



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

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March 25, 2020

**Revised**

Thomas Palmer, Superintendent  
Peru Central School District  
PO Box 68  
Peru, New York 12972

Dear Superintendent Palmer:

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: Mark Davey

**NOTE:**

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

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

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**Disclaimers**

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

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

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

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

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

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

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

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

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**Required Student Performance Subcomponent**

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

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

For guidance on SLOs, see NYSED SLO Guidance.

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

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

> Teacher and course-specific

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

*Collectively attributed measures*

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

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

> School- or program-wide

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

> District- or BOCES-wide

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

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

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

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

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

**HEDI Scoring Bands**

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

**SLO Assurances**

Please check the boxes below.

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

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

Task 2. TEACHERS: Required Student Performance - Kindergarten

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**Common Branch Kindergarten Measures and Assessments**

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

*An individually attributed SLO measure*

> Teacher and course-specific

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

*A collectively attributed SLO measure*

> School- or program-wide

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

> District- or BOCES-wide

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

**Kindergarten: Measure Type**

District- or BOCES-wide

**Kindergarten: District- or BOCES-Wide Measure**

District- or BOCES-wide results

**Kindergarten: Assessment Type(s)**

State or Regents assessment(s)

**Kindergarten: State or Regents Assessment(s)**

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

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

Task 2. TEACHERS: Required Student Performance - Grade One

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**Common Branch Grade One Measures and Assessments**

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

*An individually attributed SLO measure*

> Teacher and course-specific

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

*A collectively attributed SLO measure*

> School- or program-wide

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

> District- or BOCES-wide

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

**Grade 1: Measure Type**

District- or BOCES-wide

**Grade 1: District- or BOCES-Wide Measure**

District- or BOCES-wide results

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

State or Regents assessment(s)

**Grade 1: State or Regents Assessment(s)**

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

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

Task 2. TEACHERS: Required Student Performance - Grade Two

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Common Branch Grade Two Measures and Assessments

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

An individually attributed SLO measure

> Teacher and course-specific

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

A collectively attributed SLO measure

> School- or program-wide

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

> District- or BOCES-wide

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

Grade 2: Measure Type

District- or BOCES-wide

Grade 2: District- or BOCES-Wide Measure

District- or BOCES-wide results

Grade 2: Assessment Type(s)

State or Regents assessment(s)

Grade 2: State or Regents Assessment(s)

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

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

Task 2. TEACHERS: Required Student Performance - Grade Three

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Common Branch Grade Three Measures and Assessments

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

An individually attributed SLO measure

> Teacher and course-specific

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

A collectively attributed SLO measure

> School- or program-wide

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

> District- or BOCES-wide

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

Grade 3: Measure Type

District- or BOCES-wide

Grade 3: District- or BOCES-Wide Measure

District- or BOCES-wide results

Grade 3: Assessment Type(s)

State or Regents assessment(s)

Grade 3: State or Regents Assessment(s)

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

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

Task 2. TEACHERS: Required Student Performance - Grade Four

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**Grade Four**

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

*An individually attributed SLO measure*

> Teacher and course-specific

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

*A collectively attributed SLO measure*

> School- or program-wide

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

> District- or BOCES-wide

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

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

Common branch

Annual Professional Performance Review - Education Law &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**

District- or BOCES-wide

**Grade 4: District- or BOCES-Wide Measure**

District- or BOCES-wide results

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

State or Regents assessment(s)

**Grade Four: State or Regents Assessment(s)**

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

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

Task 2. TEACHERS: Required Student Performance - Grade Five

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**Grade Five**

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

*An individually attributed SLO measure*

> Teacher and course-specific

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

*A collectively attributed SLO measure*

> School- or program-wide

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

> District- or BOCES-wide

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

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

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

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

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

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

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

**Grade 5: Measure Type**

District- or BOCES-wide

**Grade 5: District- or BOCES Measure**

District- or BOCES-wide results

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

State or Regents assessment(s)

**Grade 5: State or Regents Assessment(s)**

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

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

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**Grade Six**

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

*An individually attributed SLO measure*

> Teacher and course-specific

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

*A collectively attributed SLO measure*

> School- or program-wide

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

> District- or BOCES-wide

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

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

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

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

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

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

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

**Grade 6: Measure Type**

District- or BOCES-wide

**Grade 6: District- or BOCES-Wide Measure**

District- or BOCES-wide results

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

State or Regents assessment(s)

**Grade 6: State or Regents Assessment(s)**

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

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

Task 2. TEACHERS: Required Student Performance - Grade Seven

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**Grade Seven**

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

*An individually attributed SLO measure*

> Teacher and course-specific

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

*A collectively attributed SLO measure*

> School- or program-wide

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

> District- or BOCES-wide

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

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

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

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

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

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

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

**Grade 7: Measure Type**

District- or BOCES-wide

**Grade 7: District- or BOCES-Wide Measure**

District- or BOCES-wide results

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

State or Regents assessment(s)

**Grade 7: State or Regents Assessment(s)**

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

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

Task 2. TEACHERS: Required Student Performance - Grade Eight

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**Grade Eight Measures and Assessments**

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

*An individually attributed SLO measure*

> Teacher and course-specific

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

*A collectively attributed SLO measure*

> School- or program-wide

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

> District- or BOCES-wide

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

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

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

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

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

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

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

**Grade 8: Measure Type**

District- or BOCES-wide

**Grade 8: District- or BOCES-Wide Measure**

District- or BOCES-wide results

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

State or Regents assessment(s)

**Grade Eight: State or Regents Assessment(s)**

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

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

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

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

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

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

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

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

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

> District- or BOCES-wide

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

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

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

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

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**

District- or BOCES-wide

**High School ELA: District- or BOCES-Wide Measure**

District- or BOCES-wide results

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

State or Regents assessment(s)

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

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

## Annual Professional Performance Review - Education Law &amp;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 & 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**

District- or BOCES-wide

**High School Regents Math: District- or BOCES-Wide Measure**

District- or BOCES-wide results

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

State or Regents assessment(s)

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

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

## Annual Professional Performance Review - Education Law &amp; 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 & 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**

District- or BOCES-wide

**High School Regents Science: District- or BOCES-Wide Measure**

District- or BOCES-wide results

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

State or Regents assessment(s)

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

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

## Annual Professional Performance Review - Education Law &amp; 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)

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

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**

District- or BOCES-wide

**High School Regents Social Studies: District- or BOCES-Wide Measure**

District- or BOCES-wide results

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

State or Regents assessment(s)

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

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

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Task 2. TEACHERS: Required Student Performance - Other Courses

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**Other Courses**

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

*An individually attributed SLO measure*

> Teacher and course-specific

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

*A collectively attributed SLO measure*

> School- or program-wide

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

> District- or BOCES-wide

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

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

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

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

**Column 3: subject of the course**

**Column 4: measure used**

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

Follow the examples below to list other courses.

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

To add additional courses, click "Add Row".

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Task 2. TEACHERS: Required Student Performance - Other Courses

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

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 & §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:	2.61	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	2.60

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

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

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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
85%	15%	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	0	N/A	1	In Person
Subgroup of Teachers	Probationary	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
Subgroup of Teachers	Tenured	1	In Person	0	N/A
Subgroup of Teachers	Probationary	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.

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

Task 4. TEACHERS: Observations - Optional Observations

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

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

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

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

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

<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)	NA	N/A	N/A	N/A	N/A

**Peer Observation Assurances**

Please check all of the boxes below.

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

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

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 &sect;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.**

Appendix F TIP.docx

**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.**

**APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS**

Any unit member aggrieved of an annual professional performance review with an ineffective or developing APPR overall rating where agreement cannot be reached, may use the following procedure. The appeals process will be carried out in a timely and expeditious manner.

**WHAT MAY BE CHALLENGED IN AN APPEAL**

An annual professional performance review plan shall describe the appeals procedure utilized by a district through which an evaluated teacher may challenge their annual professional performance review. Pursuant to Education Law §3012-d, a teacher may only challenge the following in an appeal:

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

the district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d and Subpart 30-3 of Commissioner's regulations;

the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law §3012-d; and

the school district's issuance and/or implementation of the terms of the teacher or principal improvement plan under Education Law §3012-d and this Subpart.

Appeal procedures shall provide for the timely and expeditious resolution of any appeal. An evaluation that is the subject of an appeal shall not be sought to be offered in evidence or placed in evidence in any proceeding conducted pursuant to Education Law §3020-a and §3020-b or any locally negotiated alternate disciplinary procedure until the appeal process is concluded. Nothing shall be construed to authorize a teacher or principal to commence the appeal process prior to receipt of his or her rating from the district.

**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.

**TIMEFRAME FOR FILING APPEAL**

All appeals must be submitted to the evaluator, who issued the performance review, in writing no later than 15 calendar days from the date when the teacher acknowledges receipt of his/her annual professional performance review rating or after the issuance/implementation of the teacher improvement plan if the appeal is in regard to the issuance/implementation of the teacher's improvement plan

Final scores will be given to the teachers by the end of the school year. If scores are not available by the last day of school, scores will be sent by email during the summer and an official copy will be given to the teacher by the second day of the next school year. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned unless extended by mutual written agreement signed by both parties. Said extension will be timely and expeditious as required by education law 3012.d.

When filing an appeal, the teacher must submit to the evaluator:

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

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- (1) a detailed written description of the specific area(s) of his/her performance review which may include the terms of his/her teacher improvement plan that is being challenged; and
- (2) any additional documents or materials relevant to the appeal; and
- (3) the performance review and the teacher improvement plan being challenged

**TIMEFRAME FOR DISTRICT RESPONSE**

Within 15 calendar days of receipt of an appeal, the evaluator who issued the performance review must submit a detailed written response to the appeal.

The evaluator's response must include:

- (1) a detailed written response to the appeal addressing the specific area(s) being challenged; and
- (2) any and all additional documents or written materials specific to the point(s) being challenged that support the evaluator's response and are relevant to the resolution of the appeal; if a TIP is in place, then the next step (3) applies
- (3) any modifications to the Teacher Improvement Plan

The teacher initiating the appeal shall receive a copy of the response filed by the evaluator, and any and all additional information submitted with the response.

**PANEL APPEAL**

If the teacher is not satisfied with the response from the evaluator and the matter has not been resolved to his/her satisfaction, within 15 calendar days of acknowledging the receipt of the decision of the evaluator, the teacher may request an appeal to a three-person panel as described herein.

The parties agree to formulate a three-person panel to hear the appeal. The three- person panel will consist of:

- (1) the Superintendent (or his/her designee)
- (2) the PAT President (or his/her designee)
- (3) third panel member to be mutually chosen and agreed upon by the Association and the District from a list to be updated annually.

The initial evaluator shall not be a member of the panel. The costs associated with the services of the panel, including expenses, will be shared equally by the parties.

The third party panel member must be chosen within ten calendar days of the teacher requesting the appeal to the panel. The panel will meet within the next ten (10) calendar days of being selected.

A member who is appealing before the panel will be allowed to appear before the panel to answer any questions or make a statement to the panel. The time allotted for this will not exceed 15 minutes.

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

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The decision/deliberations of the three-person panel shall be based on a written record which is comprised of:

- (1) the teacher's appeal papers and any documentary evidence accompanying the appeal;
- (2) the evaluator's response to the appeal and any documentary evidence accompanying the response; and,
- (3) A decision will be rendered by the appeal panel within 2 school days of the appeal being heard. The district will then notify, in writing, each teacher of the panel's decision.

A written recommendation of the three-person panel shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. Within 2 school days of hearing the appeal, the panel will issue a written recommendation for resolution to the Appellant, Teachers' Association President and the Superintendent of Schools. The recommendation to the Superintendent may be to deny the appeal, to sustain the appeal and grant remedy sought, or to sustain the appeal and modify the remedy; further, the reasoning for the recommendation, as well as dissenting opinions, if any, will be included with the recommendation.

**DECISION**

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

A written decision on the merits of the appeal shall be rendered no later than 67 calendar days from the date upon which the teacher filed his or her appeal. The appeal shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the school district/BOCES' response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a revised evaluation if procedures have been violated. A copy of the decision shall be provided to the teacher and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

**EXCLUSIVITY OF §3012-D APPEAL PROCEDURE**

The 3012-d appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a 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 & 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.**

The Superintendent will ensure that all evaluators including Lead Evaluators, Evaluators, and Independent Evaluators have been trained and certified in accordance with regulation. The District will utilize the CEWW BOCES facilitators for evaluator training (this will include training for lead evaluators, evaluators and impartial, independent observers). All evaluator training sessions will include training on the elements required pursuant to education law 3012d and Regents rules 30-3.10. The Superintendent will ensure that lead evaluators, evaluators, and independent, impartial observers, participate in training and are initially certified or re-certified by the school board on an annual basis. Initial evaluator training will consist of three-days of training and each year approximately two regional days for recertification training, in addition to local district, in-house training, with an emphasis on assuring inter-rater reliability. CEWW BOCES facilitators will be utilized to provide initial and recertification training. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations. The CEWW BOCES offers ongoing professional development to all those responsible for evaluation in the region to ensure inter-rater reliability within and across districts.

**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.**

District- or BOCES-wide results

**Principal Assessments**

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

- State or Regents assessment(s)

**All Principals: State or Regents Assessment(s)**

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

**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%

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Task 7. PRINCIPALS: Required Student Performance - Weighting

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

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

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

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

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

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**Optional Student Performance Subcomponent**

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

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

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

Options for measures and associated assessments include:

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

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

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

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**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 &sect;3012-d, amended in 2019**

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

Page Last Modified: 02/28/2020

**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]	NA

**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 &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 Number of School Visits</b>	<b>ANNOUNCED</b> <b>Minimum Number of School Visits</b>
Subgroup of Principals	Tenured	0	1
Subgroup of Principals	Probationary	0	2

**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 Number of School Visits</b>	<b>ANNOUNCED</b> <b>Minimum Number of School Visits</b>
Subgroup of Principals	Tenured	1	0
Subgroup of Principals	Probationary	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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**Please also check each of the following boxes.**

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

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

Task 9. PRINCIPALS: School Visits - Optional School Visits

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

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

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

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

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

<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 Number of School Visits</b>	<b>ANNOUNCED</b> <b>Minimum Number of School Visits</b>
All Principals (enter 'N/A' in the next column)	NA	N/A	N/A

**Peer Principal School Visit Assurances**

Please check all of the boxes below.

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

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

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

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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 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.**

APPENDIX\_E\_PAC\_(form only).docx

**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: 03/20/2020

**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 &amp;sect;3012-d, amended in 2019

## Task 11. PRINCIPALS: 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.**

**Appeal Process**

To the extent that a Principal wishes to issue an appeal, the principal will submit an appeal in writing All appeals will be timely and expeditious as required in education law 3012d.

1. Appeals will be limited to the following situations:
  1. A Principal will be able to appeal an ineffective or developing rating.
  2. The scope of any appeal will be limited to the following subjects:
    1. The substance of the individual's annual professional performance review, which shall include the following:
      1. In the instance of a principal rated Ineffective on the Student Performance Category but rated Highly Effective on the Observation/School Visit Category based on an anomaly, as determined locally;
      2. The 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;
      4. Compliance with any applicable locally negotiated procedures regarding annual professional performance reviews or improvement plans; and
      5. The District's issuance and/or implementation of the terms of the principal improvement plan.
    3. The entire appeals record will be part of the Principal's APPR.
    4. The appeals procedure constitutes the exclusive means for initiating, reviewing, and resolving any and all appeals. A Principal may not resort to any other contractual grievance procedure for the resolution of these appeals, except as otherwise authorized by law.
    5. Nothing in the appeals procedure will restrict the right of the district or the obligation of the Principal to proceed in accordance with otherwise standard practice, e.g., implementation of an improvement plan, denial/granting of tenure for statutory, and constitutionally permissible reason.
    6. A Principal may not file multiple appeals regarding the same performance review. 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, unless the parties agree that new information may impact the overall appeal.
    7. In an appeal, the Principal has the burden of demonstrating a right to relief requested and the burden of establishing the facts upon which petitioner seeks relief.
    8. The time line in Levels 1, 2 & 3 of the appeal process will be strictly adhered to. Failure of the petitioner to meet a timeline will nullify the appeal; failure of the respondent to meet a timeline will allow movement of the appeal to the next level.

**LEVEL 1- LEAD EVALUATOR (SUPERINTENDENT)**

1. (Informal) Following receipt of a Principal's annual evaluation, the Principal is encouraged to immediately schedule a follow up meeting to informally discuss with the Superintendent any and all related issues. If the Principal has additional supporting evidence to share with the Superintendent regarding a particular element(s) of the evaluation, the Principal is encouraged to do so at this level.
2. (Formal) If the Principal chooses to submit a formal appeal, the Principal may request, in writing, a review by the Superintendent of Schools. The written appeal shall articulate in detail the basis of the appeal to the Superintendent of Schools. Failure to articulate a particular basis for the appeal in the aforesaid appeal writing shall be deemed a waiver of that claim. The evaluated Principal may only challenge the substance, rating and/or adherence to the parties' Annual Professional Performance Review Plan adopted pursuant to Education Law 3012-d and the scope listed above. Upon receipt of the formal written documentation, the Principal will schedule a meeting for the parties to meet to review and discuss the documentation that is submitted in the written appeal. Any formal or informal appeal shall take place within ten (10) business days, occurring during the school year including summer recess, of the receipt of a Principal's annual evaluation.
3. If a Principal is challenging the issuance or implementation of a Principal Improvement Plan, the appeal must be submitted in writing within ten(10) business days of the issuance of the plan.
4. When filing an appeal, the Principal must submit a detailed written description of the specific grounds for the appeal of the performance review being challenged. Along with the appeal, all supporting documentation must be submitted, or specifically noted if pending. Any grounds for appeals or any supporting documentation/information not submitted or noted at the time the appeal is filed shall not be considered, unless it is mutually agreed upon by the parties to consider the new documentation/information.
5. The Superintendent must submit a detailed written response to the appeal with in ten day of receipt. Along with the response, all supporting documentation must be submitted, or specifically noted if pending, as well as any additional documents or materials relevant to the response. Any supporting documentation/information not submitted or noted at the time the response is issued shall not be considered in deliberations related to the resolution of the appeal. The Principal initiating the appeal, and at the discretion of the Principal the Principal's Association President(s), shall receive copies of the response and any and all additional information submitted

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

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with the response.

**LEVEL 2 – PANEL**

1. Within five (5) business days of receipt of the Level 1 determination, if a Principal is not satisfied with such determination the Principal must submit the appeal to a bipartisan panel comprised of (2) panelists from retired Superintendent or Principal ranks. The individuals chosen will be mutually agreed upon by the Association and the District. The panel will be provided the entire appeals record. These panelists must be trained in the APPR process. The anonymity of the panelists and appellant will be protected to the greatest extent possible.
2. Within five (5) business days of receipt of the Level 1 determination of the Principal's appeal, the panel will jointly conduct a paper review and deliberation of the matter, and issue a written recommendation for resolution to the Principal' Association President and the Superintendent of Schools. The recommendation may be to deny the appeal, to sustain the appeal and grant remedy; further reasoning for the recommendation, if any, will be final and binding for all appeals on developing ratings. Appeals of ineffective ratings and split decisions on an appeal of developing rating will proceed to level 3 below.
3. All costs associated with the panel including expenses will be born equally between the parties.

**LEVEL 3 – SUPERINTENDENT**

1. Within five (5) business days of receipt of the Level 2 recommendation for resolution, the Superintendent of School will give due consideration to the panel's recommendation and issue a final and binding decision, in writing, to the appellant, to the Principal' Association, and to the panel members. Whether the appeal is denied, sustained, the Superintendent may set aside or modify a rating or improvement plan or order a revised evaluation or improvement plan if procedures have been violated. The determination of the Superintendent will be final and shall not be grieved, arbitral, nor reviewable in any other form; however, the failure of either party to abide by the above agreed upon process shall be subject to the grievance procedure.

If personal or vacation leave with either party interfere with the timeline of the appeal process, the parties agree to meet and revise this schedule to an alternate agreeable timeline, but in all cases the appeal will be timely and expeditious as required by education law 3012d.

**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: 03/23/2020

**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.**

The Superintendent will ensure that all evaluators including Lead Evaluators, Evaluators, and Independent Evaluators have been trained and certified in accordance with regulation. The District will utilize the CEWW BOCES facilitators for evaluator training (this will include training for lead evaluators, evaluators and impartial, independent observers). All evaluator training sessions will include training on the elements required pursuant to education law 3012d and Regents rules 30-3.10. The Superintendent will ensure that lead evaluators, evaluators, and independent, impartial observers, participate in training and are initially certified or re-certified by the school board on an annual basis. Initial evaluator training will consist of three-days of training and each year approximately two regional days for recertification training, in addition to local district, in-house training, with an emphasis on assuring inter-rater reliability. CEWW BOCES facilitators will be utilized to provide initial and recertification training. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations. The CEWW BOCES offers ongoing professional development to all those responsible for evaluation in the region to ensure inter-rater reliability within and across districts.

**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: 02/28/2020

**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: 03/24/2020

**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.**

Peru CSD Signature March 2020.pdf

### Peru Central Teacher Improvement Plan (TIP)

The sole purpose of the TIP is the improvement of teaching practice. The goal is to provide resources and support for teachers who have been rated as “developing” or “ineffective.” The evaluator and teacher will jointly determine the strategies to be undertaken to correct deficiencies.

Teacher: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_

Evaluator: \_\_\_\_\_

PAT President (or designee): \_\_\_\_\_

\_\_\_ I waive my right to Association Representation

<b>Teacher</b>		<b>PAT Rep</b>
List the area (s) needing improvement. If there are several, indicate the order of priority.		
Priority	Area needing improvement	Performance goal

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

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

Assignment of a mentor teacher? \_\_\_ Yes \_\_\_ No

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

The teacher, evaluator, mentor (if applicable) and Association representative (if requested by the teacher) 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.

Evaluator’s Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher’s Signature \_\_\_\_\_ Date \_\_\_\_\_

Appendix F: Teacher Improvement Plan (TIP)

Meeting Notes:

Evaluator Comments:
Teacher Comments:
Meeting Date:
Evaluator Comments:
Teacher Comments:
Meeting Date:
Evaluator Comments:
Teacher Comments:
Meeting Date:

**Recommendation for Results of the TIP**

\_\_\_\_\_ **Teacher has met the performance goals identified through the TIP**

\_\_\_\_\_ **Teacher has not met the performance goals.**

**Next Steps:**

**Evaluator's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Teacher's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

*Teacher's signature does not constitute agreement, but merely signifies that he/she has examined and discussed the material with the evaluator. Teacher shall have the right to insert a written explanation or response to the written feedback of the evaluator within ten (10) school days, which may be considered during the appeals process.*

**APPENDIX E**  
**PRINCIPAL IMPROVEMENT PLAN**

Name of Principal \_\_\_\_\_

School Building \_\_\_\_\_ Academic Year \_\_\_\_\_

Deficiency that promulgated the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for Completion:

Required and Accessible Resources, including identification of responsibility for this provision:

**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:

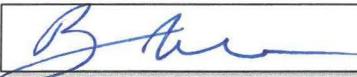
 3/24/2020

Superintendent Name (print):

Dr. Thomas Palmer

Teachers Union President Signature:

Date:

 3/24/2020

Teachers Union President Name (print):

Brian Marino

Administrative Union President Signature:

Date:

 3/24/2020

Administrative Union President Name (print):

Joha Battin

Board of Education President Signature:

Date:

 3/24/2020

Board of Education President Name (print):

Bonnie Berry