



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

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March 1, 2021

**APPR Plan - Variance**

Mark Place, Superintendent  
Milford Central School District  
42 West Main Street  
Milford, NY 13807

Dear Superintendent Place:

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  
Commissioner

Attachment

c: Catherine Huber

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.**

- A variance is not requested for any subcomponent or category for principals; all principals will be evaluated using 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 must be met through currently approved APPR plan will apply.*

**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 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.**

- The details of the variance request for the teacher observation category is described in the subsequent section.

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

Task 4. TEACHERS: Observations - Applicability & Rubric

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**Applicable Teachers**

Please indicate all teachers to whom this teacher observation variance request applies.

**Core Teachers**

Use the table below to list the core teachers this teacher observation 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 are not included in this teacher observation variance request.
- Teachers of other courses included in this teacher observation 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 teacher observation 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 teacher observation variance request.

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

**Applicable Areas**

A variance may be requested for the following components of the teacher observation subcomponent:

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

**Task 4. TEACHERS: Observations - Applicability & Rubric**

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- Teacher practice rubric
- Rating and scoring of the teacher practice rubric
- Weighting of the domains/subcomponents of the teacher practice rubric
- HEDI scoring bands
- Weighting of the teacher observation subcomponents
- Required principal/supervisor observations
- Required independent evaluator observations
- Optional peer observations

**Please indicate the area(s) of the teacher observation subcomponent for which a variance is being requested.**

- Teacher observation subcomponent weighting
- Required principal/supervisor observations
- Required independent evaluator observations



**Annual Professional Performance Review - Variance, Education Law §3012-d**Task 4. TEACHERS: Observations - Subcomponent Weighting

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**Teacher Observation Subcomponent Weighting****Please indicate the weight of each observation type and be sure the total of the weights indicated equals 100%.**

Principal/Administrator	Independent Evaluator(s)	Peer Observer(s)	Group for which this weighting will apply. If the indicated weighting will be used for all teachers listed in the 'Applicability' section, note "All Teachers."
100	0	0	All Teachers

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

Task 4. TEACHERS: Observations - Required Principal/Supervisor Observations

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

At least one observation must be conducted by the building principal or another trained administrator.

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

If an observation type is not applicable, please indicate '0' for the minimum number and 'N/A' for the observation method.

	Minimum number of observations	Observation method (check all that apply)	Other observation method (only complete if 'Other' is selected in the previous column)
Unannounced	1	<input checked="" type="checkbox"/> Live <input checked="" type="checkbox"/> Video	(No Response)
Announced	0	<input checked="" type="checkbox"/> N/A	(No Response)
<b>Totals:</b>	<b>1</b>		

**To which teachers does the information in the above table apply?**

A subgroup of teachers listed in the 'Applicability' section (provide details below).

Describe the subgroup of teachers to whom the information in the table above applies (i.e., probationary teachers), then complete the next page for an additional subgroup.

Tenured

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

Task 4. TEACHERS: Observations - Principal/Supervisor Observations

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

At least one observation must be conducted by the building principal or another trained administrator.

**Describe the subgroup of teachers to whom the information in the table below applies (i.e., tenured teachers).**

Non-Tenured Teachers

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

**If an observation type is not applicable, please indicate '0' for the minimum number and 'N/A' for the observation method.**

	Minimum number of observations	Observation method (check all that apply)	Other observation method (only complete if 'Other' is selected in the previous column)
Unannounced	2	<input checked="" type="checkbox"/> Live <input checked="" type="checkbox"/> Video	(No Response)
Announced	0	<input checked="" type="checkbox"/> N/A	(No Response)
<b>Totals:</b>	<b>2</b>		

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

Task 4. TEACHERS: Observations - Required Independent Evaluator Observations

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

**Independent Evaluator Assurances**

Please check all of the boxes below.

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

**Number and Method of Observation**

Indicate the minimum number of unannounced and announced observations by impartial independent trained evaluator(s), as well as the method of observation, in the table below. At least one observation must be conducted by an impartial independent trained evaluator.

If an observation type is not applicable, please indicate '0' for the minimum number and 'N/A' for the observation method.

	Minimum number of observations	Observation method (check all that apply)	Other observation method (only complete if 'Other' is selected in the previous column)
Unannounced	0	<input checked="" type="checkbox"/> N/A	(No Response)
Announced	0	<input checked="" type="checkbox"/> N/A	(No Response)
<b>Totals:</b>	<b>0</b>		

**To which teachers does the information in the above table apply?**

- All teachers listed in the 'Applicability' section.

**Annual Professional Performance Review - Variance, Education Law §3012-d**Task 4. TEACHERS: Observations - Variance Details & 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 teacher observation variance request.**

The Milford Central School District is applying for a one-year variance to address issues that have arisen due to COVID19. We are a small, rural school district with two administrators housed in a single building serving students in grades PK-12.

Our variance seeks to:

- (1) Move all observations to the unannounced category. Our rationale for this request is that we are deciding on a day-by-day basis whether students will be in-person, hybrid, or remote learning. This unknown status presents an enormous hurdle for scheduling the full, announced observational cycle which requires two meetings plus the observation.. Additionally, COVID19 is spreading at a pervasive rate in our county, and we have had numerous quarantines of both teachers and students. The unannounced observations are shorter in length (20 minutes) compared to the announced observations (40 minutes), and this approach should allow us to minimize the likelihood that our administrators will be quarantined which would result in all students returning to remote learning.
- (2) Reduce the number of observations to two (2) for non-tenured teachers and one (1) for tenured teachers (currently 3 and 2 respectively). In addition to our concerns of administrators being exposed to COVID19, our rationale for this request is that our data shows that teachers are very consistent in their performance indicator ratings. Our normal process collects observational data from multiple observations; however, there is no indication that more observations provide us any greater accuracy in overall ratings. Neither our teachers' union nor administration believes that this change will result in any harm to teachers, and at the same time it maintains the rigor of our regular APPR process.
- (3) Allow observations of recorded, asynchronous lessons to be evaluated. Our rationale for this request is that our current APPR only allows for live, in-person observations. Due to the pandemic, we have some staff working from home who would like to be able to submit a recorded lesson to be evaluated at a later time. Neither the administration nor the teachers' union has any objection to this request.
- (4) Waive the independent evaluator requirement. The district has already applied for the waiver for the independent evaluator due to our size (only two administrators). Our COVID19 protocols also emphasize limiting access to the building to individuals who are not employees. Bringing in an outside evaluator at this time would not be allowed due to those restrictions.

**Annual Professional Performance Review - Variance, Education Law §3012-d****Task 4. TEACHERS: Observations - Variance Details & 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 and/or evidence of teacher practice that will be used to evaluate educators.**

Our variance seeks to reduce the number of observations; expand our options to include recorded, asynchronous observations; and collect observational data from only unannounced observations. We will continue to focus on seven, high-impact, observable indicators that we have used for the past five years as part of our unannounced observations for all teachers. We have found these indicators to be tied to the greatest improvements to teaching and learning. These indicators include aligning instruction to standards; engaging students, providing directions and procedures; uses questioning techniques to engage students; communicates content; interaction with students; and establishes routines/procedures/transitions and expectations for student behavior.

All seven indicators will be equally weighted and averaged to calculate the observational score and rating. For non-tenured teachers who will have two observations, the seven indicators will be scored twice and all fourteen scores (seven indicators x two observations) will be equally weighted and averaged to calculate the overall observational score and rating.

The changes that we are seeking are:

1. Reduce the number of observations down to one (1) for tenured staff and two (2) for non-tenured staff. Currently 2 and 3 respectively. With regard to tenured staff, the independent evaluator requirement will be met by having the superintendent or principal only evaluate those whom they didn't conduct the unannounced evaluation for the prior year. For non-tenured staff, the superintendent and principal will each conduct one of the two evaluations.
2. Move all observations to the unannounced category.
3. Allow for live or asynchronous, recorded observations (currently we only do live).

We have drafted these changes in coordination with our teachers' union.

**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.**

We will continue to conduct our observations in the same manner that we have in the past, we are not seeking any substantive changes to our process. We use the NYSUT rubric and have identified the indicators that are both observable and which we have found to have the greatest impact on teaching and learning. As part of our regular observation process, these same indicators are included in the announced observation as well, so we are not removing indicators by making this change (only the number of times that we are looking for them). Our unannounced observation is conducted for up to 20 minutes. We script the lesson, and it is extraordinarily rare to not be able to find observable data under each of the indicators. In those rare instances where 20 minutes have expired and observational data for an indicator has not been collected, we have the ability to continue our observation to allow for that additional data to be collected.

This variance will maintain the rigor of our process, and in fact, by reducing the number of times an indicator is evaluated, we will likely see greater variance in observational scores. With the full number of observations we normally conduct, a single performance indicator rating has little to no impact on the overall observational score. However, with fewer observations, we should have greater clarity on areas needing improvement because they will be less smoothed in the averaging process. As outlined in the Professional Learning section below, we use the data collected from the observations to provide individualized professional improvement plans for staff who are struggling in a particular area of performance.

There are two administrators at Milford Central, and we are calibrated on a yearly basis. Our observational scores over the past five years have been within tenths of a point, and in many instances hundredths of a point. As administrators, we discuss any staff member who has performance indicator ratings of ineffective or developing, and we analyze whether those ratings are an anomaly for that educator or whether it is a pattern for concern and needed support.

**Annual Professional Performance Review - Variance, Education Law §3012-d****Task 4. TEACHERS: Observations - Variance Details & Assurances**

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**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.**

Our processes for using the data from the observations will continue as they have in the past.

Because we are so small (only 40 teachers), we have intimate knowledge of the strengths and weaknesses of each of our teachers. Both the superintendent and principal observe every staff member every year, and we meet to discuss any staff member who is demonstrating difficulties in any performance indicator. We then craft a very specific professional development program for that individual teacher, and we use all of our available resources---mentoring program, BOCES PD specialists, and our administrative team to support them as they work to improve. There is no way for someone in such a small school to fall through the cracks.

When the administrative team or the mentoring coordinator identifies a performance indicator that needs work for the entire school, we work collaboratively to find PD that will address those needs, and then we deliver it. We use SMART goals in developing how we will measure the success of such PD, and we analyze the results based on new observational data after we have implemented the changes.

**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.**

As this is a request for only a one-year variance due to the COVID19 pandemic, our analysis of the data will be limited to whether there are any anomalies compared to the trends we have seen over the past five years. Because we are only reducing the number of times that we are looking for the observable performance indicators, we believe that our data will show the same trends and patterns that we have had in the past. If there are any anomalies, then we will look to see whether they are associated with the variance and resolve in the 2021-2022 school year, or whether we need to provide additional support to teachers moving forward.

We hope to return to our regular observational program next year. We believe that our process meets the spirit of what APPR should be. We honor the conversations, review the data, and we provide the professional development to improve practice when needed.

**Observation Assurances**

**Please check each of the boxes below as applicable to all teachers included in this teacher observation variance request.**

- Assure that the process for assigning points for the Teacher Observation category will be 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.**
- Assure that once all observations are complete, the process for determining an overall Teacher Observation category score and rating will incorporate the evidence collected across all observations to produce an overall Teacher Observation category rating on a HEDI scale.**
- Assure that it is possible for a teacher to obtain any number of points in the applicable scoring ranges, including zero, in each subcomponent.**

**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 12. Joint Certification of APPR Variance - Applicability and Certification

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**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

**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 VARIANCE CERTIFICATION FORM - MILFORD.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.**

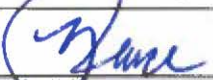
Assurances: Please check the boxes below

- 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:

 02/22/21

Superintendent Name (print):

MARK PUCCI

Teachers Union President Signature:

Date:

 VP 2/22/21

Teachers Union President Name (print):

Amy A. Roseboom VP

Administrative Union President Signature:

Date:

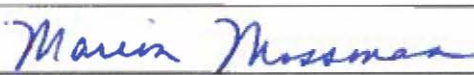
 2/22/21

Administrative Union President Name (print):

Teresa L. Gilavin 2/22/21

Board of Education President Signature:

Date:

 2/23/2021

Board of Education President Name (print):

MARION MOSSMAN 2/23/2021



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

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Interim Commissioner of Education  
President of the University of the State of New York  
89 Washington Avenue, Room 111  
Albany, New York 12234

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March 17, 2020

Mark Place, Superintendent  
Milford Central School District  
42 West Main Street  
Milford, NY 13807

Dear Superintendent Place:

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,

Shannon L. Tahoe  
Interim Commissioner

Attachment

c: Nicholas Savin

**NOTE:**

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

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

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Page Last Modified: 08/02/2019

**Disclaimers**

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

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

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

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

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

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

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

## Annual Professional Performance Review - Education Law &amp; §3012-d, amended in 2019

Task 2. TEACHERS: Required Student Performance - Information and Assurances

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Page Last Modified: 11/24/2019

**Required Student Performance Subcomponent**

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

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

For guidance on SLOs, see NYSED SLO Guidance.

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

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

> Teacher and course-specific

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

*Collectively attributed measures*

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

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

> School- or program-wide

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

> District- or BOCES-wide

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

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

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

Task 2. TEACHERS: Required Student Performance - Information and Assurances

Page Last Modified: 11/24/2019

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

**HEDI Scoring Bands**

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

**SLO Assurances**

Please check the boxes below.

- Assure that the teacher has an SLO as determined locally in a manner consistent with the goal-setting process determined by the Commissioner.
- Assure that all student growth targets represent a minimum of one year of expected growth, as determined locally in a manner consistent with the Commissioner's goal-setting process. Such targets may only take the following characteristics into account: poverty, students with disabilities, English language learner status and prior academic history.
- Assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.
- Assure that if a teacher's SLO is based on a small 'n' size population and the LEA chooses not to use the HEDI scoring bands listed above, then the teacher's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in SLO Guidance.
- Assure that processes are in place for the superintendent to monitor SLOs.
- Assure that the final Student Performance category rating for each teacher will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved APPR plan.
- Assure that for any SLO based, in part, on the New York State grade four science assessment, beginning in the 2020-21 academic year the SLO will utilize only the remaining assessments.



Annual Professional Performance Review - Education Law &sect;3012-d, amended in 2019

Task 2. TEACHERS: Required Student Performance - Kindergarten

Page Last Modified: 11/24/2019

Common Branch Kindergarten Measures and Assessments

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

An individually attributed SLO measure

> Teacher and course-specific

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

A collectively attributed SLO measure

> School- or program-wide

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

> District- or BOCES-wide

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

Kindergarten: Measure Type

School- or program-wide

Kindergarten: School or Program-Wide Measure

School- or program-wide results

Kindergarten: Assessment Type(s)

Third party assessment(s)

Kindergarten: Third Party Assessment(s)

STAR Reading

Annual Professional Performance Review - Education Law &sect;3012-d, amended in 2019

Task 2. TEACHERS: Required Student Performance - Grade One

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Page Last Modified: 11/24/2019

**Common Branch Grade One Measures and Assessments**

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

*An individually attributed SLO measure*

> Teacher and course-specific

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

*A collectively attributed SLO measure*

> School- or program-wide

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

> District- or BOCES-wide

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

**Grade 1: Measure Type**

School- or program-wide

**Grade 1: School- or Program-Wide Measure**

School- or program-wide results

**Grade 1: Assessment Type(s)**

Third party assessment(s)

**Grade 1: Third Party Assessment(s)**

STAR Reading

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

Task 2. TEACHERS: Required Student Performance - Grade Two

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Page Last Modified: 11/24/2019

**Common Branch Grade Two Measures and Assessments**

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

*An individually attributed SLO measure*

> Teacher and course-specific

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

*A collectively attributed SLO measure*

> School- or program-wide

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

> District- or BOCES-wide

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

**Grade 2: Measure Type**

School- or program-wide

**Grade 2: School- or Program-Wide Measure**

School- or program-wide results

**Grade 2: Assessment Type(s)**

Third party assessment(s)

**Grade 2: Third Party Assessment(s)**

STAR Reading

Annual Professional Performance Review - Education Law &sect;3012-d, amended in 2019

Task 2. TEACHERS: Required Student Performance - Grade Three

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Common Branch Grade Three Measures and Assessments

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

An individually attributed SLO measure

> Teacher and course-specific

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

A collectively attributed SLO measure

> School- or program-wide

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

> District- or BOCES-wide

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

Grade 3: Measure Type

School- or program-wide

Grade 3: School- or Program-Wide Measure

School- or program-wide results

Grade 3: Assessment Type(s)

Third party assessment(s)

Grade 3: Third Party Assessment(s)

STAR Reading

## Annual Professional Performance Review - Education Law &amp;sect;3012-d, amended in 2019

Task 2. TEACHERS: Required Student Performance - Grade Four

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Page Last Modified: 11/24/2019

**Grade Four**

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

*An individually attributed SLO measure*

> Teacher and course-specific

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

*A collectively attributed SLO measure*

> School- or program-wide

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

> District- or BOCES-wide

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

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

Common branch

Annual Professional Performance Review - Education Law &sect;3012-d, amended in 2019

Task 2. TEACHERS: Required Student Performance - Grade Four (common branch)

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**Grade Four (Common Branch) Measure and Assessment(s)**

**Grade 4: Measure Type**

School- or program-wide

**Grade 4: School- or Program-Wide Measure**

School- or program-wide results

**Grade Four: Assessment Type(s)**

Third party assessment(s)

**Grade Four: Third Party Assessment(s)**

STAR Reading

## Annual Professional Performance Review - Education Law &amp; §3012-d, amended in 2019

Task 2. TEACHERS: Required Student Performance - Grade Five

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Page Last Modified: 11/24/2019

**Grade Five**

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

*An individually attributed SLO measure*

> Teacher and course-specific

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

*A collectively attributed SLO measure*

> School- or program-wide

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

> District- or BOCES-wide

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

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

Common branch

Annual Professional Performance Review - Education Law &sect;3012-d, amended in 2019

Task 2. TEACHERS: Required Student Performance - Grade Five (common branch)

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Page Last Modified: 11/24/2019

**Grade Five (Common Branch) Measure and Assessment(s)**

**Grade 5: Measure Type**

School- or program-wide

**Grade 5: School- or Program-Wide Measure**

School- or program-wide results

**Grade 5: Assessment Type(s)**

Third party assessment(s)

**Grade 5: Third Party Assessment(s)**

STAR Reading



## Annual Professional Performance Review - Education Law &amp; 3012-d, amended in 2019

Task 2. TEACHERS: Required Student Performance - Grade Six

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Page Last Modified: 11/24/2019

**Grade Six**

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

*An individually attributed SLO measure*

> Teacher and course-specific

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

*A collectively attributed SLO measure*

> School- or program-wide

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

> District- or BOCES-wide

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

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

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

**Annual Professional Performance Review - Education Law &sect;3012-d, amended in 2019**

Task 2. TEACHERS: Required Student Performance - Grade Six (uniform departmentalized)

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Page Last Modified: 01/02/2020

**Grade Six (Departmentalized) Measure and Assessment(s)**

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

**Grade 6: Measure Type**

School- or program-wide

**Grade 6: School- or Program-Wide Measure**

School- or program-wide results

**Grade 6: Assessment Type(s)**

Third party assessment(s)

**Grade 6: Third Party Assessment(s)**

STAR Reading

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

Task 2. TEACHERS: Required Student Performance - Grade Seven

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Page Last Modified: 11/24/2019

**Grade Seven**

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

*An individually attributed SLO measure*

> Teacher and course-specific

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

*A collectively attributed SLO measure*

> School- or program-wide

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

> District- or BOCES-wide

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

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

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

**Annual Professional Performance Review - Education Law &sect;3012-d, amended in 2019**

Task 2. TEACHERS: Required Student Performance - Grade Seven (uniform departmentalized)

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Page Last Modified: 01/02/2020

**Grade Seven (Departmentalized) Measure and Assessment(s)**

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

**Grade 7: Measure Type**

School- or program-wide

**Grade 7: School- or Program-Wide Measure**

School- or program-wide results

**Grade 7: Assessment Type(s)**

Third party assessment(s)

**Grade 7: Third Party Assessment(s)**

STAR Reading

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

Task 2. TEACHERS: Required Student Performance - Grade Eight

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Page Last Modified: 11/24/2019

**Grade Eight Measures and Assessments**

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

*An individually attributed SLO measure*

> Teacher and course-specific

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

*A collectively attributed SLO measure*

> School- or program-wide

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

> District- or BOCES-wide

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

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

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

**Annual Professional Performance Review - Education Law &sect;3012-d, amended in 2019**

Task 2. TEACHERS: Required Student Performance - Grade Eight (uniform departmentalized)

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Page Last Modified: 01/02/2020

**Grade Eight (Departmentalized) Measure and Assessment(s)**

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

**Grade 8: Measure Type**

School- or program-wide

**Grade 8: School- or Program-Wide Measure**

School- or program-wide results

**Grade Eight: Assessment Type(s)**

Third party assessment(s)

**Grade Eight: Third Party Assessment(s)**

STAR Reading

## Annual Professional Performance Review - Education Law &amp;sect;3012-d, amended in 2019

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

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Page Last Modified: 11/24/2019

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

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

*An individually attributed SLO measure*> Teacher and course-specific

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

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

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

> District- or BOCES-wide

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

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

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

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Task 2. TEACHERS: Required Student Performance - HS ELA (all grades)

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

**High School ELA: Measure Type**

School- or program-wide

**High School ELA: School- or Program-Wide Measure**

School- or program-wide results

**High School ELA: Assessment Type(s)**

Third party assessment(s)

**High School ELA: Third Party Assessment(s)**

STAR Reading



Annual Professional Performance Review - Education Law &sect;3012-d, amended in 2019

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

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**High School Regents Math**

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

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

*An individually attributed SLO measure*

> Teacher and course-specific

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

*A collectively attributed SLO measure*

> School- or program-wide

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

> District- or BOCES-wide

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

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

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

**Annual Professional Performance Review - Education Law &sect;3012-d, amended in 2019**

Task 2. TEACHERS: Required Student Performance - HS Regents Math (all courses)

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

**High School Regents Math: Measure Type**

School- or program-wide

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

School- or program-wide results

**High School Regents Math: Assessment Type(s)**

Third party assessment(s)

**High School Regents Math: Third Party Assessment(s)**

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## Annual Professional Performance Review - Education Law &amp;sect;3012-d, amended in 2019

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

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

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

*An individually attributed SLO measure*> Teacher and course-specific

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

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

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

> District- or BOCES-wide

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

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

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

**Annual Professional Performance Review - Education Law &sect;3012-d, amended in 2019**

Task 2. TEACHERS: Required Student Performance - HS Regents Science (all courses)

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

**High School Regents Science: Measure**

School- or program-wide

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

School- or program-wide results

**High School Regents Science: Assessment Type(s)**

Third party assessment(s)

**High School Regents Science: Third Party Assessment(s)**

STAR Reading

## Annual Professional Performance Review - Education Law &amp;sect;3012-d, amended in 2019

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

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

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

*An individually attributed SLO measure*> Teacher and course-specific

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

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

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

> District- or BOCES-wide

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

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

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

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Task 2. TEACHERS: Required Student Performance - HS Regents SS (all courses)

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

**High School Regents Social Studies: Measure Type**

School- or program-wide

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

School- or program-wide results

**High School Regents Social Studies: Assessment Type(s)**

Third party assessment(s)

**High School Regents Social Studies: Third Party Assessment(s)**

STAR Reading

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Task 2. TEACHERS: Required Student Performance - Other Courses

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**Other Courses**

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

*An individually attributed SLO measure*

> Teacher and course-specific

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

*A collectively attributed SLO measure*

> School- or program-wide

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

> District- or BOCES-wide

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

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

**Column 1: lowest grade that corresponds to the course**

**Column 2: highest grade that corresponds to the course**

**Column 3: subject of the course**

**Column 4: measure used**

**Columns 5-7: assessment(s) used**

Follow the examples below to list other courses.

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

To add additional courses, click "Add Row".

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Task 2. TEACHERS: Required Student Performance - Other Courses

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



**Annual Professional Performance Review - Education Law &sect;3012-d, amended in 2019**

**Task 2. TEACHERS: Required Student Performance - Weighting**

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**Use of the Optional Subcomponent and Student Performance Category Weighting**

- If the Optional subcomponent is not used, the Required subcomponent will comprise 100% of the Student Performance category.
- If the Optional subcomponent is used, the percentage of Student Performance category attributed to the Required subcomponent will be locally determined.

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

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

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

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**Optional Student Performance Subcomponent**

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

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

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

Options for measures and associated assessments include:

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

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

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

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

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**Teacher Observation Category**

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

**Teacher Practice Rubric**

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

Rubric Name	If more than one rubric is utilized, please indicate the group(s) of teachers each rubric applies to.
NYSUT Teacher Practice Rubric (2014 Edition)	(No Response)

**Rubric Assurances**

Please check all of the boxes below.

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

**Process for Weighting Rubric Domains/Subcomponents**

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

Please describe the process for weighting the observable domains/subcomponents of the chosen practice rubric (e.g., Domains 1 and 2 will be weighted 30% each and Domains 3 and 4 will be weighted 20% each).

All observable components will be weighted equally and averaged.

**Scoring Assurances**

Please check each of the boxes below.

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

**Teacher Observation Scoring Bands**

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

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Task 4. TEACHERS: Observations - Rubric and Scoring

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	Overall Observation Category Score and Rating	
	Minimum	Maximum
<b>H</b>	3.5 to 3.75	4.0
<b>E</b>	2.5 to 2.75	3.49 to 3.74
<b>D</b>	1.5 to 1.75	2.49 to 2.74
<b>I</b>	0.00*	1.49 to 1.74

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

**HEDI Ranges**

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

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

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

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

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

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

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

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

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

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

Task 4. TEACHERS: Observations - Required Observations

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**Teacher Observation Subcomponent Weighting**

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

- At least 80% of the Teacher Observation category score

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

- At least 10%, but no more than 20%, of the Teacher Observation category score

**Optional Subcomponent: Observations by Trained Peer Observer(s)**

- No more than 10% of the Teacher Observation category score when selected

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

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

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

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

**Observation Assurances**

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

- Assure that the following elements will not be used in calculating a teacher's Observation category score and rating: evidence of student development and performance derived from lesson plans, other artifacts of teacher practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; and/or use of professional goal-setting as evidence of teacher effectiveness. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- Assure that the length of all observations for teachers will be conducted pursuant to the locally-determined durations.
- Assure that at least one of the required observations will be unannounced.

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

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

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

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

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Task 4. TEACHERS: Observations - Required Observations

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

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

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

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

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

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

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

**Independent Evaluator Assurances**

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

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

**Annual Professional Performance Review - Education Law &sect;3012-d, amended in 2019**Task 4. TEACHERS: Observations - Required Observations

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**Please also check each of the following boxes.**

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

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Task 4. TEACHERS: Observations - Optional Observations

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**Optional Subcomponent: Observations by Trained Peer Observer(s)**

If selected, at least one observation must be conducted by trained peer observer(s).

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

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

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

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

**Peer Observation Assurances**

Please check all of the boxes below.

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



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

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**Category and Overall Ratings**

For guidance on APPR scoring, see NYSED APPR Guidance.

**Category Scoring Ranges**

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

**Student Performance Category**

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

**Teacher Observation**

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

Overall Student Performance Category Score and Rating			Overall Observation Category Score and Rating		
	Minimum	Maximum		Minimum	Maximum
<b>H</b>	18	20	<b>H</b>	3.5 to 3.75	4.0
<b>E</b>	15	17	<b>E</b>	2.5 to 2.75	3.49 to 3.74
<b>D</b>	13	14	<b>D</b>	1.5 to 1.75	2.49 to 2.74
<b>I</b>	0	12	<b>I</b>	0.00	1.49 to 1.74

**Scoring Matrix for the Overall Rating**

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

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

**Category and Overall Rating Assurances**

Please check all of the boxes below.

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

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

**Task 6. TEACHERS: Additional Requirements - Teacher Improvement Plans**

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**Additional Requirements**

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

**Teacher Improvement Plan Assurances**

**Please check each of the boxes below.**

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

**Teacher Improvement Plan Forms**

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

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

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

TIP.pdf

**Annual Professional Performance Review - Education Law &sect;3012-d, amended in 2019**

Task 6. TEACHERS: Additional Requirements - Appeals

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**Appeal Assurance**

**Please check the box below.**

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

**Appeals**

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

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

(i) in the instance of a teacher rated Ineffective on the StudentPerformance category, but rated Highly Effective ontheObservationcategory based on an anomaly, as determined locally;

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

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

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

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

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

A. Tenured and non-tenured teachers may appeal only Developing or Ineffective ratings using the following process. Appeals of teachers evaluations and/or TIPs must be made formally in writing within fifteen (15) business days of receipt of the completed evaluation and overall rating of teacher effectiveness, or from the District's issuance and/or implementation of the terms of the Teacher Improvement Plan. Notification of the appeal shall be provided to the Superintendent of Schools and President of the Board of Education. The Board of Education shall appoint a designee to decide the appeal. Designees will be superintendents and trained lead evaluators from ONC BOCES' component districts. When filing an appeal, the Teacher must submit a detailed written description of the specific areas of disagreement over his or her completed evaluation and any additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. A Teacher Improvement Plan (TIP) will be developed and implemented during an appeal but will be discontinued should the appeal determine that the teacher is effective or highly effective; the indicated appeals timeframe and processes apply.

B. Appeals may be made for the following reasons: 1. the substance of the annual professional performance review; which shall include i. the instance of a teacher rated Ineffective on the student performance category but rated Highly Effective on the observation category based on an anomaly, as determined locally. 2. the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d; 3. the adherence to the Commissioner's regulations, as applicable to such reviews and compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and 4. the school district's issuance and/or implementation of the terms of the teacher improvement plan under Education Law§3012-d.

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

D. Within ten (10) business days of receipt of an appeal, the Superintendent must submit a detailed written response to the appeal to the Board of Education's designee. The response must include any and all additional documents or written materials specific to the point(s) of disagreement and/or relevant to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response, and any and all additional information submitted with the response.

E. Within ten (10) business days after the response is issued, the Board of Education's designee shall convene an informal hearing to allow all parties to be heard on the matter.

F. The Board of Education's designee will render a final written decision on the merits of the appeal no later than ten (10) business days from the date upon which the hearing was concluded. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal.

G. If the appeal is sustained, the Board of Education's designee may set aside a rating if it has been affected by substantial error or defect.

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

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

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

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

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

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

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

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

For all new evaluators (lead and independent), the training will include a thorough introduction to the NY State Teaching Standards and their related elements and performance indicators. Evaluators will be provided an overview of the APPR process, scoring models, and the SLO process. Evidence-based observation techniques grounded in research will be taught to ensure inter-rater reliability. We would expect new evaluator training to take 1-2 days.

For returning evaluators (lead and independent), the training will include an abbreviated review of the NY State Teaching Standards with the primary focus on strengthening feedback to teachers to improve instructional practice. The discussions will be directly focused on performance indicators and instructional strategies that lead to effective and highly effective instruction. Evidence-based observation techniques will be used to ensure inter-rater reliability. We would expect returning evaluator training to take 1 day.

The training for both new and returning evaluators(lead and independent) will be provided by BOCES professional development staff. All training will address the nine elements from Regents rules 30-3.10. At the conclusion of such training, the evaluators will be certified or re-certified annually by the Board of Education as lead evaluators for teachers.

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

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

- Assure that the LEA shall compute and provide to the teacher their score and rating for the Student Performance category, if available, and for the Teacher Observation category for the teacher's Annual Professional Performance Review, in writing, no later than the last school day of the school year for which the teacher is being measured, but in no case later than September 1 of the school year next following the school year for which the teacher's performance is being measured.
- Assure that the evaluation system will be used as a significant factor for employment decisions.
- Assure that teachers will receive timely and constructive feedback as part of the evaluation process.
- Assure that the following prohibited elements listed in Education Law Section 3012-d(6) are not being used as part of any teacher's evaluation: evidence of student development and performance derived from lesson plans, other artifacts of teacher practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of teacher effectiveness; any locally-developed assessment that has not been approved by the Department; and any growth or achievement target that does not meet the minimum standards as set forth in regulations of the Commissioner. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- Assure that the LEA shall compute and provide teachers with their APPR scores and ratings as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the teacher's performance is being measured.

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

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

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

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

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

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**Required Student Performance Subcomponent**

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

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

**Required Student Performance Measures**

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

**STUDENT LEARNING OBJECTIVES**

For guidance on SLOs, see NYSED SLO Guidance.

*SLO measures may be either individually attributed or collectively attributed.*

*Individually attributed measures*

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

> Principal and building/program-specific

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

*Collectively attributed measures*

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

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

> District- or BOCES-wide

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

**ASSESSMENTS**

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

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

**INPUT MODEL**

*Selection of the Input Model will require:*

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

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

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

- Assure that for any SLO based, in part, on the New York State grade four science assessment, beginning in the 2020-21 academic year the SLO will utilize only the remaining assessments.
- For principals evaluated using an SLO, assure that such SLO is determined locally in a manner consistent with the goal-setting process determined by the Commissioner.
- For principals evaluated using an SLO, assure that all student growth targets represent a minimum of one year of expected growth, as determined locally in a manner consistent with the Commissioner's goal-setting process. Such targets may only take the following characteristics into account: poverty, students with disabilities, English language learner status and prior academic history.
- For principals evaluated using an SLO, assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.
- For principals evaluated using an SLO, assure that if the principal's SLO is based on a small 'n' size population and the LEA chooses not to use the HEDI scoring bands listed above, then the principal's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in SLO Guidance.
- For principals evaluated using an input model, assure that all applicable principals will be evaluated using the procedures described herein and approved by the Commissioner.
- Assure that processes are in place for the superintendent to monitor SLOs and input models.
- Assure that the final Student Performance category rating for each principal will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved APPR plan.

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

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



**Annual Professional Performance Review - Education Law & §3012-d, amended in 2019****Task 7. PRINCIPALS: Required Student Performance - All Principals**

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**All Principals**

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

**Student performance based on a Student Learning Objective (SLO)**

*An individually attributed SLO measure*

> Principal and building/program-specific

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

*A collectively attributed SLO measure*

> District- or BOCES-wide

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

**Student Performance based on an Input Model**

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

Selection of the Input Model will require:

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

**All Principals: Measure Type**

Student Learning Objective (SLO)

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Task 7. PRINCIPALS: Required Student Performance - All Principals: SLO

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**Principal Student Learning Objective**

Please indicate the type of SLO that will be used for principals, then choose the corresponding assessment type(s) and assessment(s).

Student performance based on a Student Learning Objective (SLO)

*An individually attributed SLO measure*

> Principal and building/program-specific

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

*A collectively attributed SLO measure*

> District- or BOCES-wide

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

**Please choose the type of SLO applicable to principals.**

Principal and building/program-specific results

**Principal Assessments**

**All Principals: Assessment Type(s)**

Third party assessment(s)

**All Principals: Third Party Assessment(s)**

STAR Reading

**HEDI Scoring Bands**

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

**Annual Professional Performance Review - Education Law &sect;3012-d, amended in 2019**

**Task 7. PRINCIPALS: Required Student Performance - Weighting**

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**Use of the Optional Subcomponent and Student Performance Category Weighting**

- If the Optional subcomponent is not used, the Required subcomponent will comprise 100% of the Student Performance category.
- If the Optional subcomponent is used, the percentage of Student Performance category attributed to the Required subcomponent will be locally determined.

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

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

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

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**Optional Student Performance Subcomponent**

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

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

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

Options for measures and associated assessments include:

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

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

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

**Annual Professional Performance Review - Education Law &sect;3012-d, amended in 2019**

**Task 9. PRINCIPALS: School Visits - Rubric and Scoring**

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**Principal School Visit Category**

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

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

**Principal Practice Rubric**

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

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

**Rubric Assurances**

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

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

**Process for Weighting Rubric Domains/Subcomponents**

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

**Please describe the process for weighting the observable domains/subcomponents of the chosen practice rubric (e.g., Domains 2 and 3 will be weighted 30% each and Domains 1, 4, 5 and 6 will be weighted 10% each).**

All observable components will be weighed equally and averaged.

**Scoring Assurances**

**Please check each of the boxes below.**

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

**Principal School Visit Scoring Bands**

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

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Task 9. PRINCIPALS: School Visits - Rubric and Scoring

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

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

**HEDI Ranges**

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

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

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

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

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

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

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

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

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

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

**Task 9. PRINCIPALS: School Visits - Required School Visits**

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**Principal School Visit Subcomponent Weighting**

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

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

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

- At least 10%, but no more than 20%, of the Principal School Visit category score

**Optional Subcomponent: School visits by Trained Peer Principal(s)**

- No more than 10% of the Principal School Visit category score when selected

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

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

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

Supervisor/Administrator [Required]	Independent Evaluator(s) [Required]	Peer School Visit(s) [Optional]	Grade configurations for which Peer School Visits will be used
90%	10%	0% [N/A]	0

**School Visit Assurances**

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

- Assure that the following elements will not be used in calculating a principal's school visit category score and rating: evidence of student development and performance derived from lesson plans, other artifacts of principal practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; and/or use of professional goal-setting as evidence of principal effectiveness. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- Assure that the length of all school visits for principals will be conducted pursuant to the locally-determined durations.
- Assure that at least one of the required school visits will be unannounced.
- Assure that school visits will not be conducted via video.

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

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

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

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

## Annual Professional Performance Review - Education Law &amp;sect;3012-d, amended in 2019

## Task 9. PRINCIPALS: School Visits - Required School Visits

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

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

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

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

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

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

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

**Independent Evaluator Assurances**

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

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



**Annual Professional Performance Review - Education Law &sect;3012-d, amended in 2019**

Task 9. PRINCIPALS: School Visits - Required School Visits

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Page Last Modified: 11/29/2019

**Please also check each of the following boxes.**

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

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

Task 9. PRINCIPALS: School Visits - Optional School Visits

Page Last Modified: 11/29/2019

**Optional Subcomponent: School Visits by Trained Peer Principal(s)**

If selected, at least one school visit must be conducted by trained peer principal(s).

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

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

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

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

**Peer Principal School Visit Assurances**

Please check all of the boxes below.

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

Annual Professional Performance Review - Education Law &sect;3012-d, amended in 2019

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

Page Last Modified: 08/02/2019

**Category and Overall Ratings**

For guidance on APPR scoring, see NYSED APPR Guidance.

**Category Scoring Ranges**

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

**Student Performance Category**

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

**Principal School Visit Category**

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

	Overall Student Performance Category Score and Rating			Overall School Visit Category Score and Rating	
	Minimum	Maximum		Minimum	Maximum
<b>H</b>	18	20	<b>H</b>	3.5 to 3.75	4.0
<b>E</b>	15	17	<b>E</b>	2.5 to 2.75	3.49 to 3.74
<b>D</b>	13	14	<b>D</b>	1.5 to 1.75	2.49 to 2.74
<b>I</b>	0	12	<b>I</b>	0.00	1.49 to 1.74

**Scoring Matrix for the Overall Rating**

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

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

**Category and Overall Rating Assurances**

Please check all of the boxes below.

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

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

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Page Last Modified: 08/02/2019

**Additional Requirements**

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

**Principal Improvement Plan Assurances****Please check each of the boxes below.**

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

**Principal Improvement Plan Forms**

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

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

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

PRINCIPAL IMPROVEMENT PLAN.pdf

**Annual Professional Performance Review - Education Law &sect;3012-d, amended in 2019**

Task 11. PRINCIPALS: Additional Requirements - Appeals

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Page Last Modified: 03/02/2020

**Appeal Assurance**

**Please check the box below.**

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

**Appeals**

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

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

(i) in the instance of a principal rated Ineffective on the studentperformance category, but rated Highly Effective on the school visit category based on an anomaly, as determined locally;

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

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

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

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

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Page Last Modified: 03/02/2020

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

## Appeal Process

A. Tenured and non-tenured principals may appeal only Developing or Ineffective ratings using the following process. Appeals of principal evaluations and/or PIPs must be made formally in writing within fifteen (15) business days of receipt of the completed evaluation and overall rating of principal effectiveness, or from the District's issuance and/or implementation of the terms of the Principal Improvement Plan. Notification of the appeal shall be provided to the Superintendent of Schools and President of the Board of Education. The Board of Education shall appoint a designee to decide the appeal. Designees will be superintendents and trained lead evaluators from ONC BOCES' component districts. When filing an appeal, the Principal must submit a detailed written description of the specific areas of disagreement over his or her completed evaluation and any additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. A Principal Improvement Plan (PIP) will be developed and implemented during an appeal but will be discontinued should the appeal determine that the principal is effective or highly effective; the indicated appeals timeframe and processes apply.

B. Appeals may be made for the following reasons: 1. the substance of the annual professional performance review; which shall include i. the instance of a principal rated Ineffective on the student performance category but rated Highly Effective on the observation category based on an anomaly, as determined locally. 2. the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d; 3. the adherence to the Commissioner's regulations, as applicable to such reviews and compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and 4. the school district's issuance and/or implementation of the terms of the principal improvement plan under Education Law§3012-d.

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

D. Within ten (10) business days of receipt of an appeal, the Superintendent must submit a detailed written response to the appeal to the Board of Education's designee. The response must include any and all additional documents or written materials specific to the point(s) of disagreement and/or relevant to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response, and any and all additional information submitted with the response.

E. Within ten (10) business days after the response is issued, the Board of Education's designee shall convene an informal hearing to allow all parties to be heard on the matter.

F. The Board of Education's designee will render a final written decision on the merits of the appeal no later than ten (10) business days from the date upon which the hearing was concluded. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal.

G. If the appeal is sustained, the Board of Education's designee may set aside a rating if it has been affected by substantial error or defect.

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

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

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Page Last Modified: 03/02/2020

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

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

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

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

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

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

For all new evaluators (lead and independent), the training will include a thorough introduction to the Multidimensional Principal Performance Rubric and their related elements and performance indicators. Evaluators will be provided an overview of the APPR process, scoring models, and the SLO process. Evidence-based observation techniques grounded in research will be taught to ensure inter-rater reliability. We would expect new evaluator training to take 1-2 days.

For returning evaluators (lead and independent), the training will include an abbreviated review of the Multidimensional Principal Performance Rubric with the primary focus on strengthening feedback to principal to improve instructional leadership. The discussions will be directly focused on performance indicators and instructional strategies that lead to effective and highly effective leadership. Evidence-based observation techniques will be used to ensure inter-rater reliability. We would expect the training to take 1 day.

The training for both new and returning evaluators (lead and independent) will be provided by BOCES professional development staff. All training will address the nine elements from Regents rules 30-3.10. At the conclusion of such training, the evaluators will be certified or re-certified annually by the Board of Education as lead evaluators for principals.

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

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Page Last Modified: 11/29/2019

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

- Assure that the LEA shall compute and provide to the principal their score and rating for the Student Performance category, if available, and for the Principal School Visit category for the principal's Annual Professional Performance Review, in writing, no later than the last school day of the school year for which the principal is being measured, but in no case later than September 1 of the school year next following the school year for which the principal's performance is being measured.
- Assure that the evaluation system will be used as a significant factor for employment decisions.
- Assure that principals will receive timely and constructive feedback as part of the evaluation process.
- Assure that the following prohibited elements listed in Education Law Section 3012-d(6) are not being used as part of any principal's evaluation: evidence of student development and performance derived from lesson plans, other artifacts of principal practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of principal effectiveness; any locally-developed assessment that has not been approved by the department; and any growth or achievement target that does not meet the minimum standards as set forth in regulations of the Commissioner. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- Assure that the LEA shall compute and provide principals with their APPR scores and ratings as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the principal's performance is being measured.

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

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

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

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



**Annual Professional Performance Review - Education Law &sect;3012-d, amended in 2019**

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

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Page Last Modified: 03/10/2020

**Upload APPR LEA Certification Form**

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

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

MILFORD CSD - LEA CERTIFICATION FORM.pdf

## Milford Central School Teacher Improvement Plan (TIP)

The sole purpose of the TIP is the improvement of teaching practices. The goal is to provide resources and support for teachers who have received an overall rating of developing or ineffective. The evaluator and teacher will jointly determine the strategies to be undertaken to correct the deficiencies.

Teacher: \_\_\_\_\_  
Grade/Subject: \_\_\_\_\_  
Evaluator: \_\_\_\_\_  
Teacher Association Representative: \_\_\_\_\_  
Date: \_\_\_\_\_

List the area(s) in need of improvement. If there are several, indicate the priority order for addressing them

Priority	Area in need of improvement	Performance goal

Describe the plan for improvement with specific, measurable objectives, timeline and process the teacher must meet in order to achieve an effective rating.

Describe the professional development opportunities, material, resources and supports the District will make available.

Assignment of Mentor teacher \_\_\_\_\_ yes \_\_\_\_\_ no

Name of Mentor: \_\_\_\_\_

The teacher, evaluator, mentor(if applicable) and Association representative, shall meet \_\_\_\_\_ to assess the effectiveness and appropriateness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment the Tip shall be modified accordingly.

Evaluators Signature \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Meeting Dates:				
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Evaluator Comments

Meeting Date: \_\_\_\_\_

Teacher Comments

Evaluator Comments

Meeting Date: \_\_\_\_\_

Teacher Comments

Evaluator Comments

Meeting Date: \_\_\_\_\_

Teacher Comments

Evaluator Comments

Meeting Date: \_\_\_\_\_

Teacher Comments

**Recommendation for Results of TIP**

\_\_\_\_\_ The teacher has met the performance goals identifies through the TIP

\_\_\_\_\_ The teacher has not met the performance goals.

# Milford Central School District

## Principal Improvement Plan

Principal's Name:	
Date:	
Area(s) identified as in Need of Improvement based on Annual Professional Performance Review during the _____ School Year	
Specific activities/strategies to support improvement in each identified area:	
Support to be provided to the Principal:	
Specific Evidence to be Submitted as Evidence of Improvement	
Timeline for submission of Evidence	
Meeting Date with Superintendent to Review Plan:	
Analysis of Evidence by Superintendent:	
Signatures:	
Superintendent:	Principal:
Date:	Date:

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

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

The LEA and its collective bargaining agent(s), where applicable, also certify, upon information and belief, that all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using the APPR plan submitted to the Commissioner for approval.

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

The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this APPR Plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this APPR Plan may be withheld or forfeited by the State pursuant to Education Law §3012-d(11).

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

- Assure that the overall APPR rating will be used as a significant factor in employment decisions, including but not limited to: tenure determinations and teacher and principal improvement plans;
- Assure that the entire APPR will be completed for each teacher or principal as soon as practicable but in no case later than September 1 of the school year following the year in which the classroom teacher or building principal's performance is being measured;
- Assure that the LEA shall compute and provide to the teacher/principal his or her score and rating on the Student Performance category, if available, and for the Teacher Observation category or Principal School Visit Category of a teacher's or principal's APPR, in writing, no later than the last day of the school year for which the teacher or principal is being measured, but in no case later than September 1 of the school year following the year in which the teacher's or principal's performance is measured;
- Assure that the APPR Plan will be filed in the LEA's office and made available to the public on the LEA's website no later than September 10th of each school year or within 10 days after the plan's approval by the Commissioner, whichever shall later occur;
- Assure that complete and accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner;
- Assure that the LEA will continue to report to the State individual subcomponent scores and the overall rating for each classroom teacher and building principal in a manner prescribed by the Commissioner;
- Assure that the LEA provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them;
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process;
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English language learners and students with disabilities;
- Assure that any teacher or principal who receives an Overall Rating of Developing or Ineffective in any school year will receive a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statutes and regulations, by October 1 of the school year following the year in which such teacher's or principal's performance was measured or as soon as practicable thereafter.
- Assure that such improvement plan shall be developed by the superintendent or his/her designee in the exercise of their pedagogical judgment, and shall be subject to collective bargaining to the extent required under Article 14 of the Civil Service Law;
- Assure that all evaluators and lead evaluators, including independent evaluators and peer evaluators, as applicable, will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with all applicable statutes and regulations;
- Assure that LEA has collectively bargained appeal procedures that are consistent with the statute and regulations and provide for the timely and expeditious resolution of an appeal to the LEA;
- Assure that, for teachers, all observable NYS Teaching Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual observations and, for principals, all observable ISLLC 2008 Leadership Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual school

visits;

- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0, for each subcomponent and that the LEA shall ensure that the process by which weights and scoring ranges are assigned to subcomponents and categories is transparent and available to those being rated before the beginning of each school year;
- Assure that if a second measure for the Student Performance category is locally selected, then the same locally selected measures of student growth or achievement will be used across all classrooms in the same grade/subject, for teachers, or similar building configurations/programs, for principals, in the LEA will be used in a consistent manner to the extent practicable;
- Assure that all growth targets represent a minimum of one year of expected growth;
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval by March 1 of each school year;
- Assure that the LEA will provide the Department with any information necessary to conduct annual monitoring pursuant to Subpart 30-3 of the regulations;
- Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by State or Federal law for each classroom or program of the grade does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for such classroom or program of the grade; and
- Assure that the amount of time devoted to test preparation under standardized testing conditions for each grade does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for such grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, or performance assessments shall not be counted towards the limits established by this subdivision. In addition, formative and diagnostic assessments shall not be counted towards the limits established by this subdivision and nothing in this subdivision shall be construed to supersede the requirements of a section 504 plan of a qualified student with a disability or Federal law relating to English language learners or the individualized education program of a student with a disability.

### Signatures, dates

Superintendent Signature:

Date:


 3/6/2020

Superintendent Name (print):

MARK PLACE

Teachers Union President Signature:

Date:

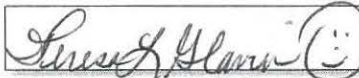
 3/9/2020

Teachers Union President Name (print):

Beatrice Webb

Administrative Union President Signature:

Date:


 3/10/2020

Administrative Union President Name (print):

Teresa L. Glavin 3/10/2020

Board of Education President Signature:

Date:

 3/6/2020

Board of Education President Name (print):

MARION Mossman