective or Highly Effective in the prior school year.
- Observations may occur in person or by live or recorded video, as determined locally.

Indicate the minimum number of unannounced and announced observations by trained peer observer(s), as well as the method of observation, in the table below.

If the optional subcomponent will not be used, please indicate "N/A" for the minimum number and "N/A" for the observation method for both unannounced and announced observations for "All Teachers."

TEACHERS <i>Indicate whether the number and method selected applies to all teachers or to a subgroup of teachers.</i>	SUBGROUP <i>If "Subgroup of Teachers" is selected in the previous column, indicate which teachers the number and method selected applies to; otherwise, enter "N/A." For additional subgroups, add another row.</i>	UNANNOUNCED Minimum Number of Observations	UNANNOUNCED Observation Method	ANNOUNCED Minimum Number of Observations	ANNOUNCED Observation Method
All Teachers (enter 'N/A' in the next column)	N/A	N/A	N/A	N/A	N/A

Peer Observation Assurances

Please check all of the boxes below.

- ☒
Assure that peer observers, as applicable, will be trained and selected by the LEA.
- ☒
Assure that, if observations are being conducted by trained peer observers, these teachers received an overall rating of Effective or Highly Effective in the previous school year.

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Task 5. TEACHERS: Overall Scoring - Category and Overall Ratings

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Category and Overall Ratings

For guidance on APPR scoring, see NYSED APPR Guidance.

Category Scoring Ranges

The overall Student Performance category score and the overall Observation category score will be converted into a HEDI rating based on the ranges listed in the tables below.

Student Performance Category

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

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

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	0.00	1.49 to 1.74

Scoring Matrix for the Overall Rating

The overall rating for an educator shall be determined according to a methodology described in the matrix below.

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

Category and Overall Rating Assurances

Please check all of the boxes below.

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

Annual Professional Performance Review - Education Law §3012-d, amended in 2019**Task 6. TEACHERS: Additional Requirements - Teacher Improvement Plans**

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Additional Requirements

For more information on the additional requirements for teachers, see NYSED APPR Guidance.

Teacher Improvement Plan Assurances

Please check each of the boxes below.

- ☒ Assure that the LEA will formulate and commence implementation of a Teacher Improvement Plan (TIP) for all teachers who receive an overall rating of Developing or Ineffective by October 1 following the school year for which such teacher's performance is being measured or as soon as practicable thereafter.
- ☒ Assure that TIP plans developed and implemented by the superintendent or his/her designee, in the exercise of their pedagogical judgment, and subject to collective bargaining to the extent required under article 14 of the Civil Service Law, shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas.

Teacher Improvement Plan Forms

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

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

As a required attachment to this APPR plan, upload the TIP forms that are used in the LEA.

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Annual Professional Performance Review - Education Law §3012-d, amended in 2019**Task 6. TEACHERS: Additional Requirements - Appeals**

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Appeal Assurance**Please check the box below.**

- ☒ Assure the LEA has collectively bargained appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.

Appeals

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

(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 LEA's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d;

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents; and

(4) the LEA's issuance and/or implementation of the terms of the teacher improvement plan, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

Annual Professional Performance Review - Education Law §3012-d, amended in 2019**Task 6. TEACHERS: Additional Requirements - Appeals**

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

To the extent that a teacher wishes to issue an appeal, the following appeals procedure is established.

1. Appeals will be limited to the following situations:

- a. A teacher completing the first year of a four-year probationary appointment may appeal only an Ineffective APPR overall rating;
- b. Any other teacher may appeal only a Developing or Ineffective APPR overall rating;
- c. Any teacher may appeal the implementation of an improvement plan if and only if the plan was generated as the result of a Developing or Ineffective overall rating, in accordance with Section 2, e, below.

2. The scope of any appeal will be limited to the following subjects:

- a. The substance of the individual's annual professional performance review;
- b. The District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-d;
- c. The adherence to the Commissioner's regulations, as applicable to such reviews;
- d. Compliance with any applicable locally negotiated procedures regarding annual professional performance reviews or improvement plans, as limited by Section 1, above; or,
- e. The District's issuance and/or implementation of the terms of the teacher improvement plan under Education Law 3012-d in connection with a Developing or Ineffective rating.

3. A teacher may not file multiple appeals regarding the same performance review or teacher 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.

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

5. The following timelines will be strictly adhered to unless extended by mutual agreement but at no point will extend beyond 60 days from the initial appeal (the 60 day period is for the entire review process). 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. Regardless of any extensions, the appeal process will be timely and expeditious.

Level 1 - Evaluator

- a. (Informal) Following a qualifying event, as defined in Sections 1 and 2, above, the teacher shall be encouraged and shall be entitled to schedule a follow up meeting to informally discuss with the evaluator any and all related issues.
- b. (Formal) Any appeal must be submitted to the evaluator in writing no later than ten (10) school days of the date when the teacher receives his/her annual professional performance review. If a teacher is challenging the issuance or implementation of a teacher improvement plan, the appeal must be submitted in writing within ten (10) school days of issuance or of the time when the teacher knew or should have known of an alleged implementation breach of such plan.
- c. When filing an appeal, the teacher 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. Any grounds for appeal or any supporting documentation/information not submitted or noted at the time the appeal is filed shall not be considered.
- d. Within ten (10) school days of receipt of an appeal, the evaluator responsible for the issue(s) being appealed must submit a detailed written response to the appeal. Along with the response, all supporting documentation must be submitted, or specifically noted if pending, as well as any additional documents or materials relevant to the response. Any supporting documentation/information not submitted or noted at the time the response is issued shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal, and the Faculty Association President, shall receive copies of the response and any and all additional information submitted with the response. The response of the evaluator will be the determination of the Level 1 appeal.

Level 2 – Appeals Committee

- a. Within five (5) school days of receipt of the Level 1 determination, if a teacher is not satisfied with such determination he/she must submit the appeal to a bipartisan panel comprised of one (1) teacher representative designated by the Association president, one (1) administrative representative (an evaluator that was not the original evaluator) designated by the Superintendent of schools and one (1) teacher representative selected jointly by the Superintendent and Association president. If the district and association cannot agree on the jointly selected teacher representative, both parties agree to select a third representative from the WSWHE BOCES. The panel will be provided the entire appeals record; however, any information identifying the appellant or the appellant's district, evaluator will be redacted prior to receipt by the panel. Further, the anonymity of the panel members will be protected to the extent possible throughout this procedure.
- b. Within ten (10) school days of receipt of the Teacher's appeal, the panel will jointly conduct a paper review and deliberation of the matter, and will issue a written recommendation for resolution to the Faculty Association President and the Superintendent of Schools. The recommendation may be to deny the appeal, to sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy; further, reasoning for the recommendation, as well as dissenting opinions, if any, will be included with the recommendation. This panel's decision will be final and binding for all appeals if the panel's decision is unanimous. In cases where the panel cannot reach a unanimous decision the Superintendent will make the final

Annual Professional Performance Review - Education Law §3012-d, amended in 2019**Task 6. TEACHERS: Additional Requirements - Appeals**

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determination as described in Level 3. The panel will submit their findings on appeals of the rating or T.I.P.'s as a recommendation only to the Superintendent. The panel's recommendation is not considered binding upon the Superintendent in these appeals.

c. The Association and District will work together to provide the training necessary to meet all New York State qualifications and criteria for prospective panel members. The District will provide time for the appeals committee to meet within the contractual day.

Level 3 – Superintendent

a. Within five (5) school days of receipt of the Level 2 recommendation for resolution, the Superintendent of Schools or designee will give due consideration to the panel's recommendation and will issue a final and binding decision, in writing, to the appellant, to the Faculty Association, and to the panel members. Whether the appeal is denied, sustained, or modified, such decision will set forth the reasons and factual basis for each determination on each of the specific grounds raised in the appeal. If the appeal is sustained, the Superintendent or designee may set aside or modify a rating or improvement plan.

6. The entire appeals record will be part of the teacher's APPR.

7. This appeals procedure constitutes the exclusive means for initiating, reviewing, and resolving any and all appeals within the scope of Sections 1 and 2 above. A teacher may not resort to any other contractual grievance procedure for the resolution of these appeals, except as otherwise authorized by law.

Annual Professional Performance Review - Education Law §3012-d, amended in 2019**Task 6. TEACHERS: Additional Requirements - Training**

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Training Assurance**Please check the box below.**

- ☒ The LEA 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.

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

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

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

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

All District evaluators (Lead Evaluators, Independent Evaluators, and Evaluators) will be New York State certified building and/or district level administrators who have also received training from the WSWHE BOCES for all required components and Regents rules 30-3.10, as identified by SED including:

Evaluators of Teachers Part 1: Participants will explore the Danielson Framework for Teaching and evidence-based observation techniques and will reexamine the idea of an evidence-based evaluation system through the identification of criteria for quality student learning objectives; exploring various methods of target setting; and ways of establishing HEDI rating scales.

Evaluators of Teachers Part 2: Participants will reexamine the idea of an evidence-based evaluation system through the identification of criteria for quality student learning objectives; exploring various methods of target setting; and ways of establishing HEDI rating scales.

Evaluators of Teachers Part 3: This workshop will be a continuation of the Year 1 Sequence of Evaluator of Teachers. Participants will reflect upon the beginning phases of implementation of evidence-based observation while planning strategic moves for the future. This will include work around dedicating time to the process of observing, coaching, and monitoring teacher practice within their schools. A continued focus will be around the valid and reliable use of teacher practice rubrics.

No evaluations will be conducted by any evaluator unless they have completed the training described. Any new evaluators to the district will be required to complete the specified training(s) before they can conduct any observations.

The District will ensure inter-rater reliability through the WSWHE BOCES Inter-rater Reliability Training workshop and through continued joint observations, meetings, and reflections.

All copies of training attendance and participation shall be maintained in personnel files. Evaluators will be required to take any refresher/update workshops offered through the WSWHE BOCES yearly and must be re-certified by the Board of Education every three years. All evaluators to the district will be certified and approved by the Board of Education at the start of the school year.

The duration of the training will be determined by the WSWHE BOCES, but we expect the initial training will last about three days and the refresher training will be about two days.

Annual Professional Performance Review - Education Law §3012-d, amended in 2019**Task 6. TEACHERS: Additional Requirements - Assurances**

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Teacher Evaluation Assurances**Please check all of the boxes below.**

- ☒ Assure that the LEA shall compute and provide to the teacher their score and rating for the Student Performance category, if available, and for the Teacher Observation category for the teacher's Annual Professional Performance Review, in writing, no later than the last school day of the school year for which the teacher is being measured, but in no case later than September 1 of the school year next following the school year for which the teacher's performance is being measured.
- ☒ Assure that the evaluation system will be used as a significant factor for employment decisions.
- ☒ Assure that teachers will receive timely and constructive feedback as part of the evaluation process.
- ☒ Assure that the following prohibited elements listed in Education Law Section 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 locally-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. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- ☒ Assure that the LEA shall compute and provide teachers with their APPR scores and ratings as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the teacher's performance is being measured.

Assessment Assurances**Please check all of the boxes below.**

- ☒ Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.
- ☒ Assure that individuals with vested interest in the outcome of their assessments are not involved, to the extent practicable, in the scoring of those assessments.

Data Assurances**Please check all of the boxes below.**

- ☒ Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.
- ☒ Assure that the LEA provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.
- ☒ Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the overall rating, as per NYSED requirements.
- ☒ Assure that procedures for ensuring data accuracy and integrity are being utilized.

Annual Professional Performance Review - Education Law §3012-d, amended in 2019**Task 7. PRINCIPALS: Required Student Performance - Information and Assurances**

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Required Student Performance Subcomponent

For guidance on the Required subcomponent of the Student Performance category, see NYSED APPR Guidance.

100% of the Student Performance category if only the Required subcomponent is used or locally determined if the Optional subcomponent is selected.

Required Student Performance Measures

Student performance for principals may be measured by either a student learning objectives (SLO) or an Input Model where the principal's overall rating shall be determined based on evidence of principal practice that promotes student growth related to the Leadership Standards.

STUDENT LEARNING OBJECTIVES

For guidance on SLOs, see NYSED SLO Guidance.

SLO measures may be either individually attributed or collectively attributed.

Individually attributed measures

An individually attributed SLO is based on the learning outcomes of a student population within the principal's building or program.

> Principal and building/program-specific

- **Principal and building/program-specific results:** scores and ratings will be based on the growth of students in the principal's building/program in the current school year.

Collectively attributed measures

A collectively attributed SLO is based on a student population across multiple buildings/programs of similar grade configuration or across multiple building/programs where the learning activities of one building/program indirectly contribute to student learning outcomes in another building/program. When determining whether to use a collectively attributed SLO, the LEA should consider:

- identifying which measures and assessments could be used to encourage partnerships or teams where there is an opportunity for a collective impact on student learning;
- identifying which assessments could be used to help foster and support an LEA's focus on a specific priority area(s);
- the impact on the LEA's ability to make strong and equitable inferences regarding an individual educator's effectiveness; and
- when using multiple measures, the appropriate weight of each measure that reflects individually and collectively attributed results.

> District- or BOCES-wide

- **District- or BOCES-wide results:** scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results:** scores and ratings for a group or team of principals will be based on the growth of students in the group/team of principals' buildings/programs in an LEA in the current school year.

ASSESSMENTS

Any of the measures above may be used with one or more of the following assessment types.

- **State assessment(s);** or
Assessment(s) that are selected from the list of State-approved:
- **third party assessments;** or
- **locally-developed assessments** (district-, BOCES- or regionally-developed).

INPUT MODEL

Selection of the Input Model will require:

Annual Professional Performance Review - Education Law §3012-d, amended in 2019**Task 7. PRINCIPALS: Required Student Performance - Information and Assurances**

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- a description of the areas of principal practice that will be evaluated;
- a description of how the selected areas of principal practice promote student growth;
- a description of the evidence of student growth and principal practice that will be collected; and
- a description of how the district will use the evidence to differentiate effectiveness resulting in a score from 0 to 20 and ratings of Highly Effective, Effective, Developing, or Ineffective.

Assurances**Please check all of the boxes below.**

- ☒ Assure that for any SLO based, in part, on the New York State grade four science assessment, once the assessment is no longer administered the SLO will utilize only the remaining assessments.
- ☒ For principals evaluated using an SLO, assure that such SLO is determined locally in a manner consistent with the goal-setting process determined by the Commissioner.
- ☒ For principals evaluated using an SLO, assure that all student growth targets represent a minimum of one year of expected growth, as determined locally in a manner consistent with the Commissioner's goal-setting process. Such targets may only take the following characteristics into account: poverty, students with disabilities, English language learner status and prior academic history.
- ☒ For principals evaluated using an SLO, assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.
- ☒ For principals evaluated using an SLO, assure that if the principal's SLO is based on a small 'n' size population and the LEA chooses not to use the HEDI scoring bands listed above, then the principal's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in SLO Guidance.
- ☒ For principals evaluated using an input model, assure that all applicable principals will be evaluated using the procedures described herein and approved by the Commissioner.
- ☒ Assure that processes are in place for the superintendent to monitor SLOs and input models.
- ☒ Assure that the final Student Performance category rating for each principal will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved APPR plan.

Required Student Performance for Principals**Please choose the option that best describes the required student performance subcomponent for principals in your LEA.**

- ☐ The same measure(s) and assessment(s) will be used for all principals
- ☒ Different measure(s) and assessment(s) will be used for different grade configurations/programs

Annual Professional Performance Review - Education Law §3012-d, amended in 2019**Task 7. PRINCIPALS: Required Student Performance - Building/Program Configuration(s) [1]**

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Applicable Principals [1]

If different measure(s) and assessment(s), as applicable, will be used for different grade configurations/programs, each must be described on a separate page. Complete this section for the first combination of measure(s) and assessment(s), as applicable, then use the checkbox at the bottom to add the next combination.

Use the table below to list the grade configurations of the building(s)/program(s) for the principal(s) who will be evaluated using the measure and assessment(s), as applicable, included in the following sections.

Grade From	Grade To
K	5

Principal Measures [1]

Please indicate how student performance will be measured for the principals listed above, then choose the specific measure, corresponding assessment type(s) and assessment(s), as applicable.

Student performance based on a Student Learning Objective (SLO)

An individually attributed SLO measure

> Principal and building/program-specific

- **Principal and building/program-specific results:** scores and ratings will be based on the growth of students in the principal's building/program in the current school year.

A collectively attributed SLO measure

> District- or BOCES-wide

- **District- or BOCES-wide results:** scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results:** scores and ratings for a group or team of principals will be based on the growth of students in the group/team of principals' buildings/programs in an LEA in the current school year.

Student Performance based on an Input Model

An input model uses evidence of principal practice that promotes student growth related to the Leadership Standards.

Selection of the Input Model will require:

- a description of the areas of principal practice that will be evaluated;
- a description of how the selected areas of principal practice promote student growth;
- a description of the evidence of student growth and principal practice that will be collected; and
- a description of how the district will use the evidence to differentiate effectiveness resulting in a score from 0 to 20 and ratings of Highly Effective, Effective, Developing, or Ineffective.

All Principals: Measure Type

Student Learning Objective (SLO)

Student Learning Objective

Please choose the type of SLO applicable to the principals listed above.

District- or BOCES-wide results

Principal Assessments [1]

Please select the assessment type(s) and specific assessment(s) that will be used with the selected measure. Assessments should only be selected if applicable to the

Annual Professional Performance Review - Education Law §3012-d, amended in 2019Task 7. PRINCIPALS: Required Student Performance - Building/Program Configuration(s) [1]

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measure indicated.

Principals: Assessment Type(s)☒ State or Regents assessment(s)**Principals: State or Regents Assessment(s)**

- ☒ ELA Regents
- ☒ Algebra I Regents
- ☒ Living Environment Regents
- ☒ Global History Regents
- ☒ US History Regents

Additional Principals**Please be sure all principals in your LEA are included in Task 7.**☒ Check this box to list additional principal(s) who will be evaluated using a different measure and assessment(s) included in this section.

Annual Professional Performance Review - Education Law §3012-d, amended in 2019**Task 7. PRINCIPALS: Required Student Performance - Building/Program Configuration(s) [2]**

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Applicable Principals [2]

If different measure(s) and assessment(s), as applicable, will be used for different grade configurations/programs, each must be described on a separate page. Complete this section for the second combination of measure(s) and assessment(s), as applicable, then use the checkbox at the bottom to add the next combination.

Use the table below to list the grade configurations of the building(s)/program(s) for the principal(s) who will be evaluated using the measure and assessment(s), as applicable, included in this section.

Grade From	Grade To
6	12

Principal Measures [2]

Please indicate how student performance will be measured for the principals listed above, then choose the specific measure, corresponding assessment type(s) and assessment(s), as applicable.

Student performance based on a Student Learning Objective (SLO)

An individually attributed SLO measure

> Principal and building/program-specific

- **Principal and building/program-specific results:** scores and ratings will be based on the growth of students in the principal's building/program in the current school year.

A collectively attributed SLO measure

> District- or BOCES-wide

- **District- or BOCES-wide results:** scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results:** scores and ratings for a group or team of principals will be based on the growth of students in the group/team of principals' buildings/programs in an LEA in the current school year.

Student Performance based on an Input Model

An input model uses evidence of principal practice that promotes student growth related to the Leadership Standards.

Selection of the Input Model will require:

- a description of the areas of principal practice that will be evaluated;
- a description of how the selected areas of principal practice promote student growth;
- a description of the evidence of student growth and principal practice that will be collected; and
- a description of how the district will use the evidence to differentiate effectiveness resulting in a score from 0 to 20 and ratings of Highly Effective, Effective, Developing, or Ineffective.

Principals: Measure Type

Student Learning Objective (SLO)

Student Learning Objective

Please choose the type of SLO applicable to the principals listed above.

Principal and building/program-specific results

Principal Assessment(s) [2]

Please select the assessment type(s) and specific assessment(s) that will be used with the selected measure. Assessments should only be selected if applicable to the

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Task 7. PRINCIPALS: Required Student Performance - Building/Program Configuration(s) [2]

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measure indicated.

Principals: Assessment Type(s)

- ☒ State or Regents assessment(s)

Principals: State or Regents Assessment(s)

- ☒ ELA Regents
- ☒ Algebra I Regents
- ☒ Living Environment Regents
- ☒ Global History Regents
- ☒ US History Regents

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Task 7. PRINCIPALS: Required Student Performance - Weighting

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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 percentage of Student Performance category attributed to the Required subcomponent will be locally determined.

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

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

Annual Professional Performance Review - Education Law §3012-d, amended in 2019**Task 8. PRINCIPALS: Optional Student Performance - Use of the Optional Subcomponent**

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Optional Student Performance Subcomponent

For guidance on the Optional subcomponent of the Student Performance category, see NYSED APPR Guidance.

Percentage of Student Performance category to be locally determined if selected.

Such second measure shall apply in a consistent manner, to the extent practicable, across all programs or buildings with the same grade configuration in the LEA and be a locally selected measure of student growth or achievement based on State-created or -administered assessments or State-designed supplemental assessments.

Options for measures and associated assessments include:

- Option (A) A second SLO, provided that this SLO is different than that used in the required subcomponent;
- Option (B) A growth score based on a statistical growth model, where available, for either State-created or -administered assessments or State-designed supplemental assessments;
- Option (C) A measure of student growth, other than an SLO, based on State-created or -administered assessments or State-designed supplemental assessments;
- Option (D) A performance index based on State-created or -administered assessments or State-designed supplemental assessments;
- Option (E) An achievement benchmark on State-created or -administered assessments or State-designed supplemental assessments;
- Option (F) Four, five, or six-year high school graduation rates;
- Option (G) An input model where the principal's overall rating shall be determined based on evidence of principal practice that promotes student achievement related to the Leadership Standards; or
- Any other collectively bargained measure of student growth or achievement included in the LEA's evaluation plan.

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

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

Annual Professional Performance Review - Education Law §3012-d, amended in 2019**Task 9. PRINCIPALS: School Visits - Rubric and Scoring**

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Principal School Visit Category

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

Principals' professional performance shall be evaluated based on a State-approved rubric using multiple sources of evidence collected and incorporated into the school visit protocol. Where appropriate, such evidence may be aligned to building or district goals; provided, however, that professional goal-setting may not be used as evidence of teacher or principal effectiveness. Such evidence shall reflect school leadership practice aligned to the Leadership Standards and selected practice rubric.

Principal Practice Rubric

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

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

Rubric Assurances

Please check all of the boxes below.

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

Process for Weighting Rubric Domains/Subcomponents

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

Annual Professional Performance Review - Education Law §3012-d, amended in 2019**Task 9. PRINCIPALS: School Visits - Rubric and Scoring**

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Please describe the process for rating and scoring the selected practice rubric consistent with the Department's regulations.

Your description should provide the complete process, including the following:

- The process for designating observable components (please note: all principals of the same building configuration/program must be evaluated based on the same set of observable components);
- The level at which components of the chosen rubric are rated (i.e., domain, subdomain, indicator, etc.);
- How the final score and rating for each observable component of the practice rubric is determined for each observer; and
- How the final score for the required (i.e., lead evaluator/evaluator; independent evaluator) and/or optional (peer principal, as applicable) subcomponent of the School Visit category is determined based on the final score and rating for each observable component.

Example: All subcomponents of Domains 1-4 of the MPPR rubric have been negotiated as observable. Domains 1, 2 and 3 are weighted as 30% each, and Domain 4 is weighted as 10%. For each school visit, all observed subcomponents in a domain are weighted equally and averaged to create a domain score, which is then weighted as above and averaged to reach a final score for each school visit. Scores for each school visit are weighted equally and averaged to reach a final score for each school visit type. The district will ensure that all subcomponents designated as observable will be observed at least once across the school visit cycle.

Within the Multidimensional Principal's Rubric there are six domains and multiple sub-components under each domain heading. Every observable sub-component, negotiated at the beginning of the school year, within each domain will be evaluated and averaged for an overall domain score. Then, the domain scores will be weighted and scored to produce an overall score of 1-4. Listed below are the domain titles and their weight:

Shared Vision of Learning - 13%

School Culture and Instructional Program - 33%

Safe, Efficient, and Effective Learning Environment - 27%

Community - 11%

Integrity, Fairness, and Ethics - 13%

Political, Social, Economic, Legal, and Cultural Context - 3%

Scoring Assurances

Please check each of the boxes below.

- ☒ Assure that each set of school visits (by supervisor/other trained administrator, independent, or peer) will be completed using the selected practice rubric, producing an overall score between 1 and 4. The overall weighted school visit score will be converted into a HEDI rating using the ranges indicated below.
- ☒ Assure that once all school visits are complete, the different types of school visits will be combined using a weighted average consistent with the weights specified 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 school visits, a score of 0 will be assigned.

Principal School Visit Scoring Bands

The overall School Visit score will be converted into a HEDI rating based on locally determined ratings consistent with the ranges listed.

Annual Professional Performance Review - Education Law §3012-d, amended in 2019

Task 9. PRINCIPALS: School Visits - Rubric and Scoring

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	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	0.00*	1.49 to 1.74

* In the event that an educator earns a score of 1 on all rated components of the practice rubric across all school visits, a score of 0 will be assigned.

HEDI Ranges

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

Please select a minimum value between 3.50 and 3.75 and choose 4.00 as the maximum value for the Highly Effective range.

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

Please select a minimum value between 2.50 and 2.75 and a maximum value between 3.49 and 3.74 for the Effective range.

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

Please select a minimum value between 1.50 and 1.75 and a maximum value between 2.49 and 2.74 for the Developing range.

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

Please choose 0.00 as the minimum value and select a maximum value between 1.49 and 1.74 for the Ineffective range.

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

Annual Professional Performance Review - Education Law §3012-d, amended in 2019**Task 9. PRINCIPALS: School Visits - Required School Visits**

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Principal School Visit Subcomponent Weighting**Required Subcomponent 1: School visits by Supervisor(s) or Other Trained Administrators**

- At least 80% of the Principal School Visit category score

Required Subcomponent 2: 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 Principal(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 LEA is granted an annual Rural/Single Building District 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 LEA, who are different than the evaluator(s) who conducted the school visit(s) required to be performed by the Superintendent/supervisor or their designee. If the LEA is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through the processes described in that application.*

Please indicate the weight of each school visit type and be sure the total of the weights indicated equals 100%.

Supervisor/Administrator [Required]	Independent Evaluator(s) [Required]	Peer School Visit(s) [Optional]	Grade configurations for which this weighting will apply
90%	10%	0% [N/A]	(No Response)

School Visit Assurances

Please check all of the boxes below.

- ☒ 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; and/or use of professional goal-setting as evidence of principal effectiveness. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- ☒ Assure that the length of all school visits for principals will be conducted pursuant to the locally-determined durations.
- ☒ Assure that at least one of the required school visits will be unannounced.
- ☒ Assure that school visits will not be conducted via video.

Required Subcomponent 1: School Visits by Supervisor(s) or Other Trained Administrators

At least one school visit must be conducted by supervisor or other trained administrator and at least one of the required school visits must be unannounced (across both required subcomponents).

- LEAs may locally determine whether to use more than one school visit by superintendent or other trained administrator.
- Nothing shall be construed to limit the discretion of a board of education or superintendent of schools from conducting additional school visits for non-evaluative purposes.
- The frequency and duration of school visits are locally determined.
- School visits may not occur by live or recorded video.

Indicate the minimum number of unannounced and announced school visits by supervisor(s) or other trained administrators in the table below.

Annual Professional Performance Review - Education Law §3012-d, amended in 2019

Task 9. PRINCIPALS: School Visits - Required School Visits

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PRINCIPALS <i>Indicate whether the number and method selected applies to all principals or to a subgroup of principals.</i>	SUBGROUP <i>If "Subgroup of Principals" is selected in the previous column, indicate which principals the number and method selected applies to; otherwise, enter "N/A." For additional subgroups, add another row.</i>	UNANNOUNCED Minimum Number of School Visits	ANNOUNCED Minimum Number of School Visits
All Principals (enter 'N/A' in the next column)	N/A	0	1

Required Subcomponent 2: School Visits by Impartial Independent Trained Evaluator(s)*

At least one school visit must be conducted by impartial independent trained evaluator(s) and at least one of the required school visits must be unannounced (across both required subcomponents).

- Impartial independent trained evaluators are trained and selected by the LEA.
- They may be employed within the LEA but may not be assigned to the same school building as the principal being evaluated. This could include other administrators, department chairs/directors, or peers, so long as they are not from the same building (defined as same BEDS code) as the principal being evaluated.
- LEAs may locally determine whether to use more than one school visit by impartial independent trained evaluator(s).
- The frequency and duration of school visits are locally determined.
- School visits may not occur by live or recorded video.

* If the LEA is granted an annual Rural/Single Building District 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 LEA, who are different than the evaluator(s) who conducted the school visit(s) required to be performed by the Superintendent/supervisor or their designee. If the LEA is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through the processes described in that application.

Indicate the minimum number of unannounced and announced school visits by impartial independent trained evaluator(s) in the table below.

PRINCIPALS <i>Indicate whether the number and method selected applies to all principals or to a subgroup of principals.</i>	SUBGROUP <i>If "Subgroup of Principals" is selected in the previous column, indicate which principals the number and method selected applies to; otherwise, enter "N/A." For additional subgroups, add another row.</i>	UNANNOUNCED Minimum Number of School Visits	ANNOUNCED Minimum Number of School Visits
All Principals (enter 'N/A' in the next column)	N/A	1	0

Independent Evaluator Assurances

Please check all of the boxes below.

- ☒ Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the principal(s) they are evaluating.
- ☒ Assure that independent evaluator(s) will be trained and selected by the LEA.

Annual Professional Performance Review - Education Law §3012-d, amended in 2019**Task 9. PRINCIPALS: School Visits - Required School Visits**

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Please also check each of the following boxes.

- ☒ Assure that if the LEA is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective; and, that in any school year for which there is an approved waiver, the second school visit(s) shall be conducted by one or more evaluators selected and trained by the LEA, 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. See Section 30-3.5(c)(1)(ii)(a) of the Rules of the Board of Regents.
- ☒ Assure that if the LEA is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective and, that in any school year for which there is an approved waiver and such waiver contains information that conflicts with the information provided in Task 9 of the LEA's approved Section 3012-d APPR plan, the provisions of the approved waiver will apply. See Section 30-3.5(c)(1)(ii)(b) of the Rules of the Board of Regents.

Annual Professional Performance Review - Education Law §3012-d, amended in 2019

Task 9. PRINCIPALS: School Visits - Optional School Visits

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Optional Subcomponent: School Visits by Trained Peer Principal(s)If selected, at least one school visit must be conducted by trained peer principal(s).

- Peer principals are trained and selected by the LEA.
- Trained peer principals must have received an overall rating of Effective or Highly Effective in the prior school year.
- School visits may not occur by live or recorded video.

Indicate the minimum number of unannounced and announced school visits by trained peer principal(s) in the table below.

If the optional subcomponent will not be used, please indicate "N/A" for the minimum number for both unannounced and announced school visits for "All Principals."

PRINCIPALS <i>Indicate whether the number and method selected applies to all principals or to a subgroup of principals.</i>	SUBGROUP <i>If "Subgroup of Principals" is selected in the previous column, indicate which principals the number and method selected applies to; otherwise, enter "N/A." For additional subgroups, add another row.</i>	UNANNOUNCED Minimum Number of School Visits	ANNOUNCED Minimum Number of School Visits
All Principals (enter 'N/A' in the next column)	N/A	N/A	N/A

Peer Principal School Visit Assurances

Please check all of the boxes below.

- ☒ Assure that peer principal(s), as applicable, will be trained and selected by the LEA.
- ☒ Assure that, if school visits are being conducted by trained peer principal(s), these principal(s) received an overall rating of Effective or Highly Effective in the previous school year.

Annual Professional Performance Review - Education Law §3012-d, amended in 2019

Task 10. PRINCIPALS: Overall Scoring - Category and Overall Ratings

Page Last Modified: 08/02/2019

Category and Overall Ratings

For guidance on APPR scoring, see NYSED APPR Guidance.

Category Scoring Ranges

The overall Student Performance category score and the overall School Visit category score will be converted into a HEDI rating based on the ranges listed in the tables below.

Student Performance Category

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

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

Principal School Visit Category

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

	Overall School Visit Category Score and Rating	
	Minimum	Maximum
H	3.5 to 3.75	4.0
E	2.5 to 2.75	3.49 to 3.74
D	1.5 to 1.75	2.49 to 2.74
I	0.00	1.49 to 1.74

Scoring Matrix for the Overall Rating

The overall rating for an educator shall be determined according to a methodology described in the matrix below.

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

Category and Overall Rating Assurances

Please check all of the boxes below.

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

Annual Professional Performance Review - Education Law §3012-d, amended in 2019**Task 11. PRINCIPALS: Additional Requirements - Principal Improvement Plans**

Page Last Modified: 08/02/2019

Additional Requirements

For guidance on additional requirements for principals, see NYSED APPR Guidance.

Principal Improvement Plan Assurances

Please check each of the boxes below.

- ☒ Assure that the LEA will formulate and commence implementation of a Principal Improvement Plan (PIP) for all principals who receive an overall rating of Developing or Ineffective by October 1 following the school year for which such principal's performance is being measured or as soon as practicable thereafter.
- ☒ Assure that PIP plans developed and implemented by the superintendent or his/her designee, in the exercise of their pedagogical judgment, and subject to collective bargaining to the extent required under article 14 of the Civil Service Law, shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a principal's improvement in those areas.

Principal Improvement Plan Forms

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

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

As a required attachment to this APPR plan, upload the PIP forms that are used in the LEA.

appr_11_2_pp_346325604-APPENDIX E- PIP.docx

Annual Professional Performance Review - Education Law §3012-d, amended in 2019**Task 11. PRINCIPALS: Additional Requirements - Appeals**

Page Last Modified: 11/02/2020

Appeal Assurance**Please check the box below.**

- ☒ Assure the LEA has collectively bargained appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.

Appeals

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

(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 LEA's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d;

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents; and

(4) the LEA's issuance and/or implementation of the terms of the principal improvement plan, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

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

A principal may only 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 LEA's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d;

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents

Within 5 business days of the receipt of the APPR document, a principal may request in writing, the Superintendent to issue any and all documentation and written material upon which the overall APPR overall rating was based. The Superintendent will provide such documents within 5 business days of the request. After receiving the documentation, the Principal will have 5 business days to issue an appeal. An appeals panel will convene for a hearing within 10 business days of the request for a hearing. Following the hearing, the appeals panel will have five business days to render a decision. If the Appeals Panel fails to reach a consensus each panel member must submit to the Board of Education within 24-hours a brief explaining their recommendation. The Board of Education will convene within 5 business days upon receipt of the documents and determine if the appeal will be upheld. A final decision will be rendered no later than 60 business days of the original appeal.

A Principal may only appeal an ineffective or developing rating.

Annual Professional Performance Review - Education Law §3012-d, amended in 2019**Task 11. PRINCIPALS: Additional Requirements - Training**

Page Last Modified: 11/13/2020

Training Assurance**Please check the box below.**

- ☒ The LEA 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 evaluators and peer principals need only be trained on elements 1, 2, and 4 below.

Training of Lead Evaluators, Evaluators, Independent Evaluators, and Peer Principals and Certification of Lead Evaluators

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

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

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

All Principal evaluators (Lead Evaluators, Independent Evaluators, and Evaluators) will be certified by New York State as a School District Leader of School District Administrator and will also be required to be trained by the members of the WSWHE BOCES on all SED required training components, including all elements in Regents Rules 30-3.10, including:

Evaluators of Principals Part 1: In this full day session, superintendents and their assistants will explore the State's new principal evaluation system as defined in section 3012-d of Education Law. Tools include the ISSLC/PSEL Standards, New York State-approved principal rubrics, evidence-based evaluation and analysis, protocols, and strategies for managing complex change.

Evaluators of Principals Part 2: Participants will examine the steps outlined by NYS in regards to the creating of Student Learning Objectives (SLOs). Time will be spent exploring the approved rubrics for use in the principal evaluation system through the lens of the instructional shifts and data-driven instruction. Additionally, protocols for building observations and site visits will be shared and practices with lead evaluators.

Evaluators of Principals Part 3: Participants will reexamine the idea of an evidence-based evaluation system through the identification of criteria for quality goal setting; exploring various methods of target setting; and ways of establishing HEDI rating scales.

The duration of the training will be determined by the WSWHE BOCES, but we expect the initial training will last about three days and the refresher training will be about two days.

All Evaluators for Principals will be required to attend a WSWHE BOCES training on Inter-rater Reliability and will periodically meet and evaluate the submitted evaluations to ensure consistency.

Evaluators will be required to attend any additional refresher/updated workshops yearly and will have to be re-certified by the Board of Education every three years. Any new evaluators will be certified by the Board of Education at the start of the school year.

All documentation of all the completed workshops/training seminars will be included in the evaluator's personnel file.

Any new evaluators will be required to complete the listed trainings prior to conducting any evaluations.

Annual Professional Performance Review - Education Law §3012-d, amended in 2019**Task 11. PRINCIPALS: Additional Requirements - Assurances**

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Principal Evaluation Assurances**Please check all of the boxes below.**

- ☒ Assure that the LEA shall compute and provide to the principal their score and rating for the Student Performance category, if available, and for the Principal School Visit category for the principal's Annual Professional Performance Review, in writing, no later than the last school day of the school year for which the principal is being measured, but in no case later than September 1 of the school year next following the school year for which the principal's performance is being measured.
- ☒ Assure that the evaluation system will be used as a significant factor for employment decisions.
- ☒ Assure that principals will receive timely and constructive feedback as part of the evaluation process.
- ☒ Assure that the following prohibited elements listed in Education Law Section 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 locally-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. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- ☒ Assure that the LEA shall compute and provide principals with their APPR scores and ratings as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the principal's performance is being measured.

Assessment Assurances**Please check all of the boxes below.**

- ☒ Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.
- ☒ Assure that individuals with vested interest in the outcome of their assessments are not involved, to the extent practicable, in the scoring of those assessments.

Data Assurances**Please check all of the boxes below.**

- ☒ Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.
- ☒ Assure that the LEA provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.
- ☒ Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the overall rating, as per NYSED requirements.
- ☒ Assure that procedures for ensuring data accuracy and integrity are being utilized.

Annual Professional Performance Review - Education Law §3012-d, amended in 2019

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

Page Last Modified: 11/16/2020

Upload APPR LEA Certification Form

Please Note: SED Monitoring timestamps each revision and signatures cannot be dated earlier than the last revision. To ensure the accuracy of the timestamp on each task, please submit from Task 12 only.

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using the "LEA Certification Form" found in the "Documents" menu on the left side of the page.

2020 Cert Form.pdf

Teacher Improvement Plan

Teacher: _____

School Year: _____

Building Assignment: _____

Date Plan Was Developed: _____

Areas of Improvement	Manner To Be Assessed	Differentiated Activities, Support and Resources to be Provided	Expected Date of Completion	Date(s) Plan Assessed	Accomplishments in Each Area of Improvement	Further Development Needed	Outcome

Teacher

Date

Superintendent

Principal Improvement Plan

Principal:_____

School Year: _____

Building Assignment: _____

Date Plan Was Developed: _____

Areas of Improvement	Manner To Be Assessed	Differentiated Activities, Support and Resources to be Provided	Expected Date of Completion	Date(s) Plan Assessed	Accomplishments in Each Area of Improvement	Further Development Needed	Outcome

Principal

Date

Superintendent

LEA CERTIFICATION FORM: Please download, sign, and upload this form to complete the submission of your LEA's Annual Professional Performance Review (APPR) plan.

By signing this document, the LEA and its collective bargaining agent(s) certify that the APPR plan submitted to the Commissioner for approval constitutes the school LEA's complete APPR plan, that all provisions of the plan that are subject to collective negotiations have been resolved pursuant to the provisions of Article 14 of the Civil Service Law, and that such plan complies with the requirements of Education Law §3012-d as amended by the Laws of 2019 and Subpart 30-3 of the Rules of the Board of Regents, and has been adopted by the governing body of the LEA.

The LEA and its collective bargaining agent(s), where applicable, also certify, upon information and belief, that 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 the APPR plan submitted to the Commissioner for approval.

The LEA and its collective bargaining agent(s), where applicable, also certify that this APPR Plan is the LEA's complete APPR Plan and that such plan will be fully implemented by the LEA; 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 may be withheld or forfeited by the State pursuant to Education Law §3012-d(11).

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

- Assure that the overall APPR rating will be used as a significant factor in employment decisions, including but not limited to: tenure determinations and teacher and principal improvement plans;
- Assure that the entire APPR will be completed for each teacher or principal as soon as practicable but in no case later than September 1 of the school year following the year in which the classroom teacher or building principal's performance is being measured;
- Assure that the LEA shall compute and provide to the teacher/principal his or her score and rating on the Student Performance category, if available, and for the Teacher Observation category or Principal School Visit Category of a teacher's or principal's APPR, in writing, no later than the last day of the school year for which the teacher or principal is being measured, but in no case later than September 1 of the school year following the year in which the teacher's or principal's performance is measured;
- Assure that the APPR Plan will be filed in the LEA's office and made available to the public on the LEA's 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 complete and accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner;
- Assure that the LEA will continue to report to the State individual subcomponent scores and the overall rating for each classroom teacher and building principal in a manner prescribed by the Commissioner;
- Assure that the LEA 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 any teacher or principal who receives an Overall Rating of Developing or Ineffective in any school year will receive a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statutes and regulations, by October 1 of the school year following the year in which such teacher's or principal's performance was 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, and shall be subject to collective bargaining to the extent required under Article 14 of the Civil Service Law;
- 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 LEA has collectively bargained appeal procedures that are consistent with the statute and regulations and provide for the timely and expeditious resolution of an appeal to the LEA;
- Assure that, for teachers, all observable NYS Teaching Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual observations and, for principals, all observable ISLLC 2008 Leadership Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual school

visits;

- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0, for each subcomponent and that the LEA 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 or achievement will be used across all classrooms in the same grade/subject, for teachers, or similar building configurations/programs, for principals, in the LEA will be used in a consistent manner to the extent practicable;
- Assure that all growth targets represent a minimum of one year of expected growth;
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval by March 1 of each school year;
- Assure that the LEA 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:


 11/13/2020

Superintendent Name (print):

Andrew Cook

Teachers Union President Signature:

Date:

 11/13/2020

Teachers Union President Name (print):

Amy Thomas

Administrative Union President Signature:

Date:

 11/13/2020

Administrative Union President Name (print):

Bethellen Mannix

Board of Education President Signature:

Date:

 11/13/2020

Board of Education President Name (print):

Brian Getty