



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

Interim Commissioner of Education
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February 1, 2021

APPR Plan - Variance

Raymond Raefski, Interim Superintendent
Hawthorne-Cedar Knolls Union Free School District
226 Linda Avenue
Hawthorne, NY 10532

Dear Superintendent Raefski:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review (APPR) plan variance application meets the criteria outlined in section 30-3.16 of the Rules of the Board of Regents and has been approved. As a reminder, we are relying on the information you provided in your variance application, including the narrative descriptions, certifications, and assurances that are included in the application. During the approved term of this variance, your LEA will implement the variance along with all other remaining provisions of your approved APPR plan. If any material changes are made to your approved plan and/or the terms of your approved variance, your LEA 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 school leader to support their professional growth, and every student achieves success.

Thank you again for your hard work.

Sincerely,

Betty A. Rosa
Interim Commissioner

Attachment

c: Harold Coles

NOTE:

Only documents that are incorporated by reference in your APPR variance application have been reviewed and are considered as part of your approved APPR variance application; therefore, any supplemental documents such as memorandums of agreement or understanding that were uploaded with your APPR variance application but are not incorporated by reference 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 or variance and/or require corrective action.

Pursuant to section 30-3.16 of the Rules of the Board of Regents, please note that an LEA with an approved variance shall provide to the Department, upon its request, any documentation related to the implementation and efficacy of the approach proposed in the variance, including but not limited to: reports on the correlation in assigned ratings for different measures of the LEA's evaluation system and differentiation among educators within each subcomponent and category of the evaluation system

Your variance is approved for the 2020-21 school year. Because you requested this variance to address issues related to COVID-19, the approval of this variance for any future school years (up to a three school year period) is contingent on the continuation of the current COVID-19 pandemic notwithstanding your request for this variance to apply in future school years. Upon expiration of state-imposed restrictions or emergency measures related to the pandemic, or abatement of the pandemic, it is expected that your variance will no longer be required. As such, SED may withdraw its approval of this variance for any subsequent school years or may require a separate application or other documentation for continuation of the variance in future school years. Upon expiration of the approved term of your variance, you must implement the terms of your current APPR plan as approved by the Commissioner.

Annual Professional Performance Review - Variance, Education Law §3012-d**Task 1. General Information - General Information**

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Annual Professional Performance Review Variance (Education Law 3012-d)

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

At its October 2019 meeting, the Board of Regents amended sections 30-3 of the Rules of the Board of Regents to allow LEAs to apply for a variance from Annual Professional Performance Review (APPR) plan requirements to permit them to develop and implement new and innovative approaches to evaluation that meet the specific needs of the LEA, upon a finding by the Commissioner that the new and innovative approach demonstrates how it will ensure differentiated results over time and how the results of the evaluation will be used to provide personalized professional learning opportunities to teachers and principals, while complying with the requirements of Education Law §3012-d.

In instances where a variance is approved, the term(s) described in the approved variance will replace the related sections of the LEA's currently approved APPR plan. However, please note that all other terms as are present in the LEA's currently approved plan will remain in effect and must be implemented without modification.

Once a variance is approved by the Department, it shall be considered part of the LEA's APPR plan during the approved term of the variance. **In any instance in which there is an approved variance and such variance contains information that conflicts with the information provided in the approved Education Law §3012-d APPR plan, the provisions of the approved variance will apply during the approved term of the variance.**

Variance Application Timeline

Variance applications must be approved by the Department by December 1 of a school year to be implemented in that school year.

Submission by November 1 is suggested to allow time for review, revision and approval in order to meet the approval deadline for implementation in the same school year.

Absent a finding by the Commissioner of extraordinary circumstances, a variance application approved after December 1 of a school year will not be implemented until the following school year.

For more information regarding the variance approval deadline, including a possible extension, please contact APPRVariance@nysed.gov.

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

- ☒ Assure that the contents of this form are in compliance with Education Law Section 3012-d.
- ☒ Assure that a detailed version of the LEA's variance is kept on file and that a copy of such variance will be provided to the Department upon request for review of compliance with Education Law Section 3012-d.
- ☒ Assure that this variance will be posted on the LEA's website, in addition to its current full APPR plan, 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 variance will be posted in its entirety on the NYSED website* following approval.

Teacher Variance**Please check the appropriate box below.**

- ☒ Assure that any task not included in the following variance request(s) for teachers will be carried out in the manner described in the currently approved APPR plan.

Principal Variance

Education Law §3012-d requires that the principal evaluation system be aligned to the requirements for teacher evaluation. Therefore, when completing a variance request for the evaluation of principals, the processes identified must be aligned to such requirements.

Please check the appropriate box below.

- ☒ Assure that any requested variance for principal evaluation is aligned to the requirements for teacher evaluation provided in Education Law Section 3012-d and that any task not included in the following variance request(s) for principals will be carried out in the manner described in the currently approved APPR plan.

Annual Professional Performance Review - Variance, Education Law §3012-d**Task 2. TEACHERS: Required Student Performance - Variance Request**

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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.

Education Law §3012-d requires that each teacher have a Student Learning Objective (SLO) consistent with a goal-setting process based on appropriate growth targets. The process must include, at a minimum, the following elements:

A description of the measure(s) of student growth to be used (e.g., the SLO goal setting process; SLO components),

Applicable evidence of student learning (e.g., how growth will be measured through various forms of assessment, evaluation of student performance),

A method for converting student results to a score on a scale from 0-20,

A scale for conversion of the score of 0 to 20 to a HEDI rating.

This requirement

currently approved APPR plan will apply.

must be met through

Variance Request

LEAs may use this variance application to develop an SLO process for a teacher or group of teachers that differs from the process described in the Commissioner's regulations.

Any teachers not covered by this variance request

Please make the appropriate selection below.

- ☐ A variance is not requested for the required student performance subcomponent for teachers.
- ☒ The details of the variance request for the required student performance subcomponent for teachers is described in the subsequent section.

Annual Professional Performance Review - Variance, Education Law §3012-d**Task 2. TEACHERS: Required Student Performance - Applicability**

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Applicable Teachers

Please indicate all teachers to whom this required student performance variance request applies.

Core Teachers

Use the table below to list the core teachers this required student performance variance request is applicable to (teachers of other courses should be listed in the subsequent section).

	All Core Teachers	Common Branch	ELA	Math	Science	Social Studies
Courses	<input checked="" type="checkbox"/> All core teachers (K-3; 4-8 ELA, math, science, social studies; high school ELA and Regents courses) [if this option is selected, please do not make selections in subsequent columns]					

Other Teachers
☒ Teachers of other courses included in this required student performance variance request are listed in the table below.

Fill in the following for all other teachers in additional grades/subjects that are included in this required student performance variance request:

Column 1: lowest grade that corresponds to the course

Column 2: highest grade that corresponds to the course

Column 3: subject of the course

Follow the examples below to list other courses.

	(1) lowest grade	(2) highest grade	(3) subject
All Other Courses	K	12	All courses not named above
K-3 Art	K	3	Art
Grades 9-12 English Electives	9	12	English Electives

Click "Add Row" to add additional courses. Only list additional courses if they are included in this required student performance variance request.

Grade From	Grade To	Subject
K	12	All courses not named above

Applicable Areas

A variance may be requested for the following areas of the required student performance subcomponent:

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Task 2. TEACHERS: Required Student Performance - Applicability

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- A description of the measure(s) of student growth to be used (e.g., the SLO goal setting process; SLO components)
- Applicable evidence of student learning (e.g., how growth will be measured through various forms of assessment, evaluation of student performance)
- A method for converting student results to a score on a scale from 0-20*
- A scale for conversion of the score of 0 to 20 to a HEDI rating*

Please indicate the area(s) of the required student performance subcomponent for which a variance is being requested.

- ☒ Measures of student growth
- ☒ Evidence of student learning
- ☒ Conversion to a 20-point score*
- ☒ HEDI ranges*

**Only select "Conversion to a 20-point score" or "HEDI ranges"*

Highly Effective			Effective			Developing		Ineffective												
								1	1	1										
								2	1	0	9	8	7	6	5	4	3	2	1	0
20	19	18	17	16	15	14	13	5	4	4	3	3	2	2	2	1	1			
97-	93-	90-	85-	80-	75-			5	9	4	9	4	9	5	1	7	3	9	5	0
100%	96%	92%	89%	84%	79%	67-74%	60-66%	-	-	-	-	-	-	-	-	-	-	-	-	-
								5	5	4	4	3	3	2	2	2	1	1	8	4
								9	4	8	3	8	3	8	4	0	6	2	%	%
								%	%	%	%	%	%	%	%	%	%	%	%	%

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Task 2. TEACHERS: Required Student Performance - Measures of Student Growth

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Measures of Student Growth

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Describe the measure(s) that will be used to evaluate teachers for the required student performance subcomponent (e.g., the SLO goal setting process; SLO components).

The Hawthorne Cedar Knolls UFSD will evaluate their teachers on the student performance subcomponent through our specifically designed rubric. The measure will be teacher specific.

**2020-2021 Teacher In-Put Model
Annual Professional Performance Review (APPR)**

Requirements	Decisions Made
Description of the areas of teacher practice that will be evaluated	Focus will be on elements in Domain 1, 2 and 4 of the Art and Science of Teaching Framework (Marzano). The elements or instructional categories that happen in the classroom, methods for tracking student progress and measuring success and promoting a positive school environment
Description of how the selected areas of teacher practice promote student growth	<u>Please see below</u>
Description of the evidence of student growth and teacher practice that will be collected	<p>Based on identified elements on the rubric (iObservation) the evidence that will be gathered may include but is not limited to:</p> <ul style="list-style-type: none"> • The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment • The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal • The teacher engages students in activities that require recording and representing knowledge, emphasizing creation of a variety of types of models that organize and summarize important content • The teacher identifies the needs of special education students by providing accommodations and modifications • Individual Education Plan – teacher tracks growth and progress on goals • The teacher interacts with other teachers in a positive manner to promote and support student learning • The teacher interacts with students and parents in a positive manner to foster learning and to promote positive home/school relationships • The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors • The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability • The teacher is aware of the district's and school's rules and procedures and adheres to them <p>Additional Evidence: Lesson Plans, Scales/Rubrics, IEP Progress Reports and Administrative Walk-Throughs</p>
Description of the how the district will use the evidence to differentiate effectiveness resulting in a score from 0-20 and ratings of Highly Effective, Effective, Developing or Ineffective	<p>Evidence on each of the five identified observable elements will be given a rating based on the rubric scale of 1.0-4.0 and added together for a possible total of 20.</p> <p>H – 17-20 total points E - 13-16 D - 10-12 I – 0-9</p> <p>*In the event that a teacher earns a score of 1 on all rated components of the rubric across all observations, a score of 0 will be assigned</p>

During the pandemic period, the Hawthorne Cedar Knolls UFSD is using in-person and remote learning during the 2020-2021 school year, based on

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parent/ guardian choice. Focusing on research informed best practices and individualized instruction is essential to assuring student growth can take place across a variety of models. Our work during these unprecedented times is to engage students and families in creating a learning community that focuses on classroom instruction and a positive school culture. Models for instruction are fluid and likely to change over the coming months and years. Evidence will be collected on specific elements from Domain 1 (Classroom Strategies and Behaviors), 2 (Planning and Preparing) and 4 (Collegiality and Professionalism) of the Multi-dimensional Rubric and will also focus on our Instructional Program and School Culture. The elements focus on creating a personalized and motivating learning environment for students, with a focus on expectations for inclusion of best practices, maximizing instructional time, promoting the use of the most effective and appropriate technologies and developing assessment and accountability systems for student learning during these continuously changing times.

Domain 1 - Classroom Strategies and Behaviors, 2 - Planning and Preparing and 4 – Collegiality and Professionalism: A teacher promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Culture Collegiality and Professionalism <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i>	Acknowledges the need for communication and collaboration Receptive to basic information about various collaborative teaching, learning and work- related concepts or practices to several individuals Creates a learning environment that relies on teacher-controlled classroom activities, rote learning, student compliance and learning opportunities that are disconnected from students' experiences, needs or cultures	Considers proposals and opportunities for collaborative structures and projects Engages in practices that support collaboration such as collaborative planning, co-facilitation or integrated curriculum design Creates a learning environment in which students are passive recipients in learning opportunities that are only peripherally connected to their experiences or cultures	Participates in various teaming opportunities, common planning and inquiry time, and visitations within the organization to increase learning and improve practice Develops a culture of collaboration, trust, learning, and high expectations by encouraging staff to work together on key projects (e.g., induction processes, program design, integrated curriculum, or other individual or organizational projects) Creates a personalized and motivating learning environment for students in which they are involved in meaningful and relevant learning opportunities that they recognize as connected to their experiences, needs and cultures	Promotes and engages in collaborative activities such as building initiative and teams, peer coaching, mentoring, collegial inquiry, etc. as an embedded part of practice Promotes and supports a culture of collaboration, trust, learning, and engaging in opportunities for cross role groups to design and implement innovative approaches to improving learning, work and practice Collaborates with stakeholders (e.g., administrators, students, staff, parents) in developing and sustaining a learning environment that actively involves students in meaningful, relevant learning that is clearly connected to their experiences, culture and futures, and require them to construct meaning of concepts or processes in deductive or inductive ways

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Instructional Program – Classroom Strategies and Behaviors <i>(design and delivery of high quality curriculum that</i>	Promotes and exposes a curricular program that provides students with limited, surface or cursory exposure to a topic, concept	Establishes a curricular program focused primarily on recall, comprehension and factual knowledge acquisition that enables	Creates a comprehensive, rigorous, and coherent curricular program that addresses all levels of thinking, enables students to	Designs learning goals that engage students in a learner-centered curricular program that integrates basic and higher levels of thinking

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<p><i>produces clear evidence of learning)</i></p>	<p>or skill set and establishes or defines meaning for students, focusing on the recall of isolated concepts, skills and/or facts Formally assess students on learning goal with minimal or no feedback</p>	<p>students to develop a basic understanding of a topic and/or process and includes few, if any, opportunities for them to construct meaning Formally assess students on the learning goal and provides feedback</p>	<p>develop knowledge and skills related to a concept, problem, or issue, and supports their construction of meaning during the most important lessons and tasks Formally assess students on the learning goals and provides feedback to students on a rubric/ scale connected to the learning goals The teacher often incorporates the use of technology into his or her lesson regardless of in-person or remote learning The teacher describes methods for tracking student progress and measuring success in person but it does not incorporate into remote learning</p>	<p>throughout and provides opportunities for students to emulate professionals and construct meaning as they engage in a thorough exploration of a concept, problem, issue, or question Tracks student progress on one or more learning goals using a formative approach to assessment, provides students with recognition of their current status and their knowledge gain relative to the learning goal and engages students in activities that require recording and representing knowledge, emphasizing creation of a variety of types of models that organize and summarize the important content The teacher's use of technology helps support instruction and student learning in person and remotely. The teacher identifies the use of available technological resources that can enhance his or her students' understanding of content in a lesson or unit.</p>
	<p>The teacher rarely incorporates the use of technology into his or her in-person lesson</p>	<p>The teacher occasionally incorporates the use of technology into his or her in-person lesson</p>		<p>The teacher cannot describe methods for tracking student progress and measuring success in person and remote learning</p> <p>The teacher describes methods for tracking student progress and measuring success in person and during remote learning</p>
	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Planning and Preparing Lessons – Adheres to district criteria, clearly defines goals, plans and incorporates methods for tracking student progress</p>	<p>The teacher does not follow the district's requirement for lesson plans and does not have a clear learning goal The teacher's lesson plans are not complete</p>	<p>The teacher follows the district's requirement for lesson plans but does not clearly identified a learning goal The teacher's lesson plans</p>	<p>The teacher follows the district's requirement for lesson plans and has a learning goal and identifies them in the plan The teacher's lesson plans</p>	<p>The teacher plans for clear goals and identifies them in the plan. He or she clearly identifies the Unit-Title, incorporates a standards based Learning</p>

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and measuring success	<p>The teacher rarely incorporates the use of technology into his or her in-person lesson</p> <p>The teacher cannot describe methods for tracking student progress and measuring success in person and remote learning</p>	<p>are not well organized</p> <p>The teacher occasionally incorporates the use of technology into his or her in-person lesson</p> <p>The teacher can vaguely describes methods for tracking student progress and measuring success in person and remote learning</p>	<p>are organized and follow units of study</p> <p>The teacher often incorporates the use of technology into his or her lesson regardless of in-person or remote learning</p> <p>The teacher describes methods for tracking student progress and measuring success in person but it does not incorporate into remote learning</p>	<p>goal that is linked to the NYS Next Generation Standards: [Math], [ELA], [S.S.], [Science] [Literacy in Social Studies, Science, and Technical Subjects]</p> <p>The teacher uses effective scaffolding of information within lessons by preparing and planning the organization of content in such a way that each new piece of information builds on the previous piece</p> <p>The teacher's use of technology helps support instruction and student learning in person and remotely. The teacher identifies the use of available technological resources that can enhance his or her students' understanding of content in a lesson or unit.</p> <p>The teacher describes methods for tracking student progress and measuring success in person and during remote learning</p>
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	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Planning, Preparing and Assessing - Needs of Special Education Students	<p>Individual Educational Plans for special education students include accommodations and modifications</p> <p>Individual Educational Plans for special education students include accommodations and modifications but are not appropriately implemented or assessed</p> <p>Student progress is not tracked or assessed appropriately for special education students according to their IEP</p>	<p>Individual Educational Plans for special education students include accommodations and modifications that are implemented for individual special education students according to the Individualized Education Program (IEP)</p> <p>Teacher reviews Individual Educational Plans for special education students and incorporates accommodations and modifications that must be made for individual special education students</p>	<p>Individual Educational Plans for special education students are reviewed, identified and implemented the accommodations and modifications that must be made for individual special education students according to the Individualized Education Program (IEP)</p> <p>Teacher incorporates accommodations and modifications that must be made for individual special education students according to their IEP</p> <p>Tracks student progress on</p>	<p>Individual Educational Plans for special education students are reviewed, accommodations and modifications that must be provided for individual special education students according to the Individualized Education Program (IEP) for a unit of study in connection to the lesson's learning goal and rubric/scale.</p> <p>Teacher incorporates, assesses and can describe the specific accommodations and modifications that must be</p>

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		according to their IEP Tracks student progress on individual goals for individual special education students according to their IEP	individual goals and effectiveness of accommodations and modification for individual special education students according to their IEP	made for individual special education students according to their IEP for a unit of instruction in connection to the lesson's learning goal and rubric/scale. Tracks student progress on individual goals for individual special education students according to their IEP in connection to the unit of instruction in connection to the lesson's learning goal and rubric/scale.
	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Promoting District and School Development	The teacher is unaware of the districts and school's rules and procedures.	The teacher is aware of the districts and school's rules and procedures and struggles to adhere to them. The teacher does not follow all policies, regulations and procedures or maintain accurate records or fulfill responsibilities in a timely manner including meeting deadlines.	The teacher is aware of the district's and school's rules and procedures and adheres to them most of the time. The teacher follows policies, regulations and procedures as well as maintains accurate records and fulfills responsibilities in a timely manner and meets deadlines most of the time.	The teacher is aware of the district's and school's rules and procedures and adheres to them. The teacher follows policies, regulations and procedures as well as maintains accurate records and fulfills responsibilities in a timely manner and meets deadlines.

Measures Assurance

Please check the box below.

- ☒ Assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.

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Evidence of Student Learning

Please identify any evidence of student learning to be used. A description of how growth will be measured through various forms of assessment should be included in the last section of this variance request.

Type(s) of Evidence
☒ Other (add details below)
Other Evidence

Identify evidence of student growth used that is not a State, locally-developed, or third party assessment.

District Designed Rubric: Focus will be on elements in Domain 1, 2 and 4 of the Art and Science of Teaching Framework (Marzano). The elements or instructional categories that happen in the classroom, methods for tracking student progress and measuring success and promoting a positive school environment Based on identified elements on the rubric the evidence that will be gathered may include but is not limited to: • The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment • The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal • The teacher engages students in activities that require recording and representing knowledge, emphasizing creation of a variety of types of models that organize and summarize important content • The teacher identifies the needs of special education students by providing accommodations and modifications • Individual Education Plan - teacher tracks growth and progress on goals • The teacher interacts with other teachers in a positive manner to promote and support student learning • The teacher interacts with students and parents in a positive manner to foster learning and to promote positive home/school relationships • The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors • The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability • The teacher is aware of the district's and school's rules and procedures and adheres to them

Additional Evidence: Lesson Plans, Scales/Rubrics, IEP Progress Reports and Administrative Walk-Throughs During these unprecedented times, the Hawthorne Cedar Knolls UFSD is committed to maintaining a rigorous evaluation process that focuses on best practices for instruction and overall school culture. We have target the following areas in these areas: Domain 1 (Classroom Strategies and Behaviors) • The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment • The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal • The teacher engages students in activities that require recording and representing knowledge emphasizing creation of a variety of types of models that organize and summarize the important content • Teacher incorporates and assesses and can describe the specific accommodations and modifications that must be made for individual special education students according to their IEP for a unit of instruction in connection to the lesson's learning goal and rubric/scale • Tracks student progress on individual goals for individual special education students according to their IEP in connection to the unit of instruction in connection to the lesson's learning goal and rubric/scale Domain 2 (Planning and Preparing) • Unit Title • Standards Based Learning Goal: By the end of the week, you should be able to... • Links to the NYS Next Generation Standards: [Math], [ELA], [S.S.], [Science] [Literacy in Social Studies, Science, and Technical Subjects] • Directions: This is the Google Document for this week's lessons, answer or complete all highlighted parts of each lesson • By the end of the lesson, you should aim to know: • Materials: • Do Now: (10 minutes) • Lesson: This is where you will outline your explicit instruction, teaching techniques, group work, and learning experiences. (minutes) • What will the students need to do in order to be able to develop the skills that enable them to do the activity? (minutes) • Activity: Choose the Level that is challenging for you and answer the questions in complete sentences (minutes) • In order to complete the activity, you'll need to know: Level 1: Should be a concrete task that students are capable of completing independently, Level 2: Should be a task that accesses more than recall (Students should be doing things like identifying key elements and describing their importance), Level 3: Should be a task that exhibits the higher order comprehension skills. Level 3 students should be analyzing and creating • Use of Available Technology • Individual Educational Plans for special education students are reviewed and identify accommodations and modifications that must be provided for individual special education students according to the Individualized Education Program (IEP) for a unit of study in connection to the lesson's learning goal and rubric/scale. Domain 4 (Collegiality and Professionalism) • The teacher interacts with other teachers in a positive manner to promote and support student learning • The teacher interacts with students and parents in a positive manner to foster learning and to promote positive home/school relationships • The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors • The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability • The teacher is aware of the district's and school's rules and procedures and adheres to them

Annual Professional Performance Review - Variance, Education Law §3012-d**Task 2. TEACHERS: Required Student Performance - Conversion**

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Conversion to a 20-point Score

In the table below, please complete the values used to convert student results to a score from 0-20 for a teacher. Be sure to include each point from 0 to 20.

If your process does not lend itself to a conversion table, please use the text box below to describe how a 0-20 score is derived for a teacher.

	Low Value	High Value
0	(No Response)	(No Response)
1	(No Response)	(No Response)
2	(No Response)	(No Response)
3	(No Response)	(No Response)
4	(No Response)	(No Response)
5	(No Response)	(No Response)
6	(No Response)	(No Response)
7	(No Response)	(No Response)
8	(No Response)	(No Response)
9	(No Response)	(No Response)
10	(No Response)	(No Response)
11	(No Response)	(No Response)
12	(No Response)	(No Response)
13	(No Response)	(No Response)
14	(No Response)	(No Response)
15	(No Response)	(No Response)
16	(No Response)	(No Response)
17	(No Response)	(No Response)
18	(No Response)	(No Response)
19	(No Response)	(No Response)
20	(No Response)	(No Response)

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In the text box below, describe how a 0-20 score is derived for a teacher.**This text box is not required if the conversion chart above is complete.**

The Hawthorne Cedar Knolls UFSD will be collected evidence on specific elements from Domain 1 (Classroom Strategies and Behaviors), 2 (Planning and Preparing) and 4 (Collegiality and Professionalism) of the multi-dimensional rubric that will focus on our instructional program and school culture. The elements focus on creating a personalized and motivating learning environment for students, with a focus on expectations for inclusion of best practices, maximizing instructional time, promoting the use of the technology and developing measures of student growth and/or student learning (scales/rubrics) and an accountability systems for student learning during these continuously changing times. The five elements are:

- Domain 1: Classroom Strategies and Behaviors - **Instructional Program** (*design and delivery of high quality curriculum that produces clear evidence of learning*)
- Domain 2: Planning and Preparing - **Planning and Preparing Lessons** – *Adheres to district criteria, clearly defines goals, plans and incorporates methods for tracking student progress and measuring success*
- Domain 2: Planning and Preparing - **Planning, Preparing and Assessing - Needs of Special Education Students**
- Domain 4: Collegiality and Professionalism - **Culture** (*attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders*)
- Domain 4: Collegiality and Professionalism - **Promoting District and School Development**

Evidence on each of the five identified observable elements will be given a rating based on the rubric scale of 1.0-4.0 and added together for a possible total of 20 points

H - 17-20

E -13-16

D -10-12

I -0-9

****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***

Annual Professional Performance Review - Variance, Education Law §3012-dTask 2. TEACHERS: Required Student Performance - HEDI Ranges

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HEDI Ranges

In the table below, please indicate the locally-determined scoring ranges for each of the rating categories.

	Low Value	High Value
Highly Effective	17	20
Effective	13	16
Developing	10	12
Ineffective	0	9

Annual Professional Performance Review - Variance, Education Law §3012-d**Task 2. TEACHERS: Required Student Performance - Variance Details, Weighting & Assurances**

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Variance Details*Please read the questions below and answer each prompt in a concise manner.***Rationale****Please provide a rationale for this variance request.****> Your rationale should include information regarding the specific, identified needs and/or challenges of the LEA, and how such needs and/or challenges inform development of the required student performance variance request.**

The Hawthorne Cedar KnollsUFSDis a 'Special Act' school district that serves students with disabilities. During the pandemic period, focusing on research informed bestpracticesin leading individualized instruction is essential to assuring student growth can take place in the variety of models. Engaging students and families and creating a learning community that focuses on their classroom instructional program and a positive school culture is the real work during these unprecedented time.

The Hawthorne Cedar KnollsUFSDis made up of both residential and day students. Our students are referred and placed at Hawthorne Cedar KnollsUFSDbecause they have not been successful at home, in the community or in traditional and alternative school settings. Our residential students are placed by the Department of Social Services (DSS) or the Office of Mental Health (OMH) and our day students by their local Committees on Special Education (CSE). All our students come to us for social-emotional, academic and behavioral interventions and supports.

The Hawthorne Cedar KnollsUFSDcontinues to focus on the health, safety and social emotional needs of our students during theCovid-19 pandemic. Additionally, we continue to assess its impact on our instructional program including teaching, learning and assessing our students. Some key areas that have been significantly impacted during the pandemic are:

- Teachers and staff impacted by the virus. Whether they have contracted the virus, were mandated to quarantine or had family members that became ill
- School closures and/or transitioning from in-person to remote learning during the first four months of the 2020-2021 school year has created a challenge for both teachers and students/ families
- Staffing and instructional program
- Administering assessments and getting reliable results is extremely difficult during this time, especially for students whose families have opted for a remote-virtual learning platform

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 2. TEACHERS: Required Student Performance - Variance Details, Weighting & Assurances

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Standards and Procedures

Please provide a description of the standards and procedures that will be used in lieu of those included in the LEA's most recently approved evaluation plan.

> This description should include a specific, detailed explanation of the new and innovative approach that the LEA is seeking to implement as part of its variance request.

> This description should include, but not be limited to, a description of the alternate measures of student growth and/or evidence of student learning that will be used to evaluate educators.

The Hawthorne Cedar Knolls UFSD will implement the following standards and procedures as alternative measures of student growth and evidence of student learning as a method used to evaluate educators. The Hawthorne Cedar Knolls UFSD will evaluate their teachers through their scores on a district designed rubric.

The Hawthorne Cedar Knolls UFSD will be collected evidence on specific elements from Domain 1 (Classroom Strategies and Behaviors), 2 (Planning and Preparing) and 4 (Collegiality and Professionalism) of the multi-dimensional rubric that will focus on our instructional program and school culture. The elements focus on creating a personalized and motivating learning environment for students, with a focus on expectations for inclusion of best practices, maximizing instructional time, promoting the use of the technology and developing measures of student growth and/or student learning (scales/rubrics) and an accountability systems for student learning during these continuously changing times. The five elements below will receive a score of 1-4 (In the event that a teacher earns a score of 1 on all rated components of the rubric across all observations, a score of 0 will be assigned):

1. Domain 1: Classroom Strategies and Behaviors - **Instructional Program** (*design and delivery of high quality curriculum that produces clear evidence of learning*)
2. Domain 2: Planning and Preparing - **Planning and Preparing Lessons** – *Adheres to district criteria, clearly defines goals, plans and incorporates methods for tracking student progress and measuring success*
3. Domain 2: Planning and Preparing - **Planning, Preparing and Assessing - Needs of Special Education Students**
4. Domain 4: Collegiality and Professionalism - **Culture** (*attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders*)
5. Domain 4: Collegiality and Professionalism - **Promoting District and School Development**

The Principal and/ or Assistant Principal will be responsible for reviewing evidence for elements on the rubric through the following procedures:

- Review of lesson plans and learning goals
- Review of scales/rubrics
- Conduct a minimum of four walk-throughs focused on evidence of five elements on designed rubric
- Hold a minimum of four meetings with educator to review evidence on designed on rubric

After each of the four meetings with the educator, the Principal and/or Assistant Principal will evaluate and input the evidence and an effectiveness/evaluation score (1-4) into the iObservation (Marzano) system for each of the five element on the rubric including student measurements of growth and/ or learning.

1. Ineffective
2. Developing
3. Effective
4. Highly Effective

Evidence on each of the five identified observable elements will be given a rating based on the rubric scale of 1.0-4.0 and added together for a possible total of 20.\

H – 17-20 total points

E - 13-16

D - 10-12

I – 0-9

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

Annual Professional Performance Review - Variance, Education Law §3012-d**Task 2. TEACHERS: Required Student Performance - Variance Details, Weighting & Assurances**

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Rigor

Please provide a description of how the LEA will ensure that evaluations are rigorous and enable strong and equitable inferences about the effectiveness of the LEA's educators.

> This description should include how rigor is achieved and maintained, including relevant processes and methodologies.

> This description may include, but is not limited to, how data will be used to draw inferences, including how the derived data informs decisions and guidance for the LEA's educators.

The Hawthorne Cedar Knolls UFSD will ensure that the evaluations are rigorous and enable strong and equitable inferences about the educators by reviewing lesson plans, learning goals, scales/rubrics and evidence of student measures of growth and/or student learning. Data will be collected during the school year through a review of lesson plans (learning goals) and scales/rubrics, walk-throughs, meetings and a review of evidence. The evidence will be entered into the iObservation (Marzano) system for all areas on the teacher rubric including tracking student progress. The data will then be used to guide each teacher and support students' measurement of growth and/or student learning and the educator's overall practice and outcomes throughout the school year.

Professional Learning

Please provide a description of how the LEA will use the information collected through the evaluation system, including the assigned effectiveness ratings, to provide personalized professional learning opportunities for educators.

> This description may include, but is not limited to, methodologies and procedures for:

- **collecting information about educator effectiveness to inform professional learning,**
- **specific details regarding both the type(s) and extent of professional learning opportunities anticipated,**
- **processes for delivery of personalized learning opportunities, and**
- **use of data to measure the efficacy of such professional learning.**

The Hawthorne Cedar Knolls UFSD will use evidence collected through the evaluation system, including effectiveness ratings, to provide personalized professional development for educators. The following methods will be used:

The Principal and/ or Assistant Principal will be responsible for reviewing evidence, assigning an effectiveness rating and providing feedback, recommendations, supports and professional development opportunities for educators following each of their four (minimum) coaching meetings.

The Hawthorne Cedar Knolls UFSD will provide a minimum of four professional learning opportunities to educators. Those professional learning opportunities will be provided through in-house workshops, regional BOCES, iObservation (Marzano) services and other providers. The Hawthorne Cedar Knolls UFSD will provide professional learning opportunities that are both school wide and educator specific (recommended) workshops/trainings.

The Principal and/ or Assistant Principal will be responsible for planning professional development opportunities for their educators as well as recommending and assigning individualized opportunities as needed, based on coaching meetings and effectiveness ratings of their educator.

The Hawthorne Cedar Knolls UFSD will use PD surveys to collect data to measure efficacy of professional development for educators.

Annual Professional Performance Review - Variance, Education Law §3012-d**Task 2. TEACHERS: Required Student Performance - Variance Details, Weighting & Assurances**

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Effectiveness of Implementation

Please provide a description of how the LEA will assess the effectiveness of the implementation of the variance.

> This description may include, but is not limited to, processes and procedures for:

- collection and analysis of both short- and long-term data,
- the standard(s) used to measure the effectiveness of implementation, and
- how results will be used to inform future implementation.

The Hawthorne Cedar Knolls UFSD will assess the effectiveness of the implementation of the variance by collecting short term and long term data. The short-term data will be reviewed after each of the four (minimum) meetings with the educators. This will include a review of the evidence, effectiveness rating and professional learning recommendations. The long term data will be reviewed at the end of each calendar year by the district administrative team. The review of long term data will analyze the teachers' effectiveness rating in correlation to the students' measurement of growth and/or student learning. The team will look at the effectiveness of the variance for both the school (group of educators) and individual educators.

The Hawthorne Cedar Knolls UFSD will evaluate the effectiveness of implementation based on an analysis of evidence collected and reviewed including the educators' ratings after each of the four (minimum) meetings, coaching feedback, professional learning opportunities, progression and overall effectiveness ratings of educators.

The Hawthorne Cedar Knolls UFSD will use the data collected to guide future implementation. The Hawthorne Cedar Knolls UFSD will schedule a yearly *Administrative Review and Feedback* meeting to review data, evaluate results and implement any supports, interventions and adjustments that are needed.

Use of the Optional Student Performance Subcomponent & Weighting

Please indicate if the Optional subcomponent will be used in the process included in this variance request by making the appropriate selection below.

- ☒ The optional subcomponent is not included in this variance; the required subcomponent will comprise 100% of the Student Performance category.

Required Student Performance Variance Assurances

Please check the box below as applicable to all teachers included in this required student performance variance request.

- ☒ Assure that each teacher covered by this variance request will have an SLO consistent with the process described in the LEA's approved APPR plan and/or this variance application and in compliance with Education Law Section 3012-d.

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 3. TEACHERS: Optional Student Performance - Variance Request

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Variance Request

LEAs may use this variance application to develop an optional second measure for a teacher or group of teachers that differs from the process described in the Commissioner's regulations.

Any teachers not covered by this variance request

Please make the appropriate selection below.

☒ A variance is not requested for the optional student performance subcomponent for teachers.

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 4. TEACHERS: Observations - Variance Request

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Variance Request

LEAs may use this variance application to evaluate teacher practice in a manner that differs from the process described in the Commissioner's regulations.

Any teachers not covered by this variance request

Please make the appropriate selection below.

☒ A variance is not requested for the teacher observation category.

Annual Professional Performance Review - Variance, Education Law §3012-d**Task 5. TEACHERS: Overall Scoring - Variance Request**

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Category and Overall Ratings

For guidance on APPR scoring, see NYSED APPR Guidance.

Education Law §3012-d requires that each teacher be given a final score for both the Student Performance and Teacher Observation categories, which will be converted to a final category rating based on the HEDI scale, and that these ratings be used to provide an Overall Rating using the prescribed scoring matrix.

These requirements must be met through either the LEA's current APPR plan or this variance. To the extent that the variance does not address a requirement, the currently approved APPR plan will apply.

Variance Request

LEAs may use this variance application to define the HEDI ranges for the Student Performance and/or Teacher Observation category that is different than those included in the Commissioner's regulations.

Any teachers not covered by this variance request

Please make the appropriate selection below.

☒ A variance is not requested for category ratings for teachers.

Annual Professional Performance Review - Variance, Education Law §3012-d**Task 6. TEACHERS: Additional Requirements - Variance Request**

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Additional Requirements for Teachers

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

Education Law §3012-d requires that a complete APPR plan must include a process for teacher improvement plans, appeals, and evaluator training as determined by the Commissioner. The following minimum requirements under Education Law §3012-d are applicable to teachers:

- A form for development of a Teacher Improvement Plan,
- A timely and expeditious process for resolving educator's appeals of APPR ratings,
- A process for training all evaluators of applicable educators.

These requirements must be met through either the LEA's current APPR plan or this variance. To the extent that the variance does not address a requirement, the currently approved APPR plan will apply.

Variance Request

LEAs may use this variance application to develop a process for Teacher Improvement Plans, appeals and/or training in a manner that differs from the process described in the Commissioner's regulations.

Any teachers not covered by this variance request

Choose the appropriate response below.

- ☒ A variance is not requested for teacher improvement plans, appeals, or training.
- ☐ The details of the variance request applicable to teacher improvement plans, appeals, and/or training is described in the subsequent section.

Annual Professional Performance Review - Variance, Education Law §3012-d**Task 7. PRINCIPALS: Required Student Performance - Variance Request**

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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.

Education Law §3012-d requires that the principal evaluation system be aligned to the requirements for teacher evaluations, including the required student performance subcomponent. Therefore, the required student performance subcomponent variance request for principals must be aligned to the teacher evaluation requirements.

This requirement

must be met through

currently approved APPR plan will apply.

Variance Request

LEAs may use this variance application to develop a process to demonstrate student growth based on principal practice for a principal or group of principals that differs from the process described in the Commissioner's regulations.

Any principals not covered by this variance request

Choose the appropriate response below.

- ☐ A variance is not requested for the required student performance subcomponent for principals.
- ☒ The details of the variance request for the required student performance subcomponent for principals is described in the subsequent section.

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 7. PRINCIPALS: Required Student Performance - Applicability

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Applicable Principals

Please indicate all principals to whom this required student performance variance request applies.

To add configurations for additional principals, click "Add Row".

Grade From	Grade To
K	8
4	12
9	12

Applicable Areas

A variance may be requested for the following areas of the required student performance subcomponent:

- A description of the measure(s) of student growth to be used (e.g., the SLO goal setting process; SLO components)
- Applicable evidence of student learning (e.g., how growth will be measured through various forms of assessment, evaluation of student performance)
- A method for converting student results to a score on a scale from 0-20*
- A scale for conversion of the score of 0 to 20 to a HEDI rating*

Please indicate the area(s) of the required student performance subcomponent for which a variance is being requested.

- ☒ Measures of student growth
- ☒ Evidence of student learning
- ☒ Conversion to a 20-point score*
- ☒ HEDI ranges*

*Only select 'Conversion to a 20-point score' or 'HEDI ranges' if your variance request involves different values than those included in the table below.

Highly Effective			Effective			Developing		Ineffective												
								1	1	1	9	8	7	6	5	4	3	2	1	0
								2	1	0										
20	19	18	17	16	15	14	13	5	4	4	3	3	2	2	2	1	1	9	5	0
97-	93-	90-	85-	80-	75-	67-74%	60-66%	5	9	4	9	4	9	5	1	7	3	-	-	-
100%	96%	92%	89%	84%	79%			-	-	-	-	-	-	-	-	-	-	1	-	-
								5	5	4	4	3	3	2	2	2	1	2	8	4
								9	4	8	3	8	3	8	4	0	6	%	%	%
								%	%	%	%	%	%	%	%	%	%	%	%	%

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 7. PRINCIPALS: Required Student Performance - Measures of Student Growth

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Measures of Student Growth

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 7. PRINCIPALS: Required Student Performance - Measures of Student Growth

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Describe the measure(s) that will be used to evaluate principals for the required student performance subcomponent (e.g., goal setting process; demonstration of student growth).

The Hawthorne Cedar Knolls UFSD will evaluate their principals on the student performance subcomponent through our specifically designed rubric. The measure will be principal specific.

2020-2021	Principal In-Put Model	Annual Professional Performance Review
(APPR)		
Requirements	Decisions Made	
Description of the areas of principal practice that will be evaluated	Focus will be on the ISSLLC standard 1 "Visionary Leadership" and standard 2 "School Culture and Instruction Program"	
Description of how the selected areas of principal practice promote student growth	<u>Please see below</u>	
Description of the evidence of student growth and principal practice that will be collected	Based on identified elements of the rubric, the evidence gathered may include but is not limited to: <ul style="list-style-type: none"> Evidence of the principal's leadership in the identified areas such as weekly reports, meeting notes, communications, professional development materials, observations/building, walk-throughs etc. 	
Description of the how the district will use the evidence to differentiate effectiveness resulting in a score from 0-20 and ratings of Highly Effective, Effective, Developing or Ineffective	Evidence on each of the five identified observable elements will be given a rating based on the rubric scale of 1-4 and added together for a possible total of 20. H – 17-20 total points E - 13-16 D - 10-12 I – 0-9 *In the event that a principal earns a score of 1 on all rated components of the rubric across all observations, a score of 0 will be assigned	

Domain 1 – Visionary Leadership: A school administrator is an educational leader who promotes the success of all students facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Dispositions: The administrator believes in, values, and is committed	<p>Acknowledges the need for communication and collaboration</p> <p>Does not communicate expectations and has not collaboratively worked with members of the school community to develop a plan</p> <p>Lacks professionalism, commitment and do the work required for high level of personal and organizational performance</p>	<p>Considers proposals for collaborative structures and projects</p> <p>Provides mixed messages related to school expectations and does not have a clear plan for improvement</p> <p>Professional, committed and hard working but does not actively reflect, examine and connect to high level of personal and organizational performance</p>	<p>Supports various teaching and learning models, provides training opportunities and encourages staff to work together</p> <p>Promotes high expectations for his or her school and works closely with all the members of the school community</p> <p>Committed to doing the work required for high level of personal and organizational performance but does not actively reflect to help guide decision making</p>	<p>The administrator believes in and conveys school values and is committed to the educability of all students regardless of the learning model (In-person or remote/ virtual)</p> <p>Develops a school vision of high standards of learning that focuses on continuous school improvement and the inclusion of all members of the school community</p> <p>A willingness to continuously examine one's own assumptions, beliefs, and practices while doing the work required for high level of personal and organizational performance</p>

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 7. PRINCIPALS: Required Student Performance - Measures of Student Growth

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Domain 2 – School Culture and Instructional Program: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i>	Acknowledges the need for communication and collaboration Provides selected individuals with basic information about various collaborative teaching, learning and work- related concepts or practices to several individuals Creates a learning environment that relies on teacher-controlled classroom activities, rote learning, student compliance and learning opportunities that are disconnected from students' experiences, needs or cultures	Considers proposals for collaborative structures and projects Encourages selected staff to expand their understanding of particular practices that support collaboration such as collaborative planning, co-facilitation or integrated curriculum design Creates a learning environment in which students are passive recipients in learning opportunities that are only peripherally connected to their experiences or cultures	Supports various teaming opportunities, common planning and inquiry time, and visitations within the organization to increase learning and improve practice Develops a culture of collaboration, trust, learning, and high expectations by encouraging staff to work together on key projects (e.g., induction processes, program design, integrated curriculum, or other individual or organizational projects) Creates a personalized and motivating learning environment for students in which they are involved in meaningful and relevant learning opportunities that they recognize as connected to their experiences, needs and cultures	Establishes different ways of accessing staff expertise and work by promoting activities such as lab sites, peer coaching, mentoring, collegial inquiry, etc. as an embedded part of practice Nurtures and sustains a culture of collaboration, trust, learning, and high expectations by providing structured opportunities for cross role groups to design and implement innovative approaches to improving learning, work and practice Engages stakeholders (e.g., students, staff, parents) in developing and sustaining a learning environment that actively involves students in meaningful, relevant learning that is clearly connected to their experiences, culture and futures, and require them to construct meaning of concepts or processes in deductive or inductive ways
	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Instructional Program <i>(design and delivery of high quality curriculum that produces clear evidence of learning)</i>	Promotes a curricular program that provides students with limited, surface or cursory exposure to a topic, concept or skill set and establishes or defines meaning for students, focusing on the recall of isolated concepts, skills and/or facts Maintains a hands off approach to instruction Initiates actions that interrupt instructional time and distract from learning (e.g., meetings, announcements, unplanned assemblies, phone calls to	Establishes a curricular program focused primarily on recall, comprehension and factual knowledge acquisition that enables students to develop a basic understanding of a topic and/or process and includes few, if any, opportunities for them to construct meaning Provides mixed messages related to expectations for instructional methodology and own understanding of "best practices" Allows actions that disrupt instructional time and distract from learning (e.g.	Creates a comprehensive, rigorous, and coherent curricular program that address all levels of thinking, enables students to develop knowledge and skills related to a concept, problem, or issue, and supports their construction of meaning during the most important lessons and tasks Supervises instruction and makes explicit the expectation that teachers remain current in research-based, best practices and incorporate them into their own work	Engages students and teachers in designing and revising a learner-centered curricular program that integrates basic and higher levels of thinking throughout and provides opportunities for students to emulate professionals and construct meaning as they engage in a thorough exploration of a concept, problem, issue, or question Supervises instruction on an ongoing basis, and engages in collegial opportunities for learning, action research and/or inquiry related to best

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 7. PRINCIPALS: Required Student Performance - Measures of Student Growth

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	teachers in classrooms, etc.)	meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)	Maximizes time spent on quality instruction by protecting it from interruptions and inefficient scheduling, minimizing disruption to instructional time	practices in teaching and learning Involves diverse stakeholders in uncovering issues that challenge time spent on quality instruction and in innovative approaches to dealing with them
	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</p> <p>Capacity Building (<i>developing potential and tapping existing internal expertise to promote learning and improve practice</i>)</p>	<p>Uses "accountability" to justify a system that links student achievement with accolades and blame</p> <p>Assumes titled leaders are able to handle administrative responsibilities and teachers to be able to instruct students</p> <p>Is unaware of effective and appropriate technologies available</p>	<p>Assessment and accountability systems, though in place, are misaligned so that it is difficult to see how data from one explicitly relates to the other</p> <p>Invests in activities that promote the development of a select group of leaders</p> <p>Provides the necessary hardware and software, and establishes the expectation that teachers will integrate technology into student learning experiences</p>	<p>Develops assessment and accountability systems to monitor student progress, uncover patterns and trends, and provide a way to contextualize current student strengths and needs inside a history that connects changes in teaching and learning to student achievement</p> <p>Develops the instructional and leadership capacity of staff</p> <p>Promotes the use of the most effective and appropriate technologies to support teaching and learning and ensures that necessary resources are available</p>	<p>Facilitates regular use of easily accessible assessment and accountability systems that enable students, teachers, and parents to monitor student progress, teacher learning, uncover patterns and trends, and provides a way to contextualize student achievement, both inside history and</p>

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Task 7. PRINCIPALS: Required Student Performance - Measures of Student Growth

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				<p>projected into the future.</p> <p>Develops and taps the instructional and leadership capacity of all stakeholders in the school organization to assume a variety of formal and informal leadership roles in the school</p> <p>Engages varied perspectives in determining how to best integrate the use of the most effective and appropriate technologies into teaching, learning and the daily workings of the school organization</p>
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Annual Professional Performance Review - Variance, Education Law §3012-dTask 7. PRINCIPALS: Required Student Performance - Measures of Student Growth

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

- | |
|--|
| <input checked="" type="checkbox"/> Assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course. |
|--|

Annual Professional Performance Review - Variance, Education Law §3012-d**Task 7. PRINCIPALS: Required Student Performance - Evidence of Student Learning**

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Evidence of Student Learning

Please identify any evidence of student learning to be used. A description of how growth will be measured through various forms of assessment should be included in the last section of this variance request.

Type(s) of Evidence☒ Other (add details below)**Other Evidence****Identify evidence of student growth used that is not a State, locally-developed, or third party assessment.**

District Designed Rubric: Focus will be on the ISSLLC standard 1 "Visionary Leadership" and standard 2 "School Culture and Instruction Program."
The elements or leadership categories that will happen in the building: Domain 1 - Visionary Leadership: A school administrator is an educational leader who promotes the success of all students facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. Domain 2 - School Culture and Instructional Program: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Annual Professional Performance Review - Variance, Education Law §3012-d**Task 7. PRINCIPALS: Required Student Performance - Conversion**

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Conversion to a 20-point Score

In the table below, please complete the values used to convert student results to a score from 0-20 for a principal. Be sure to include each point from 0 to 20.

If your process does not lend itself to a conversion table, please use the text box below to describe how a 0-20 score is derived for a principal.

	Low Value	High Value
0	(No Response)	(No Response)
1	(No Response)	(No Response)
2	(No Response)	(No Response)
3	(No Response)	(No Response)
4	(No Response)	(No Response)
5	(No Response)	(No Response)
6	(No Response)	(No Response)
7	(No Response)	(No Response)
8	(No Response)	(No Response)
9	(No Response)	(No Response)
10	(No Response)	(No Response)
11	(No Response)	(No Response)
12	(No Response)	(No Response)
13	(No Response)	(No Response)
14	(No Response)	(No Response)
15	(No Response)	(No Response)
16	(No Response)	(No Response)
17	(No Response)	(No Response)
18	(No Response)	(No Response)
19	(No Response)	(No Response)
20	(No Response)	(No Response)

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 7. PRINCIPALS: Required Student Performance - Conversion

Page Last Modified: 01/05/2021

In the text box below, describe how a 0-20 score is derived for a principal.**This text box is not required if the conversion chart above is complete.**

The Hawthorne Cedar Knolls UFSD will be collected evidence on specific elements from ISSLLC Standard 1 “Visionary Leadership” and Standard 2 “School Culture and Instruction Program” of the multi-dimensional rubric that will focus on our instructional program and school culture. The elements focus on creating a personalized and motivating teaching and learning environment for staff and students, with a focus on expectations for inclusion of best practices, maximizing instructional time, promoting the use of the technology and developing measures of student growth and/or student learning and an accountability systems for student learning during these continuously changing times. The five elements are:

- Standard 1: Visionary Leadership - **Dispositions: The administrator believes in, values, and is committed**
- Standard 2: School Culture and Instruction Program – **Culture:** *Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders*
- Standard 2: School Culture and Instruction Program - **Instructional Program:** *Design and delivery of high quality curriculum that produces clear evidence of learning*
- Standard 1 & 2: Visionary Leadership & School Culture and Instruction Program - **Capacity Building:** *Developing potential and tapping existing internal expertise to promote learning and improve practice*
- Standard 1 & 2: Visionary Leadership & School Culture and Instruction Program – **Sustainability:** *A focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvements as the legacy of the future*

Evidence on each of the five identified observable elements will be given a rating based on the rubric scale of 1.0-4.0 and added together for a possible total of 20 points

H - 17-20

E -13-16

D -10-12

I -0-9

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

Annual Professional Performance Review - Variance, Education Law §3012-dTask 7. PRINCIPALS: Required Student Performance - HEDI Ranges

Page Last Modified: 11/25/2020

HEDI Ranges

In the table below, please indicate the locally-determined scoring ranges for each of the rating categories.

	Low Value	High Value
Highly Effective	17	20
Effective	13	16
Developing	10	12
Ineffective	0	9

Annual Professional Performance Review - Variance, Education Law §3012-d**Task 7. PRINCIPALS: Required Student Performance - Variance Details, Weighting & Assurances**

Page Last Modified: 01/13/2021

Variance Details*Please read the questions below and answer each prompt in a concise manner.***Rationale****Please provide a rationale for this variance request.****> Your rationale should include information regarding the specific, identified needs and/or challenges of the LEA, and how such needs and/or challenges inform development of the required student performance variance request.**

The Hawthorne Cedar KnollsUFSDis a ‘Special Act’ school district that serves students with disabilities. During the pandemic period, focusing on research informed bestpracticesin leading individualized instruction is essential to assuring student growth can take place in the variety of models. Engaging students and families and creating a learning community that focuses on their classroom instructional program and a positive school culture is the real work during these unprecedented time.

The Hawthorne Cedar KnollsUFSDis made up of both residential and day students. Our students are referred and placed at Hawthorne Cedar KnollsUFSDbecause they have not been successful at home, in the community or in traditional and alternative school settings. Our residential students are placed by the Department of Social Services (DSS) or the Office of Mental Health (OMH) and our day students by their local Committees on Special Education (CSE). All our students come to us for social-emotional, academic and behavioral interventions and supports.

The Hawthorne Cedar KnollsUFSDcontinues to focus on the health, safety and social emotional needs of our students during theCovid-19 pandemic. Additionally, we continue to assess its impact on our instructional program including teaching, learning and assessing our students. Some key areas that have been significantly impacted during the pandemic are:

- ·Principals, teachers and staff impacted by the virus. Whether they have contracted the virus, were mandated to quarantine or had family members that became ill
- · School closures and/or transitioning from in-person to remote learning during the first four months of the 2020-2021 school year has created a challenge for both teachers and students/ families
- · Staffing and instructional program
- · Administering assessments and getting reliable results is extremely difficult during this time, especially for students whose families have opted for a remote-virtual learning platform

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 7. PRINCIPALS: Required Student Performance - Variance Details, Weighting & Assurances

Page Last Modified: 01/13/2021

Standards and Procedures

Please provide a description of the standards and procedures that will be used in lieu of those included in the LEA's most recently approved evaluation plan.

> This description should include a specific, detailed explanation of the new and innovative approach that the LEA is seeking to implement as part of its variance request.

> This description should include, but not be limited to, a description of the alternate measures of student growth and/or evidence of student learning that will be used to evaluate educators.

The Hawthorne Cedar Knolls UFSD will implement the following standards and procedures as alternative measures of student growth and evidence of student learning as a method used to evaluate principals. The Hawthorne Cedar Knolls UFSD will evaluate their principals through their scores on a district designed rubric.

The Hawthorne Cedar Knolls UFSD will be collected evidence on specific elements from ISSLLC Standard 1 "Visionary Leadership" and Standard 2 "School Culture and Instruction Program" of the multi-dimensional rubric that will focus on our instructional program and school culture. The elements focus on creating a personalized and motivating teaching and learning environment for staff and students, with a focus on expectations for inclusion of best practices, maximizing instructional time, promoting the use of the technology and developing measures of student growth and/or student learning and an accountability systems for student learning during these continuously changing times. The **five elements** are:

- Standard 1: Visionary Leadership - **Dispositions: The administrator believes in, values, and is committed**
- Standard 2: School Culture and Instruction Program – **Culture: Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders**
- Standard 2: School Culture and Instruction Program - **Instructional Program: Design and delivery of high quality curriculum that produces clear evidence of learning**
- Standard 1 & 2: Visionary Leadership & School Culture and Instruction Program - **Capacity Building: Developing potential and tapping existing internal expertise to promote learning and improve practice**
- Standard 1 & 2: Visionary Leadership & School Culture and Instruction Program – **Sustainability: A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future**

The Superintendent or his/her designee will be responsible for reviewing evidence for elements on the rubric. Based on identified elements of the rubric, the evidence gathered may include but is not limited to: Evidence of the principal's leadership in the identified areas such as:

- Weekly reports
- Meeting notes
- Communications
- Professional Development (PD) materials
- Observations/building, walk-throughs etc. Conduct a minimum of four walk-throughs focused on evidence of five elements on designed rubric
- Hold a minimum of four meetings (2 first/ 2 second half of year) with educator to review evidence on designed on rubric

After each of the four meetings with the Principal the Superintendent or his/her designee will collect and evaluate evidence and assign an effectiveness/evaluation score (1-4) for each of the five element on the rubric including student measurements of growth and/or learning.

1. Ineffective
2. Developing
3. Effective
4. Highly Effective

Evidence on each of the five identified observable elements will be given a rating based on the rubric scale of 1.0-4.0 and added together for a possible total of 20 points

H - 17-20

E -13-16

D -10-12

I -0-9

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

Annual Professional Performance Review - Variance, Education Law §3012-d**Task 7. PRINCIPALS: Required Student Performance - Variance Details, Weighting & Assurances**

Page Last Modified: 01/13/2021

Rigor

Please provide a description of how the LEA will ensure that evaluations are rigorous and enable strong and equitable inferences about the effectiveness of the LEA's educators.

> This description should include how rigor is achieved and maintained, including relevant processes and methodologies.

> This description may include, but is not limited to, how data will be used to draw inferences, including how the derived data informs decisions and guidance for the LEA's educators.

The Hawthorne Cedar Knolls UFSD will ensure that the evaluations are rigorous and enable strong and equitable inferences about each Principal's performance by reviewing *weekly reports submitted to Superintendent or his/her designee, evaluations and feedback for educators, Professional Development (PD), Professional Learning materials/recommendations, PBIS program, School Culture Committee notes and recommendations, Principal Direct Meeting Agendas, Building walk-throughs and evidence of student learning*. Data will be collected during the school year. A review of the data will be used to guide each Principal throughout the school year and support best practice for students' measurement of growth and/or student learning through their support of their educator's overall practice and outcomes throughout the school year.

Professional Learning

Please provide a description of how the LEA will use the information collected through the evaluation system, including the assigned effectiveness ratings, to provide personalized professional learning opportunities for educators.

> This description may include, but is not limited to, methodologies and procedures for:

- **collecting information about educator effectiveness to inform professional learning,**
- **specific details regarding both the type(s) and extent of professional learning opportunities anticipated,**
- **processes for delivery of personalized learning opportunities, and**
- **use of data to measure the efficacy of such professional learning.**

The Hawthorne Cedar Knolls UFSD will use evidence collected through the evaluation system, including effectiveness ratings, to provide personalized professional development for Principals. The following methods will be used:

All Principals will have a mid-year and end of the year review meeting with the Superintendent or his/her designee. During the review meetings the Principal will provide evidence of their teachers' effectiveness, interventions and supports, professional learning opportunities and measurement of student growth. Subsequently, the Principal will be provided an effectiveness rating with feedback, recommendations, supports and professional development opportunities.

The Hawthorne Cedar Knolls UFSD will provide a minimum of four professional learning opportunities to Principals. Those professional learning opportunities will be provided through in-house workshops, regional BOCES, iObservation (Marzano) services and other providers. The Hawthorne Cedar Knolls UFSD will provide professional learning opportunities that are both district wide and Principal specific (recommended) workshops/trainings.

The Superintendent or his/her designee will be responsible for planning/providing professional development opportunities for their Principals as well as additional individualized recommendations based on their effectiveness rating.

The Hawthorne Cedar Knolls UFSD will use PD surveys to collect data to measure efficacy of professional development for Principals.

Annual Professional Performance Review - Variance, Education Law §3012-d**Task 7. PRINCIPALS: Required Student Performance - Variance Details, Weighting & Assurances**

Page Last Modified: 01/13/2021

Effectiveness of Implementation

Please provide a description of how the LEA will assess the effectiveness of the implementation of the variance.

> This description may include, but is not limited to, processes and procedures for:

- collection and analysis of both short- and long-term data,
- the standard(s) used to measure the effectiveness of implementation, and
- how results will be used to inform future implementation.

The Hawthorne Cedar Knolls UFSD will assess the effectiveness of the implementation of the variance by collecting short term and long term data. The short-term data will be reviewed at mid-year and end of the year meetings with the Principals. This will include a review of their evidence and professional learning opportunities in correlation with their teachers' effectiveness on measurement of student growth and/or student learning, lesson plan design, instructional practices and overall influence on school culture and community. The long term data of Principals' effectiveness, ratings and impact on their teachers' students' performance and/or learning will be reviewed at the end of each calendar year to determine the effectiveness of the variance.

The Hawthorne Cedar Knolls UFSD will evaluate the effectiveness of implementation based on an analysts of evidence collected and reviewed after each of the two (minimum) meetings, coaching feedback, professional learning opportunities and overall effectiveness ratings of the Principal.

The Hawthorne Cedar Knolls UFSD will use the data collected to guide future implementation. The Hawthorne Cedar Knolls UFSD Superintendent or his/her designee will review data, evaluate results and implement any supports, interventions and adjustments that are needed.

Use of the Optional Student Performance Subcomponent & Weighting

Please indicate if the Optional subcomponent will be used in the process included in this variance request by making the appropriate selection below.

- ☒ The optional subcomponent is not included in this variance; the required subcomponent will comprise 100% of the Student Performance category.

Required Student Performance Variance Assurances

Please check the box below as applicable to all principals included in this required student performance variance request.

- ☒ Assure that scores and ratings for the required student performance subcomponent will be calculated consistent with the process described in the LEA's approved APPR plan and/or this variance application and in compliance with Education Law Section 3012-d.

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 8. PRINCIPALS: Optional Student Performance - Variance Request

Page Last Modified: 12/18/2020

Variance Request

LEAs may use this variance application to develop an optional second measure for a principal or group of principals that differs from the process described in the Commissioner's regulations.

Any principals not covered by this variance request

Please make the appropriate selection below.

☒ A variance is not requested for the optional student performance subcomponent for principals.

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 9. PRINCIPALS: School Visits - Variance Request

Page Last Modified: 11/25/2020

Variance Request

LEAs may use this variance application to evaluate principal practice in a manner that differs from the process described in the Commissioner's regulations.

Any principals not covered by this variance request

Please make the appropriate selection below.

☒ A variance is not requested for the principal school visit category.

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 10. PRINCIPALS: Overall Scoring - Variance Request

Page Last Modified: 12/18/2020

Variance Request

LEAs may use this variance application to define the HEDI ranges for the Student Performance and/or Principal School Visit category that is different than those included in the Commissioner's regulations.

Any principals not covered by this variance request

Please make the appropriate selection below.

☒ A variance is not requested for category ratings for principals.

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 11. PRINCIPALS: Additional Requirements - Variance Request

Page Last Modified: 11/25/2020

Variance Request

LEAs may use this variance application to develop a process for Principal Improvement Plans, appeals and/or training in a manner that differs from the process described in the Commissioner's regulations.

Any principals not covered by this variance request

Choose the appropriate response below.

- ☒ A variance is not requested for principal improvement plans, appeals, or training.
- ☐ The details of the variance request applicable to principal improvement plans, appeals, and/or training is described in the subsequent section.

Annual Professional Performance Review - Variance, Education Law §3012-d**Task 12. Joint Certification of APPR Variance - Applicability and Certification**

Page Last Modified: 01/25/2021

Applicability of Variance**Need for Variance****Please make the appropriate selection below.**

- ☒ The submission of this variance application is prompted by the impact of COVID-19 on the LEA.

Instructional Model

- ☐ The processes identified in this variance application need only apply if an in-person instructional model is implemented.
- ☐ The processes identified in this variance application need only apply if a remote instructional model is implemented.
- ☐ The processes identified in this variance application need only apply if a hybrid instructional model is implemented.
- ☒ The processes identified in this variance application apply regardless of the instructional model implemented.

Variance Duration

An Annual Professional Performance Review Variance under Education Law §3012-d may be approved for up to THREE (3) years.

Please indicate below the school years to which this variance application will apply.

One, two, or three consecutive academic years may be selected.

- ☒ 2020-21
- ☒ 2021-22
- ☒ 2022-23

Upload APPR Variance 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 Variance using the "Variance Certification Form" found in the 'Documents' menu on the left side of the page.

APPR.PDF

APPR cert.PDF

APPR VARIANCE CERTIFICATION FORM: Please download, check the assurances, sign, and upload this form to complete the submission of your LEA's Annual Professional Performance Review (APPR) Variance, Education Law §3012-d application.

Assurances: Please check the boxes below

- ☒ Assure that all information provided in this variance application is true and accurate as of the date that the variance application is submitted.
- ☒ Assure that once this application is approved by the Department, it shall be considered part of the LEA's approved APPR plan during the effective term of the variance.
- ☒ Assure that, upon a revocation or non-renewal of a variance application at the end of its effective term, the district shall implement its approved evaluation plan in its entirety and without modification, consistent with all requirements of Subpart 30-3.3 of the Rules of the Board of Regents, and absent any terms of the variance.
- ☒ Assure that, where applicable, collective negotiations have been completed on all provisions of this variance application that are subject to collective bargaining.

Signatures, dates

Superintendent Signature:

Date:

R. Worden 1/14/2021

Superintendent Name (print):

Raymond R. Worden

Teachers Union President Signature:

Date:

Roseanna Cutietta 1/14/21

Teachers Union President Name (print):

Roseanna Cutietta

Administrative Union President Signature:

Date:

Robert A. Worden 1/14/21

Administrative Union President Name (print):

Robert A. Worden

Board of Education President Signature:

Date:

Daniel LePell 1/20/21

Board of Education President Name (print):

Daniel LePell



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

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November 30, 2016

Revised

Mark K. Silverstein, Superintendent
Hawthorne-Cedar Knolls Union Free School District
226 Linda Avenue
Hawthorne, NY 10532

Dear Superintendent Silverstein:

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

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

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

Thank you again for your hard work.

Sincerely,

MaryEllen Elia
Commissioner

Attachment

c: Harold Coles

NOTE:

Pursuant to sections 30-2.14 and 30-3.17 of the Rules of the Board of Regents, during the 2015-16 through 2018-19 school years, your district/BOCES must calculate transition scores and ratings for teachers and principals that exclude the results of grades 3-8 ELA and math State assessments and any State-provided growth scores. For the 2016-17 through 2018-19 school years, your district/BOCES must establish alternate SLOs for affected teachers and principals who, as a result of the above exclusions, have no remaining measures in the Student Performance Category.

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

Annual Professional Performance Review - Education Law §3012-d

Task 1. School District Information - Tasks 1.1, 1.2

Page Last Modified: 11/09/2016

Task 1) Disclaimers

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

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

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

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

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

1.1) Assurances**Please check all of the boxes below**

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

1.2) Submission Status

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

First-time submission under Education Law §3012-d

Annual Professional Performance Review - Education Law §3012-d

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

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Task 2) Original Required Student Performance Subcomponent

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

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

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

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

2.1) Assurances

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

Please check the boxes below.

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

2.2) Grades 4-8 ELA and Math: Assessments (Original)**STATE-PROVIDED MEASURES OF STUDENT GROWTH**

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

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

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

	Grade 4 ELA	Grade 4 Math
State Assessment	Grade 4 ELA	Grade 4 Math

Annual Professional Performance Review - Education Law §3012-d

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

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	Grade 5 ELA	Grade 5 Math
State Assessment	Grade 5 ELA	Grade 5 Math

	Grade 6 ELA	Grade 6 Math
State Assessment	Grade 6 ELA	Grade 6 Math

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

	Grade 8 ELA	Grade 8 Math
State or Regents Assessment(s)	Grade 8 ELA	Grade 8 Math

Annual Professional Performance Review - Education Law §3012-d

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

Page Last Modified: 11/09/2016

2.3) Grade 3 ELA and Math: Assessments (Original)**STUDENT LEARNING OBJECTIVES: Courses Ending with State Assessments or Regents Exams**For guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

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

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

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

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

	Grade 3 ELA	Grade 3 Math
State Assessment	Grade 3 ELA	Grade 3 Math

2.4) Grades 4 and 8 Science: Assessments (Original)**STUDENT LEARNING OBJECTIVES: Courses Ending with State Assessments or Regents Exams**For guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

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

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

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

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

	Grade 4 Science	Grade 8 Science
State or Regents Assessment(s)	Grade 4 Science	Grade 8 Science

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

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

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

STUDENT LEARNING OBJECTIVES: Courses Ending with State Assessments or Regents ExamsFor guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

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

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

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

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

	Global 2	US History
Regents Assessment	Global 2	US History

	Living Environment	Earth Science	Chemistry	Physics
Regents Assessment	Living Environment	Earth Science	Chemistry	Not applicable

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

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

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

STUDENT LEARNING OBJECTIVES: High School English Language ArtsFor guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

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

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

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

For grade levels where the Regents exam is not used:

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

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

	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
9 ELA	District- or BOCES-wide results	<input checked="" type="checkbox"/> Living Environment		
10 ELA	District- or BOCES-wide results	<input checked="" type="checkbox"/> Living Environment		
11 ELA	Teacher-specific results	<input checked="" type="checkbox"/> Common Core English		
12 ELA	District- or BOCES-wide results	<input checked="" type="checkbox"/> Living Environment		

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

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2.7) Grades K-2 ELA and Math: Measures and Assessments (Original)**STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams**For guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

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

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

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

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

	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
K ELA	District- or BOCES-wide results	<input checked="" type="checkbox"/> Living Environment		<input checked="" type="checkbox"/> STAR Reading
K Math	District- or BOCES-wide results	<input checked="" type="checkbox"/> Living Environment		<input checked="" type="checkbox"/> STAR Math
1 ELA	District- or BOCES-wide results	<input checked="" type="checkbox"/> Living Environment		<input checked="" type="checkbox"/> STAR Reading
1 Math	District- or BOCES-wide results	<input checked="" type="checkbox"/> Living Environment		<input checked="" type="checkbox"/> STAR Math
2 ELA	District- or BOCES-wide results	<input checked="" type="checkbox"/> Living Environment		<input checked="" type="checkbox"/> STAR Reading
2 Math	District- or BOCES-wide results	<input checked="" type="checkbox"/> Living Environment		<input checked="" type="checkbox"/> STAR Math

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

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2.8) Grades 6-7 Science and Grades 6-8 Social Studies: Measures and Assessments (Original)**STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams**For guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

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

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

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

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

	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
6 Science	District- or BOCES-wide results	<input checked="" type="checkbox"/> Living Environment		
7 Science	District- or BOCES-wide results	<input checked="" type="checkbox"/> Living Environment		
6 Social Studies	District- or BOCES-wide results	<input checked="" type="checkbox"/> Living Environment		
7 Social Studies	District- or BOCES-wide results	<input checked="" type="checkbox"/> Living Environment		
8 Social Studies	District- or BOCES-wide results	<input checked="" type="checkbox"/> Living Environment		

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

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

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents ExamsFor guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

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

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

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

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

1.

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	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
Global 1	District- or BOCES-wide results	<input checked="" type="checkbox"/> Living Environment		

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

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2.10) All Other Courses (Original)**STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams**For guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

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

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

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

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

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

Follow the examples below to list other courses.

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

To add additional courses, click "Add Row".

Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-developed Course-Specific Assessment(s)	Third Party Assessment(s)
K	12	All courses not named above	School- or program-wide group, team, or linked results			<input checked="" type="checkbox"/> STAR Math <input checked="" type="checkbox"/> STAR Reading

2.11) HEDI Scoring Bands

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

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

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

For more information on teachers with more than one growth measure, please see NYSED APPR Guidance and NYSED SLO

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

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

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

2.13) Assurances

For guidance on SLOs and the development of back-up SLOs, please see NYSED APPR Guidance and SLO Guidance:

<https://www.engageny.org/resource/appr-3012-d>.**Please check the boxes below.**

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

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

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

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

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

Annual Professional Performance Review - Education Law §3012-d**Task 2. Transition Student Performance - Required (Teachers) - Task 2 Alternate SLOs**

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Task 2) Required Student Performance Subcomponent (Transition Period, 2016-17 through 2018-19)*The measures indicated in this section only apply during the 2016-17 through 2018-19 school years.*

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

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

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

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

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

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

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

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

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

Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)	Applicable Course(s)
District- or BOCES-wide results	<input checked="" type="checkbox"/> Living Environment			<input checked="" type="checkbox"/> 3 ELA <input checked="" type="checkbox"/> 3 Math <input checked="" type="checkbox"/> 4 ELA <input checked="" type="checkbox"/> 4 Math <input checked="" type="checkbox"/> 5 ELA <input checked="" type="checkbox"/> 5 Math <input checked="" type="checkbox"/> 6 ELA <input checked="" type="checkbox"/> 6 Math <input checked="" type="checkbox"/> 7 ELA <input checked="" type="checkbox"/> 7 Math <input checked="" type="checkbox"/> 8 ELA <input checked="" type="checkbox"/> 8 Math

2.11) HEDI Scoring Bands

Highly Effective	Effective	Developing	Ineffective
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Task 2. Transition Student Performance - Required (Teachers) - Task 2 Alternate SLOs

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

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

For more information on teachers with more than one growth measure, please see NYSED APPR Guidance and NYSED SLO

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

If educators have more than one alternate SLO, the measures will each earn a score from 0-20 points which districts/BOCES must weight proportionately based on the number of students in each SLO.

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

Page Last Modified: 11/09/2016**Task 3) Optional Student Performance Subcomponent**

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

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

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

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

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

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

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

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

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Task 4. Teacher Observation Category - Tasks 4.1-4.6

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For guidance on the Teacher Observation category, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.**4.1) Teacher Practice Rubric**

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

Rubric Name	If more than one rubric is utilized, please indicate the group(s) of teachers each rubric applies to.
Marzano's Causal Teacher Evaluation Model	(No Response)

4.2) Assurances

Please check all of the boxes below.

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

4.3) Process for Weighting Rubric Domains/SubcomponentsFor guidance on the Teacher Observation category, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.

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

All observable components will be weighted equally and averaged.

4.4) Calculating Observation Ratings**Assurances**

Please check the boxes below.

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

Please also check the boxes below.

- ☒ Assure that if the district is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, the second observation(s) shall be conducted by one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the observation(s) required to be performed by the principal/supervisor or other trained administrator. See Section 30-3.4(d)(2)(i)(b)(1) of the Rules of the Board of Regents.
- ☒ Assure that if the district/BOCES 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 district's/BOCES' approved §3012-d APPR plan, the provisions of the approved waiver will apply. See Section 30-3.4(d)(2)(i)(b)(2) of the Rules of the Board of Regents.

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Task 4. Teacher Observation Category - Tasks 4.1-4.6

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

HEDI Ranges

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

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.75	4.00

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.74

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

4.5) Teacher Observation Subcomponent Weighting**Required Subcomponents:**

- Observations by Principal(s) or Other Trained Administrators: At least 80% of the Teacher Observation category score
- Observations by Impartial Independent Trained Evaluator(s)*: At least 10%, but no more than 20%, of the Teacher Observation category score

Optional Subcomponent:

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

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

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

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

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Task 4. Teacher Observation Category - Tasks 4.1-4.6

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

4.6) Assurances

Please check all of the boxes below.

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

4.7) Number and Method of Observations

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

Tenured Teachers

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

Probationary Teachers

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

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

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

5.1) Scoring Ranges

Student Performance

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

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

Teacher Observation

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

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

5.2) Scoring Matrix for the Overall Rating

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

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

5.3) Assurances

Please check all of the boxes below.

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

Annual Professional Performance Review - Education Law §3012-d

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

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

6.1) Assurances: Teacher Improvement Plans**Please check all of the boxes below.**

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

6.2) Attachment: Teacher Improvement Plan Forms

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

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

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

Teacher Improvement Plan.docx

6.3) Assurance: Appeals**Please check the box below.**

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

6.4) Appeals

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

- (1) the substance of the annual professional performance review; which shall include the following:
 - (i) in the instance of a teacher rated Ineffective on the Student Performance category, but rated Highly Effective on the Observation category based on an anomaly, as determined locally;
- (2) the school district's/BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law§3012-d; and
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's/BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law§3012-d.

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

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

Appeals Procedure:**Appeals Procedure:**

1. A teacher who receives an ineffective Overall APPR rating, or a teacher who receives a developing Overall APPR rating that is comprised of a highly effective rating in the Teacher Observation Category and an ineffective rating in the Student Performance Category, based upon an anomaly, as determined locally, shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Central Office administrative designee of the Superintendent of Schools, who shall be trained in accordance with the requirements of statute and regulations and also possesses either an SDA or SDL Certification.
2. The appeal must be brought in writing specifying the area(s) of concern, but limited to those matters that may be appealed pursuant to Education Law § 3012-d. Further, a teacher who is placed on a Teacher Improvement Plan ("TIP") shall have a corresponding right to appeal concerns regarding the TIP in accordance with the requirements set forth pursuant to Education Law § 3012-d.
3. An appeal of an Overall APPR rating or a TIP must be commenced within fourteen school days of the presentation of the document to the teacher or else the right to appeal shall be deemed waived. If the teacher is appealing the implementation of the TIP they shall have fourteen days from the implementation issue being appealed to request an appeal in writing.
4. The Evaluator shall respond to the appeal with a written answer granting the appeal and directing further administrative action or deny the appeal. Such decision shall be made within 14 school days of the receipt of the appeal. In the event that the teacher is unsatisfied with the results of the appeal, a further appeal may be taken to the Superintendent of Schools within 14 school days of receipt of the Evaluator's decision upon the appeal.
5. The Superintendent shall make his or her decision in writing regarding the further appeal within 14 school days of receipt of that appeal. The decision of the Superintendent shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law.

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

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6.5) Assurance: Evaluators**Please check the box below.**

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

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

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

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

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

All evaluators including, lead evaluators, evaluators and independent observers will receive training pursuant to Education Law § 3012-d and Section 30-3.10 of the Rules of the Board of Regents. Peer observers are not being used in this APPR plan.

Lead evaluators will be certified by the Board of Education after having received training to meet the criteria required for Lead Evaluators pursuant to Section 30-3.10 of the Rules of the Board of Regents.

A minimum of six (6) hours of training will be received in the nine required elements pursuant to Section 30-3.10 of the Rules of the Board of Regents prior to an administrator being certified by the Board of Education as a lead evaluator or evaluator. Lead evaluators and evaluators will be recertified periodically by the Board of Education on a periodic, as-needed basis, after receipt of training necessary for such recertification.

Independent evaluators shall minimally receive training on the following elements:

- the New York State Teaching Standards and their related elements and performance indicators
- evidence-based observation techniques that are grounded in research; and
- application and use of the State-approved teacher rubrics selected by the district for use in evaluations, including training on the effective application of such rubrics to observe a teacher's practice

A minimum of three (3) hours of training will be received prior to an independent evaluator being certified. Independent evaluators will be certified by the Superintendent upon completion of the above-stated training, and re-certified by the Superintendent on a periodic, as-needed basis.

The District will ensure that all evaluators maintain inter-rater reliability via annual calibration sessions across evaluators and periodic comparisons of a lead evaluator's assessment with those conducted by other evaluators.

6.7) Assurances: Teacher Evaluation

Annual Professional Performance Review - Education Law §3012-d

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

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Please check all of the boxes below.

- ☒ Assure that the district/BOCES shall compute and provide to the teacher their score and rating for the Student Performance category, if available, and for the Teacher Observation category for the teacher's Annual Professional Performance Review, in writing, no later than the last school day of the school year for which the teacher is being measured, but in no case later than September 1 of the school year next following the school year for which the teacher's performance is being measured.
- ☒ Assure that the evaluation system will be used as a significant factor for employment decisions.
- ☒ Assure that teachers will receive timely and constructive feedback as part of the evaluation process.
- ☒ Assure that the following prohibited elements listed in Education Law §3012-d(6) are not being used as part of any teacher's evaluation: evidence of student development and performance derived from lesson plans, other artifacts of teacher practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of teacher effectiveness; any district or regionally-developed assessment that has not been approved by the Department; and any growth or achievement target that does not meet the minimum standards as set forth in regulations of the Commissioner. 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, during the 2015-16 through 2018-19 school years, the district/BOCES shall compute and provide teachers whose Student Performance Category measures are based, in whole or in part, on the grades 3-8 ELA/math State assessments and/or State-provided growth scores with their APPR transition scores and ratings as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the teacher's performance is being measured.
- ☒ Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall provide such teachers with their original composite rating by September 1 of the school year next following the school year for which the teacher's performance is being measured, or as soon as practicable thereafter.

6.8) Assurances: Assessments**Please check all of the boxes below.**

- ☒ Assure that, where applicable, if students in Common Core courses are taking both the 2005 Learning Standards and Common Core versions of the Regents Assessment, then the district/BOCES will use the higher of the two scores to determine whether a student has met his/her growth target.
- ☒ Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.
- ☒ Assure that individuals with vested interest in the outcome of their assessments are not involved, to the extent practicable, in the administration and scoring of those assessments.
- ☒ Assure that, where applicable, if your district/BOCES has indicated that more than one version of a Regents assessment for a content area will be used as the underlying evidence for an SLO, that the district/BOCES will only administer both assessments within the timeframes prescribed by the Commissioner. Where only one version of a Regents assessment for a content area is administered in a particular school year, assure that only that assessment will be used as the underlying evidence for an SLO.

6.9) Assurances: Data**Please check all of the boxes below.**

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

Annual Professional Performance Review - Education Law §3012-d**Task 7. Original Student Performance - Required (Principals) - Original Task 7.1 (State-Provided Growth Measures)**

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Task 7) Original Required Student Performance Subcomponent

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

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

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

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

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

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

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

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

For each grade configuration indicate the following:

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

Follow the examples below.

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

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

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

Grade From	Grade To	State or Regents Assessment(s)
K	8	<input checked="" type="checkbox"/> Grade 4 ELA <input checked="" type="checkbox"/> Grade 5 ELA <input checked="" type="checkbox"/> Grade 6 ELA <input checked="" type="checkbox"/> Grade 7 ELA <input checked="" type="checkbox"/> Grade 8 ELA <input checked="" type="checkbox"/> Grade 4 Math <input checked="" type="checkbox"/> Grade 5 Math <input checked="" type="checkbox"/> Grade 6 Math <input checked="" type="checkbox"/> Grade 7 Math <input checked="" type="checkbox"/> Grade 8 Math
3	11	<input checked="" type="checkbox"/> Grade 4 ELA <input checked="" type="checkbox"/> Grade 5 ELA <input checked="" type="checkbox"/> Grade 6 ELA <input checked="" type="checkbox"/> Grade 7 ELA <input checked="" type="checkbox"/> Grade 8 ELA <input checked="" type="checkbox"/> Grade 4 Math <input checked="" type="checkbox"/> Grade 5 Math <input checked="" type="checkbox"/> Grade 6 Math <input checked="" type="checkbox"/> Grade 7 Math <input checked="" type="checkbox"/> Grade 8 Math
6	12	<input checked="" type="checkbox"/> Grade 6 ELA <input checked="" type="checkbox"/> Grade 7 ELA <input checked="" type="checkbox"/> Grade 8 ELA <input checked="" type="checkbox"/> Grade 6 Math <input checked="" type="checkbox"/> Grade 7 Math <input checked="" type="checkbox"/> Grade 8 Math <input checked="" type="checkbox"/> All applicable Regents assessments which are used to generate the principal's State-provided growth score

7.1) Assurances

Please check the boxes below.

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

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

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7.3) HEDI Scoring Bands

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

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

For more information on principals with more than one growth measure, please see NYSED APPR Guidance and SLO

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

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

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

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

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

7.6) Student Performance Subcomponent Weighting

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

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

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

Annual Professional Performance Review - Education Law §3012-d**Task 7. Transition Student Performance - Required (Principals) - Task 7 Alternate SLOs**

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Task 7) Required Student Performance Subcomponent (Transition Period, 2016-17 through 2018-19)*The measures indicated in this section only apply during the 2016-17 through 2018-19 school years.*

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

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

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

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

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

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

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

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

For each grade configuration indicate the following:

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

Follow the examples below.

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

Using the table below, please select the assessment(s) that will be used for the alternate SLOs during the 2016-17 through 2018-19 school years for each grade configuration listed. In all other school years, the SLO will be based on the largest grades/courses in the principal's school building, using State or Regents assessments as the underlying evidence for such SLOs where they exist.

Annual Professional Performance Review - Education Law §3012-d

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

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Grade From	Grade To	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
K	8	District- or BOCES-wide results	<input checked="" type="checkbox"/> Living Environment		
3	11	District- or BOCES-wide results	<input checked="" type="checkbox"/> Living Environment		
6	12	District- or BOCES-wide results	<input checked="" type="checkbox"/> Living Environment		

7.3) HEDI Scoring Bands

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

7.4) Principals with More than One Growth Measure (Transition)

For more information on principals with more than one growth measure, please see NYSED APPR Guidance and SLO

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

If educators have more than one alternate SLO, the measures will each earn a score from 0-20 points which districts/BOCES must weight proportionately based on the number of students in each SLO.

Annual Professional Performance Review - Education Law §3012-d

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

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Task 8) Optional Student Performance Subcomponent

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

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

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

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

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

8.1) Use of the Optional Subcomponent for Student Performance Measures

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

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

Annual Professional Performance Review - Education Law §3012-d

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

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For guidance on the Principal School Visit category, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.**9.1) Principal Practice Rubric**

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

Rubric Name	If more than one rubric is utilized, please indicate the group(s) of principals each rubric applies to.
Marzano School Leader Evaluation Model (2013)	(No Response)

9.2) Assurances

Please check all of the boxes below.

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

9.3) Process for Weighting Rubric Domains/SubcomponentsFor guidance on the Principal School Visit category, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.

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

All observable components will be weighted equally and averaged. .

9.4) Calculating School Visit Ratings**Assurances**

Please check the boxes below.

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

Please also check the boxes below.

- ☒ Assure that if the district is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, the second school visit(s) shall be conducted by one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the school visit(s) required to be performed by the Superintendent/supervisor or his/her designee. See Section 30-3.5(d)(1)(ii)(a) of the Rules of the Board of Regents.
- ☒ Assure that if the district/BOCES 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 district's/BOCES' approved §3012-d APPR plan, the provisions of the approved waiver will apply. See Section 30-3.5(d)(1)(ii)(b) of the Rules of the Board of Regents.

Annual Professional Performance Review - Education Law §3012-d

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

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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	1.49 to 1.74

HEDI Ranges

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

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.75	4.00

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.74

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

9.5) Principal School Visit Subcomponent Weighting**Required Subcomponents:**

- School Visits by Supervisor(s) or other Trained Administrator(s): At least 80% of the Principal School Visit category score
- School Visits by Impartial Independent Trained Evaluator(s)*: At least 10%, but no more than 20%, of the Principal School Visit category score

Optional Subcomponent:

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

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

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

Annual Professional Performance Review - Education Law §3012-d

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

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

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

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

9.7) Number of School Visits

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

Tenured Principals

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

Probationary Principals

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

Annual Professional Performance Review - Education Law §3012-d

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

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For guidance on APPR scoring, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.**10.1) Scoring Ranges****Student Performance Category**

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

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

Principal School Visit Category

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

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

10.2) Scoring Matrix for the Overall Rating

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

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

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

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

Annual Professional Performance Review - Education Law §3012-d

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

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

11.1) Assurances: Improvement Plans**Please check all of the boxes below.**

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

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

Principal Improvement Plan form.docx

11.3) Assurance: Appeals**Please check the box below.**

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

11.4) Appeals

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

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

Annual Professional Performance Review - Education Law §3012-d

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

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

Appeals Procedure:

A. A principal who receives an Ineffective Overall APPR rating, or a principal who receives a Developing Overall APPR rating that is comprised of a highly effective rating in the School Visit Category and an ineffective rating in the Student Performance Category, based upon an anomaly, as determined locally, on their APPR shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Superintendent of Schools.

B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed pursuant to Education Law § 3012-d and Section 30-3.12 of the Rules of the Board of Regents. Further, a principal who is placed on a Professional Improvement Plan ("PIP") shall have a corresponding right to appeal concerns regarding the PIP pursuant to Education Law § 3012-d and Section 30-3.12 of the Rules of the Board of Regents.

C. An appeal of any evaluation resulting in any Ineffective or Developing rating or appeal of a PIP must be commenced within fourteen school days of the presentation of this request in writing to the Superintendent or else the right to appeal shall be deemed waived. If the principal is appealing the implementation of the PIP, the appeal must be brought in writing within fourteen school days of the implementation issue being appealed.

D. The Superintendent shall respond to the appeal with a written answer granting the appeal and directing further administrative action or denying the appeal. Such decision shall be made within 14 school days of the receipt of the appeal.

E. In the event that the administrator is unsatisfied with the result of the appeal, a further appeal may be taken to the Superintendent of Schools and the Appeals Committee within 14 school days of receipt of the Superintendent's decision upon the appeal.

The appeal to the Superintendent shall involve convening an Appeals Committee to review the appeal that shall be composed of the following membership:

- The Hawthorne Cedar Knolls Union Free School District Administrative Association President or Designee
- (2) Tenured Administrators selected by the HCKUFSD Administrative Association President or Designee
- Administrator or outside consultant selected by the Superintendent of Schools
- Upon the selection of committee members, those who have not previously been trained in the appeals process by the District shall be provided with such training.
- The Appeals Committee shall conduct its proceedings confidentially reviewing the appeal and provide a written recommendation to the Superintendent of Schools within fifteen (15) school days of receipt of the appeal.
- The recommendation of the Appeals Committee shall not be revealed to any party other than the Superintendent of Schools, who following review of said recommendation shall issue his or her decision with fifteen (15) school days of receipt of the Appeals Committee's recommendation. The decision of the Superintendent shall be final and binding upon all parties in all regards and shall not be subject to review in arbitration, before any administrative agency or in any court of law.

11.5) Assurance: Evaluators

Please check the box below.

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

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

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

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

Annual Professional Performance Review - Education Law §3012-d

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

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

All evaluators including, lead evaluators, evaluators and independent observers will receive training pursuant to Education Law § 3012-d and Section 30-3.10 of the Rules of the Board of Regents. Peer observers are not being used in this APPR plan.

Lead evaluators will be certified by the Board of Education after having received training to meet the criteria required for Lead Evaluators pursuant to Section 30-3.10 of the Rules of the Board of Regents.

A minimum of six (6) hours of training will be received in the nine required elements pursuant to Section 30-3.10 of the Rules of the Board of Regents prior to an administrator being certified by the Board of Education as a lead evaluator or evaluator. Lead evaluators and evaluators will be re-certified periodically by the Board of Education on a periodic, as-needed basis, after receipt of training necessary for such recertification.

Independent evaluators shall minimally receive training on the following elements:

- the New York State Teaching Standards and their related elements and performance indicators
- evidence-based observation techniques that are grounded in research; and
- application and use of the State-approved teacher rubrics selected by the district for use in evaluations, including training on the effective application of such rubrics to observe a teacher's practice. A minimum of three (3) hours of training will be received prior to an independent evaluator being certified. Independent evaluators will be certified by the Superintendent upon completion of the above-stated training, and re-certified by the Superintendent on a periodic, as-needed basis.

The District will ensure that all evaluators maintain inter-rater reliability via annual calibration sessions across evaluators and periodic comparisons of a lead evaluator's assessment with those conducted by other evaluators.

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

- ☒ Assure that the district/BOCES shall compute and provide to the principal their score and rating for the Student Performance category, if available, and for the Principal School Visit category for the principal's Annual Professional Performance Review, in writing, no later than the last school day of the school year for which the principal is being measured, but in no case later than September 1 of the school year next following the school year for which the principal's performance is being measured.
- ☒ Assure that the evaluation system will be used as a significant factor for employment decisions.
- ☒ Assure that principals will receive timely and constructive feedback as part of the evaluation process.
- ☒ Assure that the following prohibited elements listed in Education Law §3012-d(6) are not being used as part of any principal's evaluation: evidence of student development and performance derived from lesson plans, other artifacts of principal practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of principal effectiveness; any district or regionally-developed assessment that has not been approved by the department; and any growth or achievement target that does not meet the minimum standards as set forth in regulations of the Commissioner. 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, during the 2015-16 through 2018-19 school years, the district/BOCES shall compute and provide principals whose Student Performance Category measures are based, in whole or in part, on the grades 3-8 ELA/math State assessments and/or State-provided growth scores with their APPR transition scores and ratings as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the principal's performance is being measured.
- ☒ Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall provide such principals with their original composite rating by September 1 of the school year next following the school year for which the principal's performance is being measured, or as soon as practicable thereafter.

11.8) Assurances: Assessments

Annual Professional Performance Review - Education Law §3012-d

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

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Please check all of the boxes below.

- ☒ Assure that, where applicable, if students in Common Core courses are taking both the 2005 Learning Standards and Common Core versions of the Regents Assessment, then the district/BOCES will use the higher of the two scores to determine whether a student has met his/her growth target.
- ☒ Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.
- ☒ Assure that individuals with vested interest in the outcome of their assessments are not involved, to the extent practicable, in the administration and scoring of those assessments.
- ☒ Assure that, where applicable, if your district/BOCES has indicated that more than one version of a Regents assessment for a content area will be used as the underlying evidence for an SLO, that the district/BOCES will only administer both assessments within the timeframes prescribed by the Commissioner. Where only one version of a Regents assessment for a content area is administered in a particular school year, assure that only that assessment will be used as the underlying evidence for an SLO.

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

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

Annual Professional Performance Review - Education Law §3012-dTask 12. Joint Certification of APPR Plan - Upload Certification Form

Page Last Modified: 11/30/2016

Task 12) Upload APPR District 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 this form: APPR District Certification Form.

appr.PDF

APPR 2016 signoff (1).pdf

APPR 2016 signoff (1).pdf

HAWTHORNE CEDAR KNOLLS UNION FREE SCHOOL DISTRICT #3

TEACHER IMPROVEMENT PLAN FORM

Staff Member _____ Evaluator Name and Title _____

Building _____ Assignment _____ Date _____

Association Representative (if applicable) _____

Areas in Need of Improvement

Activities to Support Improvement

Timeline for Achieving Improvement

Manner in Which Improvement Will be Assessed

Signature of Staff Member _____ Date _____

Signature of Association Representative _____ Date _____
(If invited)

Signature of Evaluator _____ Date _____

HAWTHORNE CEDAR KNOLLS UNION FREE SCHOOL DISTRICT #3

PRINCIPAL IMPROVEMENT PLAN FORM

Staff Member_____ Evaluator Name_____

Building_____ Assignment_____ Date_____

Association Representative (if applicable)_____

Specific Areas for Improvement: (specific behaviorally written goals for principal to accomplish during period of the plan)

TARGET Goals:

1. Student performance
2. Supervision of Staff
3. Fiscal Management
4. Community Relations

Expected Outcomes of the PIP: (Identify specific recommendations for what the principal is expected to do to improve in the identified areas. Delineate specific realistic achievable activities for the principal.)

Responsibilities : (Identify steps to be taken by Superintendent and the principal throughout the plan. Examples: supervisory conferences, school visits by the Superintendent, written reports and/or evaluations, etc.)

Resources/Activities : (Identify and list specific resources available to assist the principal to improve performance in Goals. Examples: colleagues, courses, workshops , peer visits, materials, etc., use of Marzano Rubric to monitor progress, online Marzano videos,)

PRINCIPAL IMPROVEMENT PLAN FORM - PAGE 2

Evidence of Achievement : (Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the principal is successful, partially successful or unsuccessful in efforts to improve performance.)

Timeline for Achieving Improvement: (Provide a specific timeline for implementation of the various components of the PIP and for final completion. Include potential dates and timeframes for written documentation and meetings/school visits/workshops, etc.)

Signature of Staff Member_____ Date_____

Signature of Association Representative_____ Date_____
(If applicable)

Signature of Evaluator_____ Date_____

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

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

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

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

The district/BOCES and its collective bargaining agent(s), where applicable, also certify that during the 2015-16 through 2018-19 school years, transition scores and ratings will be calculated for teachers and principals that exclude the results of grades 3-8 English Language Arts (ELA) and Math State assessments and any State-provided growth scores; that the district/BOCES will continue to provide teachers and principals with original APPR scores and ratings calculated based on the measures in their approved APPR plan without any modifications, substitutions, or replacements pursuant to §30-3.17 of the Rules of the Board of Regents during the transition period; and that original APPR scores and ratings will be provided for advisory purposes only, and will have no impact on employment decisions, including tenure determinations, or teacher and principal improvement plans.

The 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), as added by Chapter 56 of the Laws of 2015.

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

- Assure that, during the 2015-16 through 2018-19 school years, the overall transition rating will be used as a significant factor in employment decisions, including tenure determinations and teacher and principal improvement plans;
- Assure that, during the 2015-16 through 2018-19 school years, the district or BOCES will continue to provide teachers and principals with original APPR scores and ratings calculated based on the measures described in this APPR plan without any modifications, substitutions, or replacements pursuant to §30-3.17 of the Rules of the Board of Regents;
- Assure that, during the 2015-16 through 2018-19 school years, original APPR scores and ratings will not be used as the basis for employment decisions and will only be used for advisory purposes;
- Assure that beginning in the 2019-2020 school year, the original overall APPR score pursuant to the district or BOCES approved APPR plan shall be used as the basis for employment decisions, including tenure determinations and teacher and principal improvement plans;
- Assure that, during the 2015-16 through 2018-19 school years, the district or BOCES, shall provide teachers and principals whose Student Performance Category measures are based, in whole or in part, on the grades 3-8 ELA/math State assessments and/or State-provided growth scores with their APPR transition scores and ratings calculated pursuant to §30-3.17 of the Rules of the Board of Regents as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the teacher's performance is being measured.
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall provide such teachers and principals with their original composite APPR rating by September 1 of the school year next following the school year for which the teacher's performance is being measured, or as soon as practicable thereafter.
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall continue to provide teachers and principals whose Student Performance Category measures are not based on the grades 3-8 ELA/math State assessments or State-provided growth scores with their score and rating on the Student Performance category, if

available, and for the Teacher Observation category or Principal School Visit Category of their annual professional performance reviews, in writing, no later than the last day of the school year for which the teacher or principal is being measured, but in no case later than September 1 of the school year next following the school year for which the teacher's or principal's performance is measured, and 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 next following the school year for which the classroom teacher or building principal's performance is being measured

- Assure that beginning in the 2019-20 school year, 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 next following the school year for which the classroom teacher or building principal's performance is being measured;
- Assure that beginning in the 2019-20 school year, the district or BOCES shall compute and provide to the teacher/principal their 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 annual professional performance review, in writing, no later than the last day of the school year for which the teacher or principal is being measured, but in no case later than September 1 of the school year next following the school year for which the teacher's or principal's performance is measured;
- Assure that the APPR Plan will be filed in the district office and made available to the public on the district's or BOCES' website no later than September 10th of each school year, or within 10 days after the plan's approval by the Commissioner, whichever shall later occur;
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner;
- Assure that, during the 2015-16 through 2018-19 school year, the district or BOCES will continue to report both the original and transition individual category and subcomponent scores and the overall original and transition ratings to the State for each classroom teacher and building principal in a manner prescribed by the Commissioner;
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them;
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process;
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English language learners and students with disabilities;
- Assure that, during the 2015-16 through 2018-19 school years, any educators who receive a Developing or Ineffective rating as their overall transition rating will receive a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statutes and regulations, by October 1 in the school year following the school year in which such teacher's or principal's performance is being measured or as soon as practicable thereafter.
- Assure that, beginning in the 2019-2020 school year, any educator who receives a Developing or Ineffective rating on their original overall rating pursuant to this APPR plan will receive a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statutes and regulations, by October 1 in the school year following the school year for which such teacher's or principal's performance is being measured or as soon as practicable thereafter;
- Assure that such improvement plan shall be developed by the superintendent or his/her designee in the exercise of their pedagogical judgment, 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 the district or BOCES has collectively bargained appeal procedures that are consistent with the statute and regulations and that they provide for the timely and expeditious resolution of an appeal to the district/BOCES;
- Assure that, for teachers, all observable NYS Teaching Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual observations and, for principals, all observable ISLLC 2008 Leadership Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual school visits;
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0, for each subcomponent and that the district and BOCES shall ensure that the process by which weights and scoring ranges are assigned to subcomponents and categories is transparent and available to those being rated before the beginning of each school year;
- Assure that if a second measure for the Student Performance category is locally selected, then the same locally selected measures of student growth across all classrooms in the same grade/subject in the district/BOCES must be used in a consistent manner to the extent practicable;
- Assure that all growth targets represent a minimum of one year of expected growth, as determined by the superintendent or another trained administrator;
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval by March 1 of each school year, on a form prescribed by the Commissioner, to the Commissioner for approval;
- Assure that the alternate SLOs described in Tasks 2 and 7 of this APPR plan will be used as the basis for certain teachers' and principals' transition APPR scores and ratings, where applicable and consistent with section 30-3.17 of

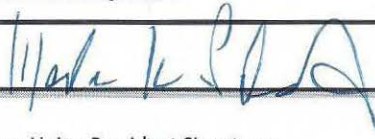
the Rules of the Board Regents, during the 2016-17 through 2018-19 school years only;

- Assure that, beginning in the 2019-20 school year, no transition scores and ratings will be generated and the district or BOCES' original APPR Plan will apply to all classroom teachers and building principals as defined in the statute, regulations, and SED guidance without any modifications, substitutions, or replacements as a result of the requirements of §30-3.17 of the Rules of the Board of Regents;
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to Subpart 30-3 of the regulations;
- Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by State or Federal law for each classroom or program of the grade does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for such classroom or program of the grade; and
- Assure that the amount of time devoted to test preparation under standardized testing conditions for each grade does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for such grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, or performance assessments shall not be counted towards the limits established by this subdivision. In addition, formative and diagnostic assessments shall not be counted towards the limits established by this subdivision and nothing in this subdivision shall be construed to supersede the requirements of a section 504 plan of a qualified student with a disability or Federal law relating to English language learners or the individualized education program of a student with a disability.

Signatures, dates


Superintendent Signature:

Date:

 11/29/16

Teachers Union President Signature:

Date:

 11-21-16

Administrative Union President Signature:

Date:

 11-21-16

Board of Education President Signature:

Date:

 11/29/16