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

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March 16, 2021

**Revised**

Jeffrey Matteson, Superintendent
Tompkins-Seneca-Tioga BOCES
555 Warren Road
Ithaca, NY 14850

Dear Superintendent Matteson:

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

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

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

Thank you again for your hard work.

Sincerely,

Betty A. Rosa
Commissioner

Attachment

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.

Page Last Modified: 01/06/2021

## 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'splan.

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 APPRplan 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.

## 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 LEAin 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).

### HEDI Scoring Bands

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

### SLO Assurances

**Please check the boxes below.**

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

Page Last Modified: 10/20/2020

## 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).**

*Note*For LEAs that may use both a common branchanddepartmentalized model for kindergarten:
- Complete this section accordinglyforcommon branch teachers.
- In the "Other Courses" section of Task 2, select the"Elementary" option for applicable subjects in the "Subject" column with the corresponding grade(s)and complete the remainder of that entry as appropriate.

*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 programwho 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' coursesin 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 LEAwho 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 LEAin the current school year.

### Kindergarten: Measure Type

Not applicable

### Kindergarten: Assessment Type(s)

☑ N/A

Page Last Modified: 02/25/2021

## 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).**

*Note*For LEAs that may use both a common branchanddepartmentalized model for grade one:
- Complete this section accordinglyforcommon branch teachers.
- In the "Other Courses" section of Task 2, select the"Elementary" option for applicable subjects in the "Subject" column with the corresponding grade(s)and complete the remainder of that entry as appropriate.

*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 programwho 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' coursesin 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 LEAwho 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 LEAin the current school year.

### Grade 1: Measure Type

Not applicable

### Grade 1: Assessment Type(s)

☑ N/A

Page Last Modified: 10/20/2020

## Common Branch Grade Two Measures and Asssessments

**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).**

*Note*For LEAs that may use both a common branchanddepartmentalized model for grade two:
- Complete this section accordinglyforcommon branch teachers.
- In the “Other Courses” section of Task 2, select the“Elementary” option for applicable subjects in the “Subject” column with the corresponding grade(s)and complete the remainder of that entry as appropriate.

*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 programwho 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’ coursesin 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 LEAwho 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 LEAin the current school year.

### Grade 2: Measure Type

Not applicable

### Grade 2: Assessment Type(s)

☑ N/A

## 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).**

*Note*For LEAs that may use both a common branchanddepartmentalized model for grade three:
- Complete this section accordinglyforcommon branch teachers.
- In the "Other Courses" section of Task 2, select the"Elementary" option for applicable subjects in the "Subject" column with the corresponding grade(s)and complete the remainder of that entry as appropriate.

*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 programwho 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' coursesin 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 LEAwho 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 LEAin the current school year.

### Grade 3: Measure Type

Not applicable

### Grade 3: Assessment Type(s)

☑ N/A

## 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).**

*Note*For LEAs that may use both a common branch anddepartmentalized model for grade four:
- Select the applicable "Departmentalized" option belowand complete the remainder of this section accordingly.
- In the “Other Courses” section of Task 2, select “Common Branch” in the “Subject” column with the corresponding grade(s)and complete the remainder of that entry as appropriate.

*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 programwho 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’ coursesin 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 LEAwho 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 LEAin the current school year.

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

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

Page Last Modified: 02/25/2021

## Grade Four (Departmentalized) Measure and Assessment(s)

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

**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)**

☑ Third party assessment(s)

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

☑ STAR Reading

Page Last Modified: 02/25/2021

## 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).**

*Note*For LEAs that may use both a common branch anddepartmentalized model for grade five:
- Select the applicable "Departmentalized" option belowand complete the remainder of this section accordingly.
- In the “Other Courses” section of Task 2, select “Common Branch” in the “Subject” column with the corresponding grade(s)and complete the remainder of that entry as appropriate.

*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 programwho 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’ coursesin 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 LEAwho 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 LEAin 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)

Page Last Modified: 02/25/2021

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

Grade fivedepartmentalized 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)**

☑ Third party assessment(s)

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

☑ STAR Reading

## 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).**

*Note*For LEAs that may use both a common branch anddepartmentalized model for grade six:
- Select the applicable "Departmentalized" option belowand complete the remainder of this section accordingly.
- In the “Other Courses” section of Task 2, select “Common Branch” in the “Subject” column with the corresponding grade(s)and complete the remainder of that entry as appropriate.

*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 programwho 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’ coursesin 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 LEAwho 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 LEAin 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)

Page Last Modified: 09/29/2020

## 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 group or team results

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

☑ Third party assessment(s)

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

☑ STAR Reading

Page Last Modified: 02/25/2021

## 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).**

*Note*For LEAs that may use both a common branch anddepartmentalized model for grade seven:
- Select the applicable "Departmentalized" option belowand complete the remainder of this section accordingly.
- In the “Other Courses” section of Task 2, select “Common Branch” in the “Subject” column with the corresponding grade(s)and complete the remainder of that entry as appropriate.

*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 programwho 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’ coursesin 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 LEAwho 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 LEAin 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)

Page Last Modified: 02/25/2021

## 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)**

☑ Third party assessment(s)

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

☑ STAR Reading

## 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).**

*Note*For LEAs that may use both a common branch anddepartmentalized model for grade eight:
- Select the applicable "Departmentalized" option belowand complete the remainder of this section accordingly.
- In the “Other Courses” section of Task 2, select “Common Branch” in the “Subject” column with the corresponding grade(s)and complete the remainder of that entry as appropriate.

*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 programwho 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’ coursesin 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 LEAwho 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 LEAin 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)

Page Last Modified: 02/25/2021

## 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)**

☑ Third party assessment(s)

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

☑ STAR Reading

Page Last Modified: 11/18/2020

## 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 programwho 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' coursesin 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 LEAwho 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 LEAin 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)

Page Last Modified: 10/14/2020

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

**High School ELA: Measure Type**

School- or program-wide

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

School- or program-wide results

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

☑ Third party assessment(s)

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

☑ STAR Reading

Page Last Modified: 11/18/2020

## 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 programwho 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' coursesin 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 LEAwho 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 LEAin 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)

Page Last Modified: 10/14/2020

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

**High School Regents Math: Measure Type**

School- or program-wide

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

School- or program-wide results

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

☑ Third party assessment(s)

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

☑ STAR Reading

Page Last Modified: 11/18/2020

## 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 programwho 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' coursesin 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 LEAwho 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 LEAin 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)

Page Last Modified: 11/18/2020

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

**High School Regents Science: Measure**

School- or program-wide

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

School- or program-wide results

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

☑ Third party assessment(s)

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

☑ STAR Reading

Page Last Modified: 11/18/2020

## 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 programwho 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' coursesin 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 LEAwho 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 LEAin 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)

Page Last Modified: 11/18/2020

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

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

School- or program-wide

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

School- or program-wide results

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

☑ Third party assessment(s)

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

☑ STAR Reading

Page Last Modified: 11/18/2020

## Other Courses

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

*Note*

For LEAs that may use both a common branch anddepartmentalized model forany of gradesfour to eight:
- Select one of the "Departmentalized" options at each applicablegrade level and complete the remainder of the corresponding departmentalized section(s)accordingly.
- Forthe “Other Courses” entry below, select “Common Branch” in the “Subject” column with the corresponding grade(s)and complete the remainder of the informationas appropriate.

For LEAs that may use both a common branch anddepartmentalized model forany of gradeskindergarten to three:
- Completeeach applicable common branch grade level at the beginning of Task 2 accordingly.
- Forthe “Other Courses” entry below, select the “Elementary” option for applicable subjects in the “Subject” column with the corresponding grade(s)and complete the remainder of the informationas appropriate.

*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 programwho 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’ coursesin 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 LEAwho 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 LEAin 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 measureand 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.*

Task 2. TEACHERS: Required Student Performance - Other Courses

Page Last Modified: 11/18/2020

| | (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 | ELARegents, Algebra IRegents |
| 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".**

| **Grade From** | **Grade To** | **Subject** | Measure | State or Regents Assessment(s) | Locally-developed Course-Specific Assessment(s) | Third Party Assessment(s) |
|---|---|---|---|---|---|---|
| 9 | 12 | CTE | District-or BOCES-wide results | | | ☑ Precision Exams |
| 9 | 12 | All courses not named above | School-or program-wide results | | | ☑ STAR Reading |
| 3 | 12 | Special Education | School-or program-wide results | ☑ NYSAA | | |
| K | 12 | Special Education | School-or program-wide results | | | ☑ STAR Reading |
| 9 | 12 | Art | School-or program-wide results | | | ☑ STAR Reading |
| 9 | 12 | Languages Other Than English | School-or program-wide results | | | ☑ STAR Reading |
| K | 12 | Physical Education | School-or program-wide | | | ☑ STAR Reading |

Task 2. TEACHERS: Required Student Performance - Other Courses

Page Last Modified: 11/18/2020

| **Grade From** | **Grade To** | **Subject** | Measure | State or Regents Assessment(s) | Locally-developed Course-Specific Assessment(s) | Third Party Assessment(s) |
|---|---|---|---|---|---|---|
| | | | results | | | |

Page Last Modified: 09/29/2020

### 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 willbe 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.

Page Last Modified: 09/29/2020

## 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.

Page Last Modified: 02/25/2021

## Teacher Observation Category

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

## Teacher Practice Rubric

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

| Rubric Name | **If more than one rubric is utilized, please indicate the group(s) of teachers each rubric applies to.** |
|---|---|
| Danielson's Framework for Teaching (2013 Revised 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 rating and scoring the selected practice rubric consistent with the Department's regulations.**

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

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

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

TST BOCES will scoreall components within the 4 domainsof the Danielson 2013 rubric. Each componentwill receive a score of 1-4 based on the collected evidence. The component scoreswithin a domain will be weighted equally and averaged to create a domain score. Thetotal observation score will be created by averaging all four equally weighted domain scores.

## Scoring Assurances

Page Last Modified: 02/25/2021

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

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

### Teacher Observation Scoring Bands

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

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

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

**HEDI Ranges**

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

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

| | Minimum Rubric Score | Maximum Rubric Score |
|---|---|---|
| Highly Effective: | 3.50 | 4.00 |

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

| | Minimum Rubric Score | Maximum Rubric Score |
|---|---|---|
| Effective: | 2.50 | 3.49 |

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

| | Minimum Rubric Score | Maximum Rubric Score |
|---|---|---|
| Developing: | 1.50 | 2.49 |

Page Last Modified: 02/25/2021

**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 |

Page Last Modified: 09/30/2020

## 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] | **Group of teachers for which this weighting will apply** |
|---|---|---|---|
| 90% | 10% | 0% (N/A) | (No Response) |

## Observation Assurances

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

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

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

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

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

Page Last Modified: 09/30/2020

| **TEACHERS** *Indicate whether the number and method selected applies to all teachers or to a subgroup of teachers.* | **SUBGROUP** *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.* | **UNANNOUNCED Minimum Number of Observations** | **UNANNOUNCED Observation Method** | **ANNOUNCED Minimum Number of Observations** | **ANNOUNCED Observation Method** |
|---|---|---|---|---|---|
| All Teachers (enter 'N/A' in the next column) | N/A | 0 | N/A | 1 | Live |

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

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

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

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

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

| **TEACHERS** *Indicate whether the number and method selected applies to all teachers or to a subgroup of teachers.* | **SUBGROUP** *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.* | **UNANNOUNCED Minimum Number of Observations** | **UNANNOUNCED Observation Method** | **ANNOUNCED Minimum Number of Observations** | **ANNOUNCED Observation Method** |
|---|---|---|---|---|---|
| All Teachers (enter 'N/A' in the next column) | N/A | 1 | Live | 0 | N/A |

## Independent Evaluator Assurances

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

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

Page Last Modified: 09/30/2020

**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.

Page Last Modified: 09/29/2020

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

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

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

**Indicate the minimum number of unannounced and announced observations by trained peer observer(s), as well as the method of observation, in the table below.**
**If the optional subcomponent will not be used, please indicate "N/A" for the minimum number and "N/A" for the observation method for both unannounced and announced observations for "All Teachers."**

| **TEACHERS** *Indicate whether the number and method selected applies to all teachers or to a subgroup of teachers.* | **SUBGROUP** *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.* | **UNANNOUNCED Minimum Number of Observations** | **UNANNOUNCED Observation Method** | **ANNOUNCED Minimum Number of Observations** | **ANNOUNCED Observation Method** |
|---|---|---|---|---|---|
| All Teachers (enter 'N/A' in the next column) | N/A | 0 | 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.

Page Last Modified: 08/02/2019

## Category and Overall Ratings

For guidance on APPR scoring, see NYSED APPR Guidance.

## Category Scoring Ranges

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

**Student Performance Category**

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

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

**Teacher Observation**

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

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

## Scoring Matrix for the Overall Rating

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

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

## Category and Overall Rating Assurances

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

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

Page Last Modified: 02/25/2021

## Additional Requirements

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

## Teacher Improvement Plan Assurances

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

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

## Teacher Improvement Plan Forms

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

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

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

TIP_Plan2021 3.pdf

Page Last Modified: 01/06/2021

## 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.

Page Last Modified: 01/06/2021

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

Appeals Process

Why? The purpose of the internal appeal process, and the annual professional performance review process in its entirety, is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. It is hoped that the evaluative practice is one of collaboration and cooperation between teacher and administrator. The more formal appeals process exists for situations when this practice breaks down. It provides an opportunity to appeal a procedural error.

Who? Any bargaining unit member receiving an overall "ineffective" rating can appeal the decision in writing no later than fifteen (15) school days of the date when the bargaining unit member receives their annual professional performance review. Ratings of "developing", "highly effective" or "effective" cannot be appealed.

What? Pursuant to Education Law §3012-d, a teacher may only challenge the following in an appeal to the Board of Cooperative Educational Services (BOCES): • the substance of the annual professional performance review; which shall include the following: in the instance of a teacher rated "ineffective" on the Student Performance category, but rated "highly effective" on the Observation category based on an anomaly, as determined locally. • the BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d • the adherence to the regulations of the Commissioner • compliance with any locally negotiated procedures applicable to annual professional performance reviews or improvement plans • the BOCES' issuance and/or implementation of the terms of the teacher improvement plan under Education Law §3012-d. Because the APPR process in its entirety is a cooperative and collaborative process involving both the bargaining unit member and the authoring administrator, substantive components of the evaluation rubric are NOT appealable. During the course of the year, a draft APPR rubric will be available to both bargaining unit member and the authoring administrator. It is expected that the bargaining unit member not wait until the end of the process to clarify information with the authoring administrator if they believe misunderstandings exist. The entireprocess described below will be timely and expeditious in accordance with Education Law 3012-d.

How?

**START:** Informal Conference with the Authoring Administrator A qualifying bargaining unit member wishing to appeal their APPR must begin by requesting an informal meeting within fifteen (15) school days of the receipt of their final APPR. Requesting this informal meeting via email is an excellent way of documenting the process. The administrator will make every effort to schedule and hold this meeting within five (5) school days of receipt of the request. This conference is intended to allow the authoring administrator and the bargaining unit member to discuss the evaluation procedure and the member's concerns. It is hoped that disagreements and confusions might be resolved through this process without a more formal appeals process. The bargaining unit member has the option of inviting an Association representative to be present, but no paperwork is required for this step. The conference shall be an informal meeting wherein the authoring administrator and the employee are able to discuss the evaluation and the areas of dispute. It is recommended that both parties take notes. If the bargaining unit member is not satisfied with this stage, he/she may proceed to the more formal grievance stages.

**Stage 1:** Formal Written Appeal to Authoring Administrator

The first stage shall be initiated by the unit member by filing the APPR Appeals Form (see below)with the authoring administrator within five (5) school days after the completion of the informal conference. The authoring administrator will respond in writing within five (5) school days after the written appeal has been filed. This response will include an explanation with some detail as to why the appeal was denied or upheld. When filing an appeal, the bargaining unit member must submit a detailed description of the precise point(s) of disagreement over his or her APPR or the issuance and/or implementation of the terms of his or her improvement plan, along with any and all additional documents or written materials thathe or she believes are relevant to the resolution of the appeal. A copy of the performance review and/or issuance/implementation of the terms of TIP being challenged must also be submitted with the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

**Stage 2**: Appeal to the Superintendent

If the bargaining unit member is unsatisfied with the administrative response to the appeal, he/she may file an appeal with the District Superintendent. Within five (5) school days of receipt of the written response to the Stage 1 appeal, the bargaining unit member's submission to the Superintendent must include the following: • The initial APPR Appeals Form • Any and all supportive documents that were submitted with the Stage 1 application • A copy of the administrative response that resulted from Stage 1 • A typed cover statement outlining the concerns that warrant continue appeal. The Association President is copied on this appeal in its entirety.

The Superintendent will respond within ten (10) school days from the receipt of said appeal. This response will either be a formal written determination, or a request for a face-to-face conference with the bargaining unit member and their Association representative. If a conference is requested, it may also include, at the discretion of the Superintendent, the authoring administrator and will produce a written response no later than five (5) additional days from the receipt of said appeal.

The ultimate Superintendent's determination, either in immediate written response, or in written response subsequent to a conference may be • to deny the appeal; • to sustain the appeal and grant the remedy sought; • or sustain the appeal and modify the remedy. The bargaining unit member initiating the appeal, the Association President and the authoring administrator shall each receive a copy of the Superintendent's ultimate response as well as

any and all additional information submitted with the response.

Also, all timelines shall be adhered to unless extended by mutual, documented agreement. A bargaining unit member may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed null and void. Except for procedural appeals for failure to follow timelines, the bargaining unit member has the burden of proof to demonstrate a clear and legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief. With the exception of grievances based on failure to follow the procedural steps of this appeals process, the Superintendent's decision shall be final and binding and not subject to the contractual grievance procedure.

**APPR Appeals Form Member Name/Title**:_____/_____

**Building: _____**

**Authoring Administrator:_____**

- Type of Appeal (check box that applies): the substance of the annual professional performance review; which shall include the following: in the instance of a teacher rated "ineffective" on the Student Performance category, but rated "highly effective" on the Observation category based on an anomaly, as determined locally. - the BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d q the adherence to the regulations of the Commissioner -compliance with any locally negotiated procedures applicable to annual professional performance reviews or improvement plans -the BOCES' issuance and/or implementation of the terms of the teacher improvement plan under Education Law §3012-d.

What rating do you believe was appropriate?

Highly effective Effective Developing

Please explain the basis of your appeal. Include any contractual language that you believe was violated.

By submitting this appeal, I am requesting that the authoring administrator or Superintendent either deny the appeal, sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy. Signature of bargaining unit member Please date and initial the blanks below as appropriate throughout the process. Keep a copy for your records before sending the form on. Appeals Process Date and Initial to indicate completion

BACKGROUND: Receipt of the Final APPR: Request for Informal Conference with the Authoring Administrator: Informal Conference held on:

Stage 1: Formal Written Appeal to Authoring Administrator (APPR Appeals Form) submitted on: Response to Appeals Form submission:

Stage 2: Appeal to the Superintendent submitted on: Response from Superintendent:

Page Last Modified: 02/25/2021

## 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 District Superintendent will ensure that all evaluators, including: evaluators, independent evaluators, and lead evaluators have been trained and certified in accordance with regulation. TST BOCES Board of Education will certify and re-certify all evaluators annually via Lead Evaluator of Teachers training and certification. Introductory Level training is a 27 hour training and includes training on all nine required elements from Regents Rule 30-3.10 and ends with a calibration session. Activities to ensure inter-rater reliability amongevaluators will include evidence based observation techniques(collecting evidence of teacher practices, aligning the evidence with the rubric, scoring the teacher performance, and conducting post-observation feedback sessions)and experiences such asadministrative leadership team meetings, building leadership team meetings, state-wide teacher and leader effectiveness trainings and calibration events. Multiple opportunities for further practice and re-calibration will be provided for anyone who does not meet the initial calibration proficiency benchmark. All new evaluators will be given the original training over the course of their first six months on the job through TST BOCES or another BOCES within the Mid-State Joint Management Team (JMT).
The District Superintendent will ensure that all evaluators participate in at least 4 hours of annual re-training. The TST BOCES will utilize BOCES services to provide the retraining and recertification focused on rubric understanding, alignment, growth-producing feedback, calibration, and inter-rater reliability, as well as on some of the required nine elements each year. All of the nine elements described in Regents rule 30-3.10 will be covered in a three year cycle for all evaluators. Any individual who fails to achieve required training or recertification as applicable shall not conduct or complete evaluations.

Page Last Modified: 09/29/2020

## 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.

Page Last Modified: 09/29/2020

## 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 prinicpals 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 configurationor across multiple building/programs where the learning activities of one building/programindirectly contributeto 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'sfocus 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 LEAwho 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 LEAin 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:*

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

## Assurances

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

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

## Required Student Performance for Principals

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

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

Page Last Modified: 09/29/2020

## 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 LEAwho 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 LEAin 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:

- adescription of the areas of principal practice that will be evaluated;
- adescription of how the selected areas of principal practice promote student growth;
- adescription 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)

Page Last Modified: 11/20/2020

## 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 LEAwho 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 LEAin the current school year.

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

Principal and building/program-specific results

## Principal Assessments

### All Principals: Assessment Type(s)

☑ Third party assessment(s)

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

☑ Precision Exams
☑ STAR Reading

### HEDI Scoring Bands

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

Page Last Modified: 09/29/2020

## 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 willbe 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.

Page Last Modified: 09/29/2020

## 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.

Page Last Modified: 02/25/2021

## Principal School Visit Category

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

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

## Principal Practice Rubric

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

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

## Rubric Assurances

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

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

## Process for Weighting Rubric Domains/Subcomponents

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

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

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

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

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

TSTBOCESwill score each of thesixdomains of theMPPR rubric with a rating of 1-4.All domains are observable. The total score will be derived by weighting domains2and 3 double, and adding that to the scores of the remaining domains. The total sum of the domain scores will be divided by8scores for a final rubric score. ex: (D1+D2+D2+D3+D3+D4+D5+D6)/8=Total Rubric Score)

## 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.

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

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

**HEDI Ranges**

Page Last Modified: 02/25/2021

**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 |

Page Last Modified: 02/02/2021

## 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] | **Group of principals for which this weighting will apply** |
|---|---|---|---|
| 90% | 10% | 0% [N/A] | (No Response) |

## School Visit Assurances

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

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

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

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

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

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

Page Last Modified: 02/02/2021

| **PRINCIPALS** *Indicate whether the number and method selected applies to all principals or to a subgroup of principals.* | **SUBGROUP** *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.* | **UNANNOUNCED Minimum Number of School Visits** | **ANNOUNCED Minimum Number of School Visits** |
|---|---|---|---|
| All Principals (enter 'N/A' in the next column) | N/A | 0 | 1 |

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

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

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

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

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

| **PRINCIPALS** *Indicate whether the number and method selected applies to all principals or to a subgroup of principals.* | **SUBGROUP** *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.* | **UNANNOUNCED Minimum Number of School Visits** | **ANNOUNCED Minimum Number of School Visits** |
|---|---|---|---|
| All Principals (enter 'N/A' in the next column) | N/A | 1 | 0 |

## Independent Evaluator Assurances

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

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

Page Last Modified: 02/02/2021

**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.

Page Last Modified: 09/29/2020

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

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

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

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

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

| **PRINCIPALS** *Indicate whether the number and method selected applies to all principals or to a subgroup of principals.* | **SUBGROUP** *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.* | **UNANNOUNCED Minimum Number of School Visits** | **ANNOUNCED Minimum Number of School Visits** |
|---|---|---|---|
| All Remaining Principals (enter 'N/A' in the next column) | N/A | N/A | N/A |

## Peer Principal School Visit Assurances

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

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

Page Last Modified: 08/02/2019

## Category and Overall Ratings

For guidance on APPR scoring, see NYSED APPR Guidance.

## Category Scoring Ranges

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

**Student Performance Category**

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

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

**Principal School Visit Category**

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

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

## Scoring Matrix for the Overall Rating

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

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

## Category and Overall Rating Assurances

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

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

Page Last Modified: 02/25/2021

## 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.**

PIP_Plan2021 1.pdf

Page Last Modified: 02/25/2021

## 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.

Page Last Modified: 02/25/2021

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

Who?
Any principal receiving an overall “ineffective” rating can appeal the decision in writing no later than fifteen (15) school daysafter the date when the principal receives their annual professional performance review or the date that their Principal Improvement Plan is assigned. Ratings of “developing”, “highly effective” or “effective” cannot be appealed.
What?
An appeal may encompass a challenge to: • the Board of Cooperative Educational Services’ adherence to the standards and methodologies required for such reviews; • the adherence to the Commissioner’s Regulations, as applicable to such reviews; • compliance with any locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and • the Board of Cooperative Educational Services’ issuance and/or implementation of the terms of the principal improvement plan. Because the APPR process in its entirety is a cooperative and collaborative process involving both the principal and the authoring supervisor, substantive components of the evaluation rubric are NOT appealable. During the course of the year, a draft APPR rubric will be available to both principal and the authoring supervisor. It is expected that the principal not wait until the end of the process to clarify information with the authoring supervisor if they believe misunderstandings exist.
How?
**Step 1:** Informal Conference with the Authoring Supervisor
A principal wishing to appeal their APPR must begin by requesting an informal meeting with their supervisor within fifteen (15) school days of the receipt of their final APPR. Requesting this informal meeting via email is an excellent way of documenting the process. The supervisor will hold this meeting within five (5) school days of receipt of the request. This conference is intended to allow the authoring supervisor and the principal to discuss the evaluation procedure and the principal’s concerns. It is hoped that disagreements and confusions might be resolved through this process without a more formal appeals process. The principal has the option of inviting a colleague to be present, but no paperwork is required for this step. The conference shall be an informal meeting wherein the authoring supervisor and the principal are able to discuss the evaluation and the areas of dispute. It is recommended that both parties take notes. If the principal is not satisfied with Step 1, he/she may proceed to the second step.
**Step 2:** Formal Written Appeal to Authoring Supervisor
The second step shall be initiated by the principal by filing the APPR Appeals Form (below)with the authoring Supervisor within five (5) school days after the completion of Step 1. The authoring supervisor will respond in writing within five(5) school days after the written appeal has been filed. This response will include an explanation with some detail as to why the appeal was denied or upheld. When filing an appeal, the principal must submit a detailed description of the precise point(s) of disagreement over his or her APPR or the issuance and/or implementation of the terms of his or her improvement-plan, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal. A copy of the performance review and/or issuance and/or implementation of the PIP being challenged must also be submitted with the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.
**Step 3:** Appeal to the DistrictSuperintendent
If the principal is unsatisfied with the administrative response to the Step 2 appeal, he/she may file a Step 3 appeal with the District Superintendent or his or her designee. Within five (5) school days of receipt of the written response to the Step 2 appeal, the principal’s submission to the District Superintendent must include the following: • The initial APPR Appeals Form. • Any and all supportive documents that were submitted with the Step 2 application. • A copy of the administrative response that resulted from Step 2. • A typed cover statement outlining the concerns that warrant a Step 3 appeal. The DistrictSuperintendent or designee will respond within ten(10) school days from the receipt of said appeal. The response will either be a formal written determination, or a request for a face-to-face conference with the principal. Such a conference may also include, at the discretion of the DistrictSuperintendent or designee, the authoring supervisor.
If a conference is requested, it may also include, at the discretion of the Superintendent, the authoring administrator and will produce a written response no later than five (5) additional days from the receipt of said appeal.The ultimate District Superintendent’s determination, either in immediate written response, or in written response subsequent to a conference,may be: • to deny the appeal; • to sustain the appeal and grant the remedy sought; • or sustain the appeal and modify the remedy. The principal initiating the appeal and the authoring supervisor shall each receive a copy of the District Superintendent or designee’s ultimate response as well as any and all additional information submitted with the response. The process will be timely and expeditious. All timelines shall be adhered to unless extended by mutual, documented agreement. Anyextension will not exceed 30 days beyond the original timeline of the entire process in order to ensure a timely and expeditious appeal process in compliance with Education Law 3012-d A principal may not file multiple appeals regarding the same performance review or principal improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed null and void. Except for proceduralappeals for failure to follow timelines, the principal has the burden of proof to demonstrate a clear and legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief. The District Superintendent or designee's decision shall be final and binding and not subject to legal appeal.
APPR Appeals Form Principal's Name/Title:_____/_____

Page Last Modified: 02/25/2021

Building: _____

Authoring Administrator:_____

Type of Appeal (check box that applies)

_ the substance of the annual professional performance review; which shall include the following: _ the BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d _ the adherence to the regulations of the Commissioner _ compliance with any localprocedures applicable to annual professional performance reviews or improvement plans _ the BOCES' issuance and/or implementation of the terms of the principal improvement plan under Education Law §3012-d. What rating do you believe was appropriate? Highly effective Effective Developing

Please explain the basis of your appeal._____

By submitting this appeal, I am requesting that the authoring administrator or District Superintendent either deny the appeal, sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy.

Signature of Principal

Please date and initial the blanks below as appropriate throughout the process. Keep a copy for your records before sending the form on. Appeals Process Date and Initial to indicate completion BACKGROUND: Receipt of the Final APPR:

Step 1: Request for Informal Conference with the Authoring Administrator: Informal Conference held on: Step2: Formal Written Appeal to Authoring Administrator (APPR Appeals Form) submitted on: Response to Appeals Form submission:

Step 3: Appeal to the District Superintendent submitted on: Response from District Superintendent:

Page Last Modified: 01/06/2021

## 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 District Superintendent will ensure that all evaluators, including: evaluators, independent evaluators, and lead evaluators have been trained and certified in accordance with regulation.TST BOCES Board of Education will certify and re-certify all evaluators annually.
All new evaluators will initially have 12 hours of training over the course of their first six months on the job through the BOCES from one or more of the BOCES in the Mid-State Joint Management Team (JMT). Training of all evaluators of Principals will include all nine required elements of Regents rule 30-3.10.
The district superintendent will ensure that all evaluators participate in at least 3 hours of annual training and are certified and recertified on an annual basis by the TST BOCES Board of Education. The TST BOCES will utilize BOCES services to provide the retraining and recertification on some of the nine elements each year. All of the nine elements will be covered in a three year cycle for returning administrators. Any individual who fails to achieve required training or recertification as applicable shall not conduct or complete evaluations. Inter-rater reliability will be developed through sharing of Principal Case Studies and agreeing on the rating of these principals using the MPPR rubric. These sharings will occur either through the Superintendents Leadership Council ( in collaboration with component school colleagues) or via internal administrative meetings. At least 2 of these opportunities will occur per year.

Page Last Modified: 09/29/2020

## 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.

Page Last Modified: 03/09/2021

## 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.**

TST APPR signatures March 2021.pdf

# TIP Plan

A Teacher Improvement Plan and TIP designation may be initiated for several potential causes:

- The bargaining unit member is designated in need of improvement during classroom observation(s) *[specific areas of concern will be noted in the Danielson rubric from these observation(s)]*
- The bargaining unit member's total rating on his/her summative APPR designates an ineffective or developing level according to the scale in this document. [*According to the Commissioner's Regulations, every teacher receiving a rating of "developing" or "ineffective" must receive a Teacher Improvement Plan ("TIP") by October 1 following the school year for which such teacher's performance is being measured or as soon as practicable thereafter.]*
- A bargaining unit member who feels they are struggling may seek out support from administration by requesting a TIP be developed. The administrator and bargaining unit member will determine if this is feasible and necessary.

The issuance of a TIP is not a disciplinary action. Teachers have the opportunity to collaborate with their administrator in TIP development and will be supported in TIP implementation. The purpose of a TIP is to assist teachers to work to their fullest potential. The plan will identify specific improvement areas as well as a timeline and plan for assessing improvement. As in all of the phases of the Annual Professional Performance Review Plan, it is hoped that this phase will result in satisfactorily improved teaching. However, a teacher with two consecutive ineffective annual ratings may be subject to discipline.

## The purpose of a TIP is to:

- provide assistance to bargaining unit members who are rated as "ineffective" or "developing" in the overall rating
- improve a unit member's performance;
- provide additional support; which may include professional development and an opportunity to observe other classes;
- encourage discussion and collaboration in the area(s) of significant concern
- provide information to determine tenure if appropriate

## A TIP must include:

- ✓ identification needed areas of improvement with specific evidence of that need
- ✓ measureable expectations that would demonstrate improvement
- ✓ a timeline for achieving improvement and providing periodic reviews of progress, *(This schedule should outline the periodic feedback and opportunities to review the plan as it moves forward. Ensure that there are sensible and practical timelines. Bargaining unit*

*members are not required to complete TIP activities during school breaks or summer vacations. TIP can carry over between semesters and school years if appropriate.)*

- ✓ the manner in which the improvement will be assessed; and, where appropriate,
- ✓ the appropriate differentiated professional development opportunities, materials, resources and supports the District will make available to assist the teacher including, the assignment of a mentor teacher where appropriate and feasible.

It is expected that a TIP is part of the annual scope of evaluation. If concerns are plainly evident during the year, the administrator and bargaining unit member will discuss the issues that may necessitate a TIP. Some of these details that must be included in the TIP may be rolled into the APPR evaluation document.

If a TIP is demanded by the final rating of the APPR, the administrator will seek input from the bargaining unit member in developing the plan to the degree possible. Although a TIP is not intended to be punitive, the bargaining unit member may request that an Association Representative accompany him or her to meetings with the administrator regarding the TIP and any subsequent disciplinary action.

Such input will help guide the generation of the final TIP using the **TST BOCES Teacher Improvement Plan.**

The final TIP will be initialed by both the administrator and bargaining unit member. A copy will be provided to the bargaining unit member.

Once the plan has been completed by the bargaining unit member, and/or the timeline specified for completion in the TIP has passed, the administrator will determine, in a discussion with the bargaining unit member, followed by written documentation, that:

- The problem has been resolved and the bargaining unit member's no longer needs a TIP.
- The problem has not been resolved and the TIP designation will remain with the same or revised elements;
- The problem has not been resolved and the bargaining unit member may be subject to disciplinary action.

Under Education Law §3012-d, the Board of Cooperative Educational Services' issuance and/or implementation of the terms of the teacher improvement plan can be appealed. No disciplinary action predicated upon ineffective performance being addressed by a TIP shall be taken by the BOCES against a bargaining unit member until that TIP has been fully implemented (according to its documented timeline) and its effectiveness in improving the teacher's performance has been evaluated by the authoring administrator unless otherwise required by law.

## TST BOCES Teacher Improvement Plan

Member Name/Title:_____/_____

Building/Program: _____ Authoring Administrator:_____

| Standard/Area Needing Improvement | Evidence of Need | Measurable Expectations | Resources/Support Provided | Timeline | Evidence of Improvement (Assessment) |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |

## Comments:

_____
_____
_____
_____
_____
_____

_____ _____
Signature of evaluator/administrator date

_____ _____
Signature of bargaining unit member date

*Your signature indicates that you are an active participant in this process and that you understand that this TIP will be sent to your personnel file.*

At completion of this TIP plan…

- ❑ The problem has been resolved and TIP is no longer necessary.
- ❑ TIP designation will remain with revised goals
- ❑ Additional disciplinary action is needed.

Administrative Initial

# PIP Plan

A Principal Improvement Plan and PIP designation may be initiated for several potential causes:

- The principal is designated in need of improvement during a visit by a supervisor for specific deficits according to all appropriate standards.
- The principal's total rating on his/her summative APPR designates an ineffective or developing level.
- A principal who feels that they are struggling may seek out support from administration by requesting a PIP be developed. The supervisor and principal will determine if this is feasible and necessary.

Every principal receiving a rating of "developing" or "ineffective" must receive a Principal Improvement Plan (PIP) as soon as practicable, but in no case later than October 1 of the following school year.

The issuance of a PIP is not a disciplinary action. As in all of the phases of the Annual Professional Performance Review Plan, it is hoped that this phase will result in satisfactorily improved leadership. However, a principal with two consecutive ineffective annual ratings may be subject to discipline.

## The purpose of a PIP is to:

- provide assistance to principals who are rated as "ineffective" or "developing" in the overall rating
- improve a principal's performance;
- provide additional support; which may include professional development and an opportunity to observe other administrators;
- encourage discussion and collaboration in the area(s) of significant concern
- provide information to determine tenure if appropriate

## A PIP must include:

- ✓ identification of needed areas of improvement with specific evidence of that need
- ✓ measureable expectations that would demonstrate improvement
- ✓ a timeline for achieving improvement and providing periodic reviews of progress, *(This schedule should outline the periodic feedback and opportunities to review the plan as it moves forward. Ensure that there are sensible and practical timelines.*
- ✓ the manner in which the improvement will be assessed; and, where appropriate,
- ✓ the appropriate differentiated professional development opportunities, materials, resources and supports the District will make available to assist the principal including, the assignment of a mentor principal where appropriate and feasible.

It is expected that a PIP is part of the annual scope of evaluation. If concerns are plainly evident during the year, the supervisor and principal will discuss the issues that may necessitate a PIP. Some of these details that must be included in the PIP may be rolled into the APPR evaluation document.

If a PIP is demanded by the final rating of the APPR, the administrator will seek input from the principal in developing the plan to the degree possible. Although a PIP is not intended to be punitive, the principal may request that a colleague accompany him or her to meetings with the supervisor regarding the PIP and any subsequent disciplinary action.

Once the plan has been completed by the principal, and/or the timeline specified for completion in the PIP has passed, the supervisor will determine, in a discussion with the principal, followed by written documentation, that:

- The problem has been resolved and the principal no longer needs a PIP.
- The problem has not been resolved and the PIP designation will remain with the same or revised elements;
- The problem has not been resolved and the principal may be subject to disciplinary action.

Under Education Law §3012-d, the Board of Cooperative Educational Services' issuance and/or implementation of the terms of the principal improvement plan can be appealed.

## TST BOCES Principal Improvement Plan

Principal Name/Title:_____/_____

Building/Program: _____ Authoring Supervisor:_____

| Standard/Area Needing Improvement | Evidence of Need | Measurable Expectations | Resources/Support Provided | Timeline | Evidence of Improvement (Assessment) |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |

## Comments:

_____

_____

_____

_____

_____

_____

_____ _____

Signature of Supervisor date

_____ _____

Signature of principal date

*Your signature indicates that you are an active participant in this process and that you understand that this PIP will be sent to your personnel file.*

At completion of this PIP plan...

- ❑ The problem has been resolved and PIP is no longer necessary.
- ❑ PIP designation will remain with revised goals
- ❑ Additional disciplinary action is needed.

Administrative Initial

**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:**

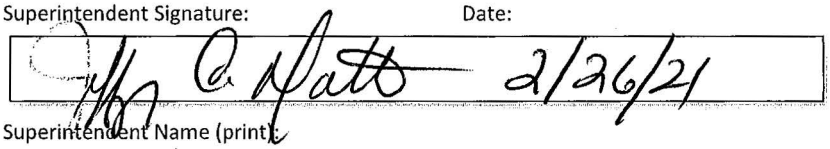
- Assure that the overall APPR rating will be used as a significant factor in employment decisions, including but not limited to: tenure determinations and teacher and principal improvement plans;
- Assure that the entire APPR will be completed for each teacher or principal as soon as practicable but 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 statues 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**

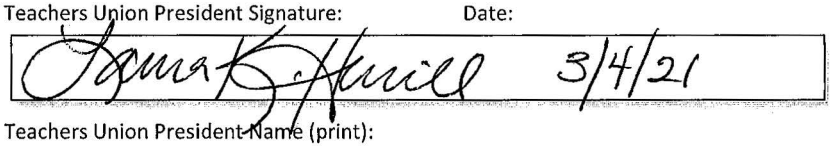
Superintendent Signature: Date:




Superintendent Name (print):

Jeffrey A. Matteson

Teachers Union President Signature: Date:




Teachers Union President Name (print):

Laura K. Havill

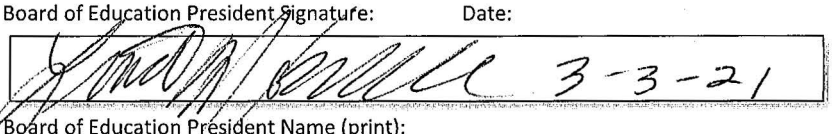
Administrative Union President Signature: Date:

N/A

Administrative Union President Name (print):

N/A

Board of Education President Signature: Date:




Board of Education President Name (print):

LINDA M. COMPETILLO 3-3-21