



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

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January 8, 2024

Educator Evaluation Plan - Variance

Gretchen Rosales, Superintendent
Elba Central School District
57 South Main St.
PO Box 370
Elba, NY 14058

Dear Superintendent Rosales:

Congratulations. I am pleased to inform you that your educator evaluation plan ('plan') variance application meets the criteria outlined in section 30-3.16 of the Rules of the Board of Regents and has been approved. **Your variance is approved for the 2023-24, 2024-25, 2025-26 school year(s).** As a reminder, we are relying on the information you provided in your variance application, including the narrative descriptions, certifications, and assurances that are included in the application. During the approved term of this variance, your LEA will implement the variance along with all other remaining provisions of your approved plan. If any material changes are made to your approved plan and/or the terms of your approved variance, your LEA must submit such material changes to us for approval. Please see the attached notes for further information.

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

The New York State Education Department and I look forward to continuing our work together, with the goal of ensuring that every school has world-class educators in the classroom, every teacher has a world-class school leader to support their professional growth, and every student achieves success.

Thank you again for your hard work.

Sincerely,

Betty A. Rosa
Commissioner

Attachment
c: Kevin Macdonald

NOTE:

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

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

Educator Evaluation - Innovative Variance, Ed Law §3012-dTask 1. General Information - General Information

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Educator Evaluation Variance (Education Law 3012-d)

For guidance related to the Educator Evaluation variance, see NYSED Educator Evaluation Guidance.

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

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

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

Variance Application Timeline

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

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

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

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

Variance Assurances

Please read the assurances below and check each box.

- Assure that the contents of this form are in compliance with Education Law Section 3012-d.
- Assure that a detailed version of the LEA's variance is kept on file and that a copy of such variance will be provided to the Department upon request for review of compliance with Education Law Section 3012-d.
- Assure that this variance will be posted on the LEA's website, in addition to its current full Educator Evaluation plan, no later than September 10th of each school year, or within 10 days after the plan's approval by the Commissioner, whichever shall occur later.
- Assure that it is understood that this LEA's variance will be posted in its entirety on the NYSED website[^] following approval.

Variance Applicability**Teacher Variance**

Please check each task included in the variance request for teachers.

- Task 4. TEACHERS: Observations

Educator Evaluation - Innovative Variance, Ed Law §3012-d

Task 1. General Information - General Information

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Principal Variance

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

Please read the options below and check the appropriate box.

A variance is not requested for any subcomponent or category for principals; all principals will be evaluated using the currently approved Educator Evaluation plan.

Educator Evaluation - Innovative Variance, Ed Law §3012-d

Task 4. TEACHERS: Observations - Applicability

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Teacher Observation Variance

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

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

Applicable Areas

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

- Teacher practice rubric, including rating and scoring and weighting domains/subcomponents
- HEDI scoring bands
- Teacher observation subcomponent weighting
- Required principal/supervisor and/or independent evaluator observations

Applicable Teachers

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

- If applicable, use the options in the 'Group of Teachers' column, OR select teachers individually in the columns to the right.

	Groups of Teachers	Common Branch	ELA	Math	Science	Social Studies
Group 1	<input checked="" type="checkbox"/> All teachers(all grade levels, subjects and courses)					
Group 2	<input checked="" type="checkbox"/> Group not applicable					
Group 3	<input checked="" type="checkbox"/> Group not applicable					

Non-core/Elective Teachers

Please *only* check the box below if none of the options for non-core/elective teachers in the table above are applicable (e.g., teachers of art, music, and physical education use different measures and assessments).

Educator Evaluation - Innovative Variance, Ed Law §3012-d

Task 4. TEACHERS: Observations - Teacher Practice Rubric

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Teacher Practice Rubric

Please identify the State-approved teacher practice rubric(s) used to assess performance based on the observable NYS Teaching Standards, describe the process for rating the selected rubric(s), and identify the group(s) from the applicability page that correspond(s) to the rubric and process.

- If there is only one group of applicable teachers for this teacher observation variance, select 'Group 1'.
- If the same entry is applicable to all groups of teachers, select 'All applicable teachers listed'.
- Use 'Add Row' to list additional groups that correspond to the row from the applicable teachers table.

Rubric Selection

Applicable Teachers Row Groups	Subgroup of Applicable Teacher Group(s) <i>If all selected teachers from the first column apply enter "All"</i>	Rubric Name <i>If more than one rubric is used for the teachers indicated, check all that apply.</i>
<input checked="" type="checkbox"/> Group 1	all teachers will use the Danielson Rubric for the supervisor observation. All teachers who do not choose the variance option will use the Danielson rubric for all observations.	<input checked="" type="checkbox"/> Danielson's Framework for Teaching (2011 Revised Edition)

Rubric Rating Process

Applicable Teachers Row Groups	Please describe the new and innovative process the LEA will implement to rate the selected rubric and determine a teacher's overall rating for the observation category.	<i>Please use the previous column to describe the rubric rating process; however, if this description includes a chart or other object, a document may be uploaded in this column. An upload is not required if the description in the previous column is complete.</i>
<input checked="" type="checkbox"/> Group 1	Teachers will have the option, in lieu of a second observation to complete a goal-oriented project that focuses on collecting data, implementing research-based strategies, and assessing students on a set metric. A rubric is attached; this will be used to score the project. The Danielson rubric will be used to score the mandatory unannounced observation.	Goal-oriented rubric for innovative variance 11.20.23.pdf

Educator Evaluation - Innovative Variance, Ed Law §3012-d

Task 4. TEACHERS: Observations - HEDI Scoring Bands

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HEDI Scoring Bands

The overall observation score (0-4) will be converted into a HEDI rating based on locally determined ratings consistent with the ranges listed. In the table below, please indicate the locally-determined scoring ranges for each of the rating categories and identify the group(s) from the applicability page that correspond(s) to these ranges.

- If there is only one group of applicable teachers for this teacher observation variance, select 'Group 1'.
- If all groups of applicable teachers use the same HEDI ranges, select 'All applicable teachers listed'.
- Use 'Add Row' to list additional groups that correspond to the row from the applicable teachers table.

Applicable Teachers	Ineffective: low value	Ineffective: high value	Developing: low value	Developing: high value	Effective: low value	Effective: high value	Highly Effective: low value	Highly Effective: high value
Row Groups	<i>Please enter '0.00'</i>							
<input checked="" type="checkbox"/> Group 1	0.00	7.00	8.00	10.00	11.00	13.00	14.00	16.00

HEDI Assurance

Please read the assurance below and check the box.

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 above.

Educator Evaluation - Innovative Variance, Ed Law §3012-d

Task 4. TEACHERS: Observations - Subcomponent Weighting

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Teacher Observation Subcomponent Weighting

Please indicate the weight of each observation type and identify the group(s) from the applicability page that correspond(s) to the weights listed.

Be sure the combined weights total 100%.

- If there is only one group of applicable teachers for this teacher observation variance, select 'Group 1'.
- If all groups of applicable teachers use the same subcomponent weighting, select 'All applicable teachers listed'.
- Use 'Add Row' to list additional groups that correspond to the row from the applicable teachers table.

Applicable Teachers	Subgroup of Teachers	Required Teacher	Required Teacher	Optional Teacher
Row Groups <i>[corresponding to the grades/subjects listed on the applicability page(s)]</i>	<i>[if all teachers included in the group(s) indicated in column one have the same weight, enter "N/A"]</i>	Observation Subcomponent 1 <i>[Principal/Administrator, unless otherwise indicated in this variance application]</i>	Observation Subcomponent 2 <i>[Independent Evaluator(s), unless otherwise indicated in this variance application]</i>	Observation Subcomponent <i>[Peer Observer(s), unless otherwise indicated in this variance application]</i>
<input checked="" type="checkbox"/> Group 1 (from applicability page)	n/a	30	70.00	0.00

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Task 4. TEACHERS: Observations - Required Observations

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

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

In the table below, indicate the minimum number of unannounced and announced observations by principal(s) or other trained administrators, as well as the observation method, and identify the corresponding group(s) from the applicability page.

- If there is only one group of applicable teachers for this teacher observation variance, select 'Group 1'.
- If all groups of applicable teachers use the same number and method of observations by principals or other trained administrators, select 'All applicable teachers listed'.
- Use 'Add Row' to list additional groups that correspond to the row from the applicable teachers table.

Applicable Teachers Row Groups	Subgroup of Applicable Teacher Group(s)	UNANNOUNCED	UNANNOUNCED Observation method	UNANNOUNCED Other observation method	ANNOUNCED	ANNOUNCED Observation method	ANNOUNCED Other observation method
<i>From the Task 4 'Applicability' page</i>	<i>If all selected teachers from the first column apply enter "All"</i>	Minimum number of observations	<i>Check all that apply</i>	<i>Only complete if 'Other' is selected in the previous column</i>	Minimum number of observations	<i>Check all that apply</i>	<i>Only complete if 'Other' is selected in the previous column</i>
<input checked="" type="checkbox"/> Group 1	all teachers who choose the project option	1	<input checked="" type="checkbox"/> In person	(No Response)	0	<input checked="" type="checkbox"/> Not applicable	(No Response)

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

At least one observation must be conducted by an impartial independent trained evaluator.

In the table below, indicate the minimum number of unannounced and announced observations by impartial independent trained evaluator(s), as well as the observation method, and identify the corresponding group(s) from the applicability page.

- If there is only one group of applicable teachers for this teacher observation variance, select 'Group 1'.
- If all groups of applicable teachers use the same number and method of observations by impartial independent trained evaluators, select 'All applicable teachers listed'.
- Use 'Add Row' to list additional groups that correspond to the row from the applicable teachers table.

Educator Evaluation - Innovative Variance, Ed Law §3012-d

Task 4. TEACHERS: Observations - Required Observations

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Applicable Teachers Row Groups <i>From the Task 4 'Applicability' page</i>	Subgroup of Applicable Teacher Group(s) <i>If all selected teachers from the first column apply enter "All"</i>	UNANNOUNCED Minimum number of observations	UNANNOUNCED Observation method <i>Check all that apply</i>	UNANNOUNCED Other observation method <i>Only complete if 'Other' is selected in the previous column</i>	ANNOUNCED Minimum number of observations	ANNOUNCED Observation method <i>Check all that apply</i>	ANNOUNCED Other observation method <i>Only complete if 'Other' is selected in the previous column</i>
<input checked="" type="checkbox"/> Group 1	All teachers who choose the project option.	0	<input checked="" type="checkbox"/> Not applicable	(No Response)	0	<input checked="" type="checkbox"/> Not applicable	(No Response)

Independent Evaluator Assurances

Please read the assurances below and check each box.

- Assure that independent evaluator(s), as applicable, 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), as applicable, will be trained and selected by the LEA.

Educator Evaluation - Innovative Variance, Ed Law §3012-d

Task 4. TEACHERS: Observations - Variance Details & Assurances

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Variance Details

Please read the questions below, answer each prompt in a concise manner, and identify the group(s) from the applicability page that correspond(s) to the information provided.

- If there is only one group of applicable teachers for this teacher observation variance, select 'Group 1'.
- If one response encompasses all groups of applicable teachers, select 'All applicable teachers listed'.
- Use 'Add Row' to list additional groups that correspond to the row from the applicable teachers table.

Rationale

Please provide a rationale for this variance request.

Applicable Teachers Row Groups	Your rationale should include information regarding the specific, identified needs and/or challenges of the LEA, and how such needs and/or challenges inform development of the teacher observation variance request.
<input checked="" type="checkbox"/> Group 1	<p>As we implement a strategic plan to improve rigorous instruction for our students, we want our teachers to have ownership in the process of creating a more holistic approach to student learning. In our PLC's we found that teachers were more apt to use data in a thoughtful way that encourages active research and implementation. Using the data and working in teams to apply strategies and interventions became a best-practice and more readily applied when teams worked together. Specifically, we found that our large population of English Language Learners benefit from the practice, along with our students with disabilities. We would like to implement it on a larger scale to encourage deeper professional growth and continuous, collaborative learning among professionals. We have found that the opportunity for teachers to engage in a project that promotes sustained and targeted growth improves instruction and student outcomes. For example, one ELL teacher who engaged in a pilot SMART project (as described in the rubric) saw that one student achieved a growth of three levels on the NYSESLAT exam.</p> <p>Finally, this variance will allow teachers to develop individualized goals and thoughtful, well-crafted assessments to measure student growth. These teachers will be integral members of our improvement team as they focus on research, collaboration, social-emotional learning, and reflection of practice.</p>

Standards and Procedures

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

Applicable Teachers Row Groups	<p>This description should provide a specific, detailed explanation of the new and innovative approach that the LEA is seeking to implement as part of its variance request.</p> <p>This description should include, but not be limited to, a description of the alternate measures and/or evidence of teacher practice that will be used to evaluate educators.</p>
<input checked="" type="checkbox"/> Group 1	<p>Elba Central School is excited to implement an innovative approach to teacher evaluation. It requires a thoughtful redesign of the standards and procedures that move beyond traditional methodologies. Certainly, unannounced and announced observations offer valuable feedback in the growth process, but ECS is looking to implement a comprehensive, sustained growth plan via a research based project.</p> <p>Those teachers who choose not to participate in the goal-oriented project program will complete all observations as described in Task 4 of the District's approved Educator Evaluation plan. Teachers who choose</p>

Educator Evaluation - Innovative Variance, Ed Law §3012-d

Task 4. TEACHERS: Observations - Variance Details & Assurances

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<p>Applicable Teachers Row Groups</p>	<p>This description should provide a specific, detailed explanation of the new and innovative approach that the LEA is seeking to implement as part of its variance request.</p> <p>This description should include, but not be limited to, a description of the alternate measures and/or evidence of teacher practice that will be used to evaluate educators.</p>
	<p>to participate in the project will receive one unannounced observation by the supervisor weighted at 30% of their total observation score, and will complete the goal-oriented project rated by, and under supervision of their principal, or designee, weighted at 70% of their total observation score. An Independent Evaluator Hardship Waiver application will be filed with SED in each year of this variance. In the event that no application is filed or an application is not approved in a particular year of this variance, the unannounced observation for participants in the pgoram will be performed by an Independent Evaluator.</p> <p>Here's a detailed description of the new and innovative approach that the school district is seeking to implement as part of its variance request:</p> <p>Tenured and probationary teachers have the option of completing a goal-oriented project that revolves around student growth assessment. Teachers who do not choose this option will have all observations completed under the terms of the approved plan. Teachers who choose to, will complete the project described in the variance in place of the second observation. This project will consist of a SMART goal (A SMART goal is used to help guide design of the project. SMART is an acronym that stands for Specific, Measurable, Achievable, Realistic, and Timely.) Some examples may include implementing a specific learning strategy for a targeted group of students over the period of the school year; increasing content-specific vocabulary acquisition based on pre-test scores; implementing behavioral strategies for a targeted group of students; increasing the final assessment score of ELL students to Mastery level based on the implementation of specific strategies, or a variety of projects in consideration with the professional member's principal. Professionals are encouraged to design a project that aligns with the needs of their program and their individual instructional goals. Teachers will develop their SMART goal and project, first developing a topic (one that targets a specific area of study) and then setting up a meeting with their principal to design a focus and measurable achievement. In order to implement this project, the following questions should be considered: <i>What are the greatest areas of growth you wish to focus on? What research/resources will you use and how will that influence your outcomes? What provided for growth in these areas? Explain the data and/or other evidence that you will collect. Why would you collect this evidence and what will you do to analyze it and improve student outcomes? What are areas in which you want to focus next year?</i></p> <p>Evaluation of project: (A link to the rubric has been added to the row below) The supervising principal of the teacher completing the project will complete the evaluation. The rubric below will be applied to the evidence discussed with the teacher and their administrator during the final conference. A rubric score of 1 to 4 will be calculated for each of the five elements of the rubric, totaling 16 points. The rating total will translate to the following HEDI ratings:</p> <p><u>Highly Effective: 14-16</u> <u>Effective: 11-13</u> <u>Developing: 8-10</u> <u>Ineffective: 0-7</u></p> <p>Standards and Procedures for the Project (70% of total score)</p> <p>1. Holistic Evaluation Framework: Elba Central aims to shift from a one-size-fits-all evaluation system to a holistic framework that considers a broader range of criteria for assessing educators. This approach recognizes</p>

Educator Evaluation - Innovative Variance, Ed Law §3012-d

Task 4. TEACHERS: Observations - Variance Details & Assurances

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<p>Applicable Teachers Row Groups</p>	<p>This description should provide a specific, detailed explanation of the new and innovative approach that the LEA is seeking to implement as part of its variance request.</p> <p>This description should include, but not be limited to, a description of the alternate measures and/or evidence of teacher practice that will be used to evaluate educators.</p>
	<p>that educators play various roles in shaping students' lives and should be evaluated based on diverse aspects of their professional practice. A key piece of this is action-research and SMART goals.</p> <p>2. Student-Centered Assessment: A key departure from the conventional model is to focus on student outcomes as the primary measure.. Student performance data, including academic growth, standardized test scores, and classroom assessments, will be analyzed as a significant component of the evaluation process in this variance request. However, this data will be complemented with qualitative assessments to provide a comprehensive view of educators' impact on students.</p> <p>3. Peer Review and Self-Assessment: In addition to formal evaluations, educators will be encouraged to engage in self-assessment and peer review processes. This fosters a culture of continuous improvement and collaboration. Teachers will actively participate in the evaluation process by reflecting on their own practice and seeking feedback from colleagues, largely with principals in regular meetings. Teachers will also share findings in a PLC to measure their SMART goals.</p> <p>4. Professional Growth Plans: Teachers will work with their supervising principals and PLC's to develop and implement professional growth plans. These plans will outline their individual goals and strategies for improvement within their PLC's and share ideas with their principals. These plans will be a fundamental aspect of their evaluation and will be designed to foster ongoing development throughout the school year.</p> <p>5. Protocols, including the Portfolio structure: Classroom observations will still be part of the evaluation process (the unannounced observation is required and worth 30% of the total score) and administrators will still do walkthrough observations and share feedback, which provides a more authentic representation of their teaching. Furthermore, the creation of the portfolios, showcasing lesson plans, student work, and reflective narratives, will provide additional evidence of their practice. This will be maintained in a Wakelet (unless otherwise approved by the principal). The total score for the portfolio component will be 70% of the total score, which is outlined on the rubric.</p> <p>6. Student Feedback and Parent Input: to ensure a more comprehensive evaluation, student feedback and input from parents should be considered as a data point. Surveys and interviews are suggested to gather input on educators' effectiveness in creating a positive learning environment and engaging students and parents.</p> <p>7. Professional Learning Communities (PLCs) at Elba Central: Teachers will be required to participate in PLCs, where they can collaborate, share best practices, and collectively problem-solve. Engagement in these communities will be factored into their evaluations, encouraging a culture of collaboration. Further, teachers are strongly encouraged to take on a leadership role within the school to share their SMART goal findings to the broader school community.</p> <p>8. Regular Feedback Cycles: The traditional annual evaluation cycle will be replaced by ongoing, formative feedback. The unannounced observation will be completed before the Christmas break, but the research project/portfolio will be an on-going and engaging evaluation, with regularly scheduled intervals of meetings with principals and PLC groups. This approach ensures that educators receive regular input on their</p>

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Applicable Teachers Row Groups	This description should provide a specific, detailed explanation of the new and innovative approach that the LEA is seeking to implement as part of its variance request. This description should include, but not be limited to, a description of the alternate measures and/or evidence of teacher practice that will be used to evaluate educators.
	<p>performance and can make adjustments as needed throughout the year. Sharing the successes and growth in the school will also create a culture of celebrating learning.</p> <p>9. Data-Driven Continuous Improvement: The data collected from these various sources will be used to inform professional learning and support initiatives at Elba Central. Educators will be empowered to make data-driven decisions to enhance their teaching skills and contribute to the district's overall educational goals. As we work toward our Strategic Plan 5-Year Initiative, this work will be a critical step forward in holistic evaluations and the importance of continuous feedback.</p> <p>10. In the event that the waiver is not approved, ECS will engage the use of an independent evaluator to complete the observations. Additionally a project review will be performed by the independent evaluator to adhere to a standard quality. The initial draft of this project was developed in collaboration with the School Improvement Team at Genesee Valley BOCES.</p> <p>This innovative approach to teacher evaluation aims to create a more nuanced, supportive, and growth-focused system that values the diverse contributions of educators and fosters continuous improvement. It recognizes that effective teaching is multi-dimensional and evolves over time, and seeks to create a culture of professional growth and collaboration within the school district.</p>
<input checked="" type="checkbox"/> Group 1	Draft of Variance Project can be found at this link.

Rigor

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

Applicable Teachers Row Groups	This description should explain how rigor is achieved and maintained, including relevant processes and methodologies. This description may include, but is not limited to, how data will be used to draw inferences, including how the derived data informs decisions and guidance for the LEA's educators.
<input checked="" type="checkbox"/> Group 1	<p>Annually, the lead evaluators are trained in the observation protocols tied to the Danielson Framework for Teaching. Evaluators spend multiple days viewing video examples, as well as reviewing and evaluating the quality of the feedback provided in written observations. The team engages in processes outlined by Graham, Milanowski, and Miller (2012) to enhance and ensure inter-rater reliability and agreement. Additionally, throughout the year, the evaluators, who meet weekly as an Instructional Leadership Team, focus on continuous instructional improvement as outlined by academic literature (e.g. Anderson & Kumari, 2009; Breakspear & Jones, 2020; DuFour & DuFour, 2013; Wiliam, 2014). The purpose of these annual and weekly interactions is to improve the quality of evaluation processes as a means for promoting continuous improvement.</p> <p>The quality of the Goal Setting Project will be measured by the teacher's ability to demonstrate knowledge</p>

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<p>Applicable Teachers Row Groups</p>	<p>This description should explain how rigor is achieved and maintained, including relevant processes and methodologies.</p> <p>This description may include, but is not limited to, how data will be used to draw inferences, including how the derived data informs decisions and guidance for the LEA's educators.</p>
	<p>gained, as well as the impact on student learning, that is the resultant of project implementation. The project specifically focuses on concepts that are emphasized across the academic literature (e.g. reflection, data collection and analysis, evidence-informed instructional practice, clear goal-setting with measurable outcomes) by various researchers (e.g. City, 2011; Creemers & Kyriakides, 2015; Schmoker, 2018; Stevenson, 2019). As outlined by the Evaluation Rubric, the evaluator and the participant will engage in cycles of discussions and drafting to ensure the quality of the project as well. The presentation of instructional artifacts and other evidence of student learning will be evaluated for impact.</p> <p>The Evaluation Rubric was developed in collaboration with members of the Genesee Valley BOCES Professional Learning Services Department. The rubric reflects critical components of effective rubric design, as well as implementation science, as outlined in the academic literature (e.g. Brookhart, 2013; Hall & George, 2000; Kistler & Wilkerson, 2018; McTighe, 2022; Popham, 1997; Richardson, 2004). As noted above, the Evaluation Rubric also reflects those effective elements that are most likely to lead to continuous instructional improvement and improved student learning.</p> <p>PLC References:</p> <p>Breakspear, S., & Jones, B. R. (2020). Teaching sprints: How overloaded educators can keep getting better. Corwin Press.</p> <p>DuFour, R., & DuFour, R. (2013). Learning by doing: A handbook for professional learning communities at work TM. Solution Tree Press.</p> <p>DuFour, R., & DuFour, R. (2009). Revisiting professional learning communities at Work®: New insights for improving schools. Solution Tree Press.</p> <p>William, D., & Leahy, S. (2012). Sustaining formative assessment with teacher learning communities. In PERIHA Professional Learning Series Workshop, Ministry of Education.</p> <p>Continuous Improvement and Action Research:</p> <p>Anderson, S., & Kumari, R. (2009). Continuous improvement in schools: Understanding the practice. International journal of educational development, 29(3), 281-292.</p> <p>Bryk, A. S. (2015). 2014 AERA distinguished lecture: Accelerating how we learn to improve. Educational researcher, 44(9), 467-477.</p> <p>City, E. A. (2011). Learning from instructional rounds. <i>Educational Leadership</i>, 69(2), 36-41.</p> <p>Creemers, B., & Kyriakides, L. (2015). Developing, testing, and using theoretical models for promoting quality in education. <i>School Effectiveness and School Improvement</i>, 26(1), 102-119.</p> <p>Rust, F. O. C. (2009). Teacher research and the problem of practice. <i>Teachers college record</i>, 111(8), 1882-1893.</p> <p>Schmoker, M. (2019). Embracing the power of less. <i>Educational Leadership</i>, 76(6), 24-29.</p> <p>Schmoker, M. (2018). Focus: Elevating the essentials to radically improve student learning. Ascd.</p> <p>Shakman, K., Bailey, J., & Breslow, N. (2017). A primer for continuous improvement in schools and districts.</p>

Educator Evaluation - Innovative Variance, Ed Law §3012-d

Task 4. TEACHERS: Observations - Variance Details & Assurances

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<p>Applicable Teachers Row Groups</p>	<p>This description should explain how rigor is achieved and maintained, including relevant processes and methodologies.</p> <p>This description may include, but is not limited to, how data will be used to draw inferences, including how the derived data informs decisions and guidance for the LEA's educators.</p>
	<p><i>Teacher & Leadership Programs.</i></p> <p>Stevenson, I. (2019). An improvement plan is not enough—you need a strategy. <i>Phi Delta Kappan</i>, 100(6), 60-64.</p> <p>Thessin, R. A. (2015). Identify the best evidence for school and student improvement. <i>Phi Delta Kappan</i>, 97(4), 69-73.</p> <p>Wiliam, D. (2014). Teacher expertise: why it matters and how to get more of it. Ten essays on improving teacher quality, 27.</p> <p>Innovation Configuration Maps and Rubrics:</p> <p>Andrade, H. G. (2005). Teaching with rubrics: The good, the bad, and the ugly. <i>College teaching</i>, 53(1), 27-31.</p> <p>Brookhart, S. M. (2013). How to create and use rubrics for formative assessment and grading. Ascd.</p> <p>Hall, G. E., & George, A. A. (2000). The Use of Innovation Configuration Maps in Assessing Implementation: The Bridge between Development and Student Outcomes.</p> <p>Kistler, H., & Wilkerson, F.B. (2018, August 10). <i>Innovation Configuration Maps: A Valuable Journey and Destination</i>. Institute of Education Sciences.</p> <p>https://ies.ed.gov/ncee/edlabs/regions/appalachia/blogs/blog8_innovation-configuration-maps.asp</p> <p>McTighe, J., & Frontier, T. (2022). How to Provide Better Feedback Through Rubrics. <i>Educational Leadership</i>, 79(7), 17-23.</p> <p>Mills-Miles, M. (2022). Taking measure: Innovation Configurations gauge the progress of a new initiative. <i>The Learning Professional</i>, 43(3), 68-70.</p> <p>Popham, W. J. (1997). What's Wrong--and What's Right--with Rubrics. <i>Educational leadership</i>, 55(2), 72-75.</p> <p>Richardson, J. (2004). IC maps paint a picture of standards in action. <i>Tools for Schools</i>, 8(2),1-7.</p>

Professional Learning

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

<p>Applicable Teachers Row Groups</p>	<p>This description may include, but is not limited to, methodologies and procedures for:</p> <ul style="list-style-type: none"> • collecting information about educator effectiveness to inform professional learning, • specific details regarding both the type(s) and extent of professional learning opportunities anticipated, • processes for delivery of personalized learning opportunities, and • use of data to measure the efficacy of such professional learning.
<p><input checked="" type="checkbox"/> Group 1</p>	<p>Elba Central School's use of information collected through the teacher evaluation system, including assigned effectiveness ratings, will provide personalized professional learning opportunities for educators, which involves</p>

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<p>Applicable Teachers Row Groups</p>	<p>This description may include, but is not limited to, methodologies and procedures for:</p> <ul style="list-style-type: none"> • collecting information about educator effectiveness to inform professional learning, • specific details regarding both the type(s) and extent of professional learning opportunities anticipated, • processes for delivery of personalized learning opportunities, and • use of data to measure the efficacy of such professional learning.
	<p>a systematic and data-driven approach aimed at enhancing the skills and performance of teachers. Here is a detailed description of how this process works:</p> <ol style="list-style-type: none"> 1. Collecting Information about Educator Effectiveness: The teacher evaluation system gathers a comprehensive set of data and evidence on each educator's performance. The project component allows the teachers to synthesize the following entry points: classroom observations, student achievement data, peer reviews, self-assessments, and other relevant information. The data collected covers various aspects of teaching, such as classroom management, instructional strategies, content knowledge, student engagement, and professional development needs, of which are tied to the Danielson rubric. 2. Analyzing the Data: The collected data (both from the classroom observation and the project) is then analyzed to identify areas of strength and areas in need of improvement for each educator. This analysis includes looking at trends and patterns across the entire Elba Central district. We will use those findings in our PLC to develop professional learning plans to make this a district-wide initiative. Effectiveness ratings for the project are assigned based on a holistic evaluation by the principals, taking into account both qualitative and quantitative data. Additionally, data that is collected by each teacher throughout the duration of their project will be analyzed and used to shift and refine instructional practices, making the case for sustained change. 3. Identifying Professional Learning Needs: Using the data, individualized professional learning needs are identified for each educator. This involves pinpointing specific areas where teachers can improve their teaching effectiveness. We will use the instructional leaders in the district to implement new strategies, as well as the <i>School Improvement Team</i> at Genesee Valley BOCES. 4. Tailoring Professional Learning Opportunities: Once the needs are identified, the district designs personalized professional learning opportunities for educators. These opportunities can take various forms: <ul style="list-style-type: none"> - Workshops and seminars: Offered on-site or virtually, these sessions address specific skill gaps or knowledge deficits. - Coaching and mentoring: Experienced educators or instructional coaches are assigned to work one-on-one with teachers to provide targeted support. Principals will also serve in this capacity. - Online courses and resources: Teachers may access digital learning materials and modules tailored to their identified needs. Teachers should access MyLearningPlan for suggested areas of professional learning or reach out to their principals for assistance. - Collaboration and peer learning: Encouraging teachers to work together to share best practices and learn from one another. Time has been allocated for this on Mondays and 1/2 day conference workshops. Teachers are also encouraged to engage in book studies with peers to engage further in the action research component of the variance project. 5. Delivery of Personalized Learning Opportunities: The district provides multiple avenues for professional development, allowing teachers to choose the options that best align with their learning styles and schedules.

Educator Evaluation - Innovative Variance, Ed Law §3012-d

Task 4. TEACHERS: Observations - Variance Details & Assurances

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Applicable Teachers Row Groups	This description may include, but is not limited to, methodologies and procedures for: <ul style="list-style-type: none"> • collecting information about educator effectiveness to inform professional learning, • specific details regarding both the type(s) and extent of professional learning opportunities anticipated, • processes for delivery of personalized learning opportunities, and • use of data to measure the efficacy of such professional learning.
	Professional learning sessions are conducted throughout the school year to ensure ongoing growth (Superintendent's Conference Days, PLC Mondays, etc.) <p>6. Data-Driven Continuous Improvement: The effectiveness of the personalized professional learning opportunities is monitored through ongoing data collection. Pre- and post-assessments (for students, when applicable); the use of Regents and 3-8 testing; intervention data; classroom observations, and student performance data are used to measure the impact of the professional development initiatives. The district regularly reviews the effectiveness of its programs, making adjustments as necessary based on the feedback and results obtained.</p> <p>7. Feedback Loop: Teachers are encouraged to provide feedback on the professional learning opportunities they receive. This feedback is considered in the refinement of future offerings. These surveys are provided via Google Forms usually.</p> <p>8. Support and Resources: - Teachers are provided with the necessary resources, materials, and support to help them successfully engage in professional learning. This includes PLC time (Monday Team/Department meetings)</p> <p>In summary, the school district uses the teacher evaluation system to collect data on educator effectiveness, identifies individual professional learning needs, and tailors personalized professional learning opportunities to address those needs. This data-driven, customized approach ensures that teachers receive the support they require to continually enhance their teaching skills. The ongoing assessment of the effectiveness of these opportunities ensures a cycle of continuous improvement in the professional development process.</p>

Effectiveness of Implementation

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

Applicable Teachers Row Groups	This description may include, but is not limited to, processes and procedures for: <ul style="list-style-type: none"> • collection and analysis of both short- and long-term data, • the standard(s) used to measure the effectiveness of implementation, and • how results will be used to inform future implementation.
<input checked="" type="checkbox"/> Group 1	Assessing the effectiveness of the implementation of the new evaluation project at Elba Central is critical to ensure that it is achieving the intended goals. The ECS will use a systematic approach to collect and analyze both short- and long-term data, employ relevant standards for measuring effectiveness, and establish processes to inform future implementation. Following is a description of how this can be accomplished: <p>1. Data Collection:</p> <p>a. Short-Term Data:</p> <ul style="list-style-type: none"> - During the initial phase of implementation of the alternate project, short-term data can be collected to assess the project's immediate impact. This may include feedback from teachers, administrators, and other

Educator Evaluation - Innovative Variance, Ed Law §3012-d

Task 4. TEACHERS: Observations - Variance Details & Assurances

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<p>Applicable Teachers Row Groups</p>	<p>This description may include, but is not limited to, processes and procedures for:</p> <ul style="list-style-type: none"> • collection and analysis of both short- and long-term data, • the standard(s) used to measure the effectiveness of implementation, and • how results will be used to inform future implementation.
	<p>stakeholders on their experiences with the project. Surveys and interviews can be conducted to gauge initial reactions and identify any immediate issues or challenges.</p> <p>b. Long-Term Data: Long-term data should be collected over the year and, ideally, for several years to track the sustained impact of the evaluation project. This data can include student performance data, teacher retention rates, and educator professional development participation. Additionally, feedback should continue to be gathered from educators and administrators over time to monitor their perceptions of the project's effectiveness and to identify areas of improvement. All standardized assessments, as well as qualitative and quantitative data will be considered.</p> <p>2. Standards for Measuring Effectiveness:</p> <p>a. Student Outcomes: The project's effectiveness can be measured by assessing changes in student outcomes, including academic performance, graduation rates, and standardized test scores. These should be compared to baseline data from before the project's implementation (for example, from the previous year's assessment data)</p> <p>b. Professional Development and Growth: Monitoring the participation in professional development activities and tracking individual teacher growth through self-assessments, peer reviews, and the achievement of professional growth plan goals will be important when evaluating the efficacy of this project at Elba Central.</p> <p>C. Stakeholder Feedback: Collecting feedback from teachers, the EFA unit as a whole, administrators, students, and parents through surveys, focus groups, and interviews to gauge satisfaction, perceptions of fairness, and the impact on the teaching and learning environment.</p> <p>3. Data Analysis and Reporting: Data should be analyzed using statistical methods to identify trends, patterns, and changes over time. This analysis should be performed by a dedicated team (such as the department, the PLC, or with the instructional leaders) to look for patterns/outliers upon implementation. Regular reports should be generated to summarize the findings and communicate the results to relevant stakeholders, including school board members, district leadership, and educators. Utilizing this method will allow for all stakeholders to have a voice in the variance and to provide feedback to improve the project moving forward.</p> <p>4. Continuous Improvement and Future Implementation: Based on the data analysis, the Elba Central will identify strengths and weaknesses of the implementation and make immediate changes necessary, as well as the study changes for the long-term. The district should create an action plan to address any issues or areas for improvement. Ongoing professional development and training should be provided to ensure that educators and administrators are well-equipped to implement and manage the evaluation project effectively. This includes our summer training for APPR compliance and our weekly administrative calibration meets for evaluations.</p> <p>Adjustments to the project, such as modifications to the evaluation criteria or procedures, should be made as necessary based on the data and feedback collected, with approval from NYSED. Regular reviews and assessments should be scheduled at specific intervals (e.g., annually) to ensure that the project remains aligned with the district's goals and evolving best practices in education.</p>

Educator Evaluation - Innovative Variance, Ed Law §3012-d

Task 4. TEACHERS: Observations - Variance Details & Assurances

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Applicable Teachers Row Groups	This description may include, but is not limited to, processes and procedures for: <ul style="list-style-type: none"> • collection and analysis of both short- and long-term data, • the standard(s) used to measure the effectiveness of implementation, and • how results will be used to inform future implementation.
	In summary, Elba Central School will use a combination of short-term and long-term data, established standards for measurement, and regular reporting to assess the effectiveness of the evaluation project. The results should be used to inform continuous improvement efforts, refine implementation, and ensure that the project remains aligned with the district's educational objectives. This ongoing process of assessment and adjustment will help the district achieve its goals in a dynamic educational environment.

Observation Assurances

Please read the assurances below and check each box as applicable to all teachers included in this teacher observation variance request.

- Assure that the process for assigning points for the Teacher Observation category will be consistent with the process described in the LEA's approved Educator Evaluation plan and/or this variance application and in compliance with Education Law Section 3012-d.
- Assure that once all observations are complete, the process for determining an overall Teacher Observation category score and rating will incorporate the evidence collected across all observations to produce an overall Teacher Observation category rating on a HEDI scale.
- Assure that it is possible for a teacher to obtain any number of points in the applicable scoring ranges, including zero, in each subcomponent.

Educator Evaluation - Innovative Variance, Ed Law §3012-d

Task 12. Joint Certification of Evaluation Variance - Applicability and Certification

Page Last Modified: 12/18/2023

Applicability of Variance

Variance Duration

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

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

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

- 2023-24
- 2024-25
- 2025-26

Upload Educator Evaluation Variance Certification Form

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

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

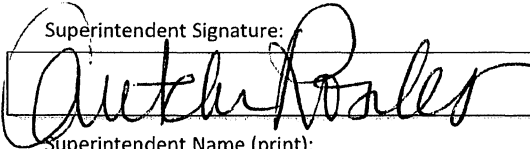
APPR.pdf

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

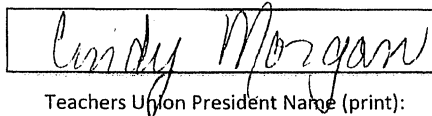
Assurances: Please check the boxes below

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

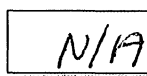
Signatures, dates

Superintendent Signature:  Date: 12/15/23

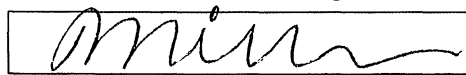
Superintendent Name (print):
Gretchen Rosales

Teachers Union President Signature:  Date: 12/15/23

Teachers Union President Name (print):
Cindy Morgan

Administrative Union President Signature:  Date:

Administrative Union President Name (print):
n/a (no administrative union at ECS)

Board of Education President Signature:  Date: 12/15/23

Board of Education President Name (print):
Michael Riner



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

Commissioner of Education
President of the University of the State of New York
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Albany, New York 12234

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Fax: (518) 473-4909

June 24, 2021

Revised

Ned Dale, Superintendent
Elba Central School District
57 South Main St.
PO Box 370
Elba, NY 14058

Dear Superintendent Ned Dale:

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

c: Kevin MacDonald

NOTE:

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

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

Page Last Modified: 08/02/2019

Disclaimers

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

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

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

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

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

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

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

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

Page Last Modified: 06/01/2021

Required Student Performance Subcomponent

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

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

Each teacher shall have a Student Learning Objective (SLO) locally determined, consistent with the goal-setting process determined by the Commissioner.

Student Learning Objectives (SLOs)

For guidance on SLOs, see NYSED SLO Guidance.

SLOs shall be used for the required student performance measure for all teachers. The following must be used as the evidence of student learning within the SLO.

MEASURES

SLO measures may be either individually attributed or collectively attributed.

Individually attributed measures

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

> Teacher and course-specific

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

Collectively attributed measures

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

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

> School- or program-wide

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

> District- or BOCES-wide

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

ASSESSMENTS

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

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

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

Page Last Modified: 06/01/2021

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

HEDI Scoring Bands

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

SLO Assurances

Please check the boxes below.

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

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

Task 2. TEACHERS: Required Student Performance - Kindergarten

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Common Branch Kindergarten Measures and Assessments

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

Note For LEAs that may use both a common branch and departmentalized model for kindergarten:

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

> District- or BOCES-wide

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

Kindergarten: Measure Type

District- or BOCES-wide

Kindergarten: District- or BOCES-Wide Measure

District- or BOCES-wide results

Kindergarten: Assessment Type(s)

State or Regents assessment(s)

Kindergarten: State or Regents Assessment(s)

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

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Task 2. TEACHERS: Required Student Performance - Grade One

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Common Branch Grade One Measures and Assessments

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

Note For LEAs that may use both a common branch and departmentalized model for grade one:

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

> District- or BOCES-wide

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

Grade 1: Measure Type

District- or BOCES-wide

Grade 1: District- or BOCES-Wide Measure

District- or BOCES-wide results

Grade 1: Assessment Type(s)

State or Regents assessment(s)

Grade 1: State or Regents Assessment(s)

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

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Task 2. TEACHERS: Required Student Performance - Grade Two

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Common Branch Grade Two Measures and Assessments

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

Note For LEAs that may use both a common branch and departmentalized model for grade two:

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

> District- or BOCES-wide

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

Grade 2: Measure Type

District- or BOCES-wide

Grade 2: District- or BOCES-Wide Measure

District- or BOCES-wide results

Grade 2: Assessment Type(s)

State or Regents assessment(s)

Grade 2: State or Regents Assessment(s)

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

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Task 2. TEACHERS: Required Student Performance - Grade Three

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Common Branch Grade Three Measures and Assessments

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

Note For LEAs that may use both a common branch and departmentalized model for grade three:

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

> District- or BOCES-wide

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

Grade 3: Measure Type

District- or BOCES-wide

Grade 3: District- or BOCES-Wide Measure

District- or BOCES-wide results

Grade 3: Assessment Type(s)

State or Regents assessment(s)

Grade 3: State or Regents Assessment(s)

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

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Task 2. TEACHERS: Required Student Performance - Grade Four

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Grade Four

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

Note For LEAs that may use both a common branch and departmentalized model for grade four:

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

> District- or BOCES-wide

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

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

Common branch

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

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

Grade 4: Measure Type

District- or BOCES-wide

Grade 4: District- or BOCES-Wide Measure

District- or BOCES-wide results

Grade Four: Assessment Type(s)

State or Regents assessment(s)

Grade Four: State or Regents Assessment(s)

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

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Task 2. TEACHERS: Required Student Performance - Grade Five

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Grade Five

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

Note For LEAs that may use both a common branch and departmentalized model for grade five:

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

> District- or BOCES-wide

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

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

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

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

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Grade Five (Departmentalized) Measure and Assessment(s)

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

Grade 5: Measure Type

District- or BOCES-wide

Grade 5: District- or BOCES Measure

District- or BOCES-wide results

Grade 5: Assessment Type(s)

State or Regents assessment(s)

Grade 5: State or Regents Assessment(s)

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

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Task 2. TEACHERS: Required Student Performance - Grade Six

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Grade Six

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

Note For LEAs that may use both a common branch and departmentalized model for grade six:

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

> District- or BOCES-wide

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

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

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

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

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Grade Six (Departmentalized) Measure and Assessment(s)

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

Grade 6: Measure Type

District- or BOCES-wide

Grade 6: District- or BOCES-Wide Measure

District- or BOCES-wide results

Grade 6: Assessment Type(s)

State or Regents assessment(s)

Grade 6: State or Regents Assessment(s)

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

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Task 2. TEACHERS: Required Student Performance - Grade Seven

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Grade Seven

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

Note For LEAs that may use both a common branch and departmentalized model for grade seven:

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

> District- or BOCES-wide

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

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

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

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

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Grade Seven (Departmentalized) Measure and Assessment(s)

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

Grade 7: Measure Type

School- or program-wide

Grade 7: School- or Program-Wide Measure

School- or program-wide results

Grade 7: Assessment Type(s)

State or Regents assessment(s)

Grade 7: State or Regents Assessment(s)

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

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Task 2. TEACHERS: Required Student Performance - Grade Eight

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Grade Eight Measures and Assessments

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

Note For LEAs that may use both a common branch and departmentalized model for grade eight:

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

> District- or BOCES-wide

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

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

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

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

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Grade Eight (Departmentalized) Measure and Assessment(s)

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

Grade 8: Measure Type

School- or program-wide

Grade 8: School- or Program-Wide Measure

School- or program-wide results

Grade Eight: Assessment Type(s)

State or Regents assessment(s)

Grade Eight: State or Regents Assessment(s)

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

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

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

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

An individually attributed SLO measure> Teacher and course-specific

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

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

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

> District- or BOCES-wide

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

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

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

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

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

High School ELA: Measure Type

School- or program-wide

High School ELA: School- or Program-Wide Measure

School- or program-wide results

High School ELA: Assessment Type(s)

State or Regents assessment(s)

High School ELA: State or Regents Assessment(s)

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

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

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

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

An individually attributed SLO measure> Teacher and course-specific

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

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

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

> District- or BOCES-wide

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

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

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

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

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

High School Regents Math: Measure Type

School- or program-wide

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

School- or program-wide results

High School Regents Math: Assessment Type(s)

State or Regents assessment(s)

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

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

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

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

An individually attributed SLO measure> Teacher and course-specific

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

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

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

> District- or BOCES-wide

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

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

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

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

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

High School Regents Science: Measure

School- or program-wide

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

School- or program-wide results

High School Regents Science: Assessment Type(s)

State or Regents assessment(s)

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

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

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

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

An individually attributed SLO measure> Teacher and course-specific

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

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

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

> District- or BOCES-wide

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

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

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

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

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

High School Regents Social Studies: Measure Type

School- or program-wide

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

School- or program-wide results

High School Regents Social Studies: Assessment Type(s)

State or Regents assessment(s)

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

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

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

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Other Courses

Please identify below the 'other courses' in your LEA; indicate which of the six available measures will be used for 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 and departmentalized model for any of grades four to eight:

- Select one of the "Departmentalized" options at each applicable grade level and complete the remainder of the corresponding departmentalized section(s) accordingly.
- For the "Other Courses" entry below, select "Common Branch" in the "Subject" column with the corresponding grade(s) and complete the remainder of the information as appropriate.

For LEAs that may use both a common branch and departmentalized model for any of grades kindergarten to three:

- Complete each applicable common branch grade level at the beginning of Task 2 accordingly.
- For the "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 information 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 program who take the applicable assessments in the current school year.
- **School- or program-wide group or team results:** scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses in the current school year.
- **School- or program-wide linked results:** scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects.

> District- or BOCES-wide

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

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

Column 1: lowest grade that corresponds to the course

Column 2: highest grade that corresponds to the course

Column 3: subject of the course

Column 4: measure used

Columns 5-7: assessment(s) used

Follow the examples below to list other courses.

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Task 2. TEACHERS: Required Student Performance - Other Courses

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

To add additional courses, click "Add Row".

Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-developed Course-Specific Assessment(s)	Third Party Assessment(s)
K	6	All courses not named above	District- or BOCES-wide results	<input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> Living Environment Regents <input checked="" type="checkbox"/> Global History Regents <input checked="" type="checkbox"/> US History Regents		
7	12	All courses not named above	School- or program-wide results	<input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> Living Environment Regents <input checked="" type="checkbox"/> Global History Regents <input checked="" type="checkbox"/> US History Regents		

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Task 2. TEACHERS: Required Student Performance - Weighting

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Use of the Optional Subcomponent and Student Performance Category Weighting

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

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

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

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

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Optional Student Performance Subcomponent

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

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

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

Options for measures and associated assessments include:

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

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

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

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Task 4. TEACHERS: Observations - Rubric and Scoring

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Teacher Observation Category

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

Teacher Practice Rubric

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

Rubric Name	If more than one rubric is utilized, please indicate the group(s) of teachers each rubric applies to.
Danielson's Framework for Teaching (2011 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.

For all observations, all components of Domains 2 and Domain 3 are observed capturing evidenced within the classroom observation. Domain 1 and Domain 4 are also observed during the pre-observation, post-observation meetings and other professional discussions. Each component designated as observable is evaluated and rated using a 1-4 rating scale. The components are weighted equally and averaged to get a domain score. Domain scores are then averaged equally to obtain a final score. Where we have multiple observations of a specific type, we weight scores equally and average them. All components designated as observable are observed at least once across the observation cycle.

Scoring Assurances

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

Task 4. TEACHERS: Observations - Rubric and Scoring

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Please check each of the boxes below.

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

Teacher Observation Scoring Bands

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

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

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

HEDI Ranges

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

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

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

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

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

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

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

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Task 4. TEACHERS: Observations - Rubric and Scoring

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

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

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Task 4. TEACHERS: Observations - Required Observations

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Teacher Observation Subcomponent Weighting

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

- At least 80% of the Teacher Observation category score

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

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

Optional Subcomponent: Observations by Trained Peer Observer(s)

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

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

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

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

Principal/Administrator [Required]	Independent Evaluator(s) [Required]	Peer Observer(s) [Optional]	Group of teachers for which this weighting will apply
80%	20%	0% (N/A)	(No Response)

Observation Assurances

Please check all of the boxes below.

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

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

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

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

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

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Task 4. TEACHERS: Observations - Required Observations

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

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

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

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

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

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

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

Independent Evaluator Assurances

Please check all of the boxes below.

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

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Please also check each of the following boxes.

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

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Task 4. TEACHERS: Observations - Optional Observations

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Optional Subcomponent: Observations by Trained Peer Observer(s)

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

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

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

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

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

Peer Observation Assurances

Please check all of the boxes below.

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

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

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Category and Overall Ratings

For guidance on APPR scoring, see NYSED APPR Guidance.

Category Scoring Ranges

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

Student Performance Category

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

Teacher Observation

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

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

Scoring Matrix for the Overall Rating

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

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

Category and Overall Rating Assurances

Please check all of the boxes below.

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

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

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Additional Requirements

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

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

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

Teacher Improvement Plan Forms

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

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

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

Teacher_Improvement_Plan_June 1 2021.docx

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

Task 6. TEACHERS: Additional Requirements - Appeals

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Appeal Assurance

Please check the box below.

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

Appeals

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

- (1) the substance of the annual professional performance review; which shall include the following:
 - (i) in the instance of a teacher rated Ineffective on the Student Performance category, but rated Highly Effective on the Observation category based on an anomaly, as determined locally;
- (2) the LEA's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d;
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents; and
- (4) the LEA's issuance and/or implementation of the terms of the teacher improvement plan, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

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

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

Teacher Appeals Procedure

Appeals of APPR will be limited to those that rate a teacher as ineffective or developing only or where compensation decisions are linked to rating categories

What may be challenged in an appeal:

Under Education Law section 3012-d, an evaluated member holding the position of teacher may only challenge the following in an appeal:

- the substance of the annual professional performance review; which shall include the following:
- the instance of a teacher rated ineffective on the student performance category but rated highly effective on the observation/school visit category based as an anomaly, as determined locally
- the district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-d
- the adherence to the regulations of the commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law section 3012-d
- district's issuance and/or implementation of the terms of the teacher improvement plan under Education Law section 3012-d

Prohibition against more than one appeal

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

Burden of Proof

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

Appeals Procedure/Timeline

Timeframe for Filing an Appeal

All appeals must be submitted in writing to the superintendent no later than **10 school days** of the teacher's meeting with the administration regarding their final APPR or TIP, (meeting is held within the first 10 days of school year commencing) or it is deemed waived.

- When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of a teacher improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

2. Timeframe for District response

- Within **10 calendar days** of receipt of an appeal, the school district staff member who issued the performance review or was responsible for either the issuance and/or implementation of the terms of the teacher's improvement plan must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. The teacher initiating the appeal shall receive a hard copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the district files its response.

3. Decision Maker on Appeal

- A decision shall be rendered by the superintendent of schools or the superintendent's designee except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. In such case, a third person to be mutually agreed upon by the Superintendent and the union President shall decide the appeal.

4. Decision

- A written decision on the merits of the appeal shall be rendered in person to the applicant no later than **30 calendar days** from the date upon which the teacher filed his or her appeal. The appeal shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final.
- The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by

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substantial error or defect, or order a re-scoring of the evaluation if procedures have been violated. A copy of the decision shall be provided to the teacher and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

5.Exclusivity of 3012-d Appeal Procedure

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

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

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

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

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

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

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

All evaluators, lead evaluators and independent evaluators will be trained initially and retrained annually through sessions offered by the Genesee Valley BOCES, including the Annual Summer Leadership Conference and by qualified administrative staff from within the District. Evaluators, lead evaluators and independent evaluators will be initially certified and re-certified annually by the Elba Board of Education. Inter-rater reliability exercises will occur during regular administrative council meetings, through various activities, including collaborative reviews and analysis of observation-based evidence from actual classroom observations. Inter-rater reliability exercises happen throughout the year. All training and retraining includes comparisons and discussion of evaluator, lead evaluator and independent evaluator scoring and rubric interpretation consisting of approximately 20 hours throughout the school year and including a training course that meets the nine required elements prescribed in 30-3.10 of the Rules of the Board of Regents. Training will be provided on the NYS Teaching Standards and related elements, evidence-based observation techniques, Danielson's rubrics, assessment tools, locally selected measures, statewide reporting system, scoring methodology and considerations for ELL and Special Education students. Initial training and retraining take place throughout the year.

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

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

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

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

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

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

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Required Student Performance Subcomponent

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

*100% of the Student Performance category if only the Required subcomponent is used or locally determined if the Optional subcomponent is selected.***Required Student Performance Measures****Student performance for principals may be measured by either a student learning objectives (SLO) or an Input Model where the principal's overall rating shall be determined based on evidence of principal practice that promotes student growth related to the Leadership Standards.****STUDENT LEARNING OBJECTIVES**

For guidance on SLOs, see NYSED SLO Guidance.

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

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

> Principal and building/program-specific

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

Collectively attributed measures

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

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

> District- or BOCES-wide

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

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

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

INPUT MODEL*Selection of the Input Model will require:*

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

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

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

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

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

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Task 7. PRINCIPALS: Required Student Performance - Building/Program Configuration(s) [1]

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Applicable Principals [1]

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

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

Grade From	Grade To
K	6

Principal Measures [1]

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

Student performance based on a Student Learning Objective (SLO)

An individually attributed SLO measure

> Principal and building/program-specific

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

A collectively attributed SLO measure

> District- or BOCES-wide

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

Student Performance based on an Input Model

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

Selection of the Input Model will require:

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

All Principals: Measure Type

Student Learning Objective (SLO)

Student Learning Objective

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

District- or BOCES-wide results

Principal Assessments [1]

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

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Task 7. PRINCIPALS: Required Student Performance - Building/Program Configuration(s) [1]

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measure indicated.

Principals: Assessment Type(s)

State or Regents assessment(s)

Principals: State or Regents Assessment(s)

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

Additional Principals

Please be sure all principals in your LEA are included in Task 7.

Check this box to list additional principal(s) who will be evaluated using a different measure and assessment(s) included in this section.

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

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Applicable Principals [2]

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

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

Grade From	Grade To
7	12

Principal Measures [2]

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

Student performance based on a Student Learning Objective (SLO)

An individually attributed SLO measure

> Principal and building/program-specific

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

A collectively attributed SLO measure

> District- or BOCES-wide

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

Student Performance based on an Input Model

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

Selection of the Input Model will require:

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

Principals: Measure Type

Student Learning Objective (SLO)

Student Learning Objective

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

Principal and building/program-specific results

Principal Assessment(s) [2]

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

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

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measure indicated.

Principals: Assessment Type(s)

- State or Regents assessment(s)

Principals: State or Regents Assessment(s)

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

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Task 7. PRINCIPALS: Required Student Performance - Weighting

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Use of the Optional Subcomponent and Student Performance Category Weighting

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

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

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

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

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Optional Student Performance Subcomponent

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

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

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

Options for measures and associated assessments include:

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

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

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

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Task 9. PRINCIPALS: School Visits - Rubric and Scoring

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Principal School Visit Category

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

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

Principal Practice Rubric

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

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

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.

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Task 9. PRINCIPALS: School Visits - Rubric and Scoring

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

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

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

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

All elements of the five domains of Marzano's Rubric are designated as observable. During the school visit process for principals, all five domains and elements are observed between the announced and unannounced observations. The scores for observed components of each domain are weighted equally and averaged. Scores for the five domains are equally weighted and averaged to obtain a score for each school visit. Each year the process is repeated.

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.*

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Task 9. PRINCIPALS: School Visits - Rubric and Scoring

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HEDI Ranges

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

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

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

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

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

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

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

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

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

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Task 9. PRINCIPALS: School Visits - Required School Visits

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Principal School Visit Subcomponent Weighting

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

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

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

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

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

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

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

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

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

Supervisor/Administrator [Required]	Independent Evaluator(s) [Required]	Peer School Visit(s) [Optional]	Group of principals for which this weighting will apply
80%	20%	0% [N/A]	All

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.

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

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

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

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

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

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

PRINCIPALS <i>Indicate whether the number and method selected applies to all principals or to a subgroup of principals.</i>	SUBGROUP <i>If "Subgroup of Principals" is selected in the previous column, indicate which principals the number and method selected applies to; otherwise, enter "N/A." For additional subgroups, add another row.</i>	UNANNOUNCED Minimum Number of School Visits	ANNOUNCED Minimum Number of School Visits
All Principals (enter 'N/A' in the next column)	N/A	1	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 principal(s) they are evaluating.
- Assure that independent evaluator(s) will be trained and selected by the LEA.

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

Page Last Modified: 06/01/2021

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.

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

Task 9. PRINCIPALS: School Visits - Optional School Visits

Page Last Modified: 06/01/2021

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

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

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

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

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

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

Peer Principal School Visit Assurances

Please check all of the boxes below.

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

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

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

Page Last Modified: 08/02/2019

Category and Overall Ratings

For guidance on APPR scoring, see NYSED APPR Guidance.

Category Scoring Ranges

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

Student Performance Category

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

Principal School Visit Category

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

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

Scoring Matrix for the Overall Rating

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

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

Category and Overall Rating Assurances

Please check all of the boxes below.

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

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

Page Last Modified: 06/14/2021

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.

Principal_Improvement_Plan_June 1 2021.docx

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

Page Last Modified: 06/11/2021

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 student performance category, but rated Highly Effective on the school visit category based on an anomaly, as determined locally;

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

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

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

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

Page Last Modified: 06/11/2021

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

Appeals of APPR will be limited to those that rate a Principal as ineffective or developing only or where compensation decisions are linked to rating categories

What may be challenged in an appeal:

Under Education Law section 3012-d, an evaluated member holding the position of Principal may only challenge the following in an appeal:

- the substance of the annual professional performance review; which shall include the following:
- the instance of a principal rated ineffective on the student performance category but rated highly effective on the observation/school visit category based as an anomaly, as determined locally
- the district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-d
- the adherence to the regulations of the commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law section 3012-d
- district's issuance and/or implementation of the terms of the principal under Education Law section 3012-d

Prohibition against more than one appeal

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

Burden of Proof

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

Appeals Procedure/Timeline

Timeframe for Filing an Appeal

All appeals must be submitted in writing to the superintendent no later than **10 school days** of the Principal's meeting with the administration regarding their final APPR or PIP, (meeting is held within the first 10 days of school year commencing) or it is deemed waived.

- When filing an appeal, the principal must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of a Principal improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

Timeframe for District response

- Within **10 calendar days** of receipt of an appeal, the school district staff member who issued the performance review or was responsible for either the issuance and/or implementation of the terms of the principal's improvement plan must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. The principal initiating the appeal shall receive a hard copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the district files its response.

Decision Maker on Appeal

- A decision shall be rendered by the superintendent of schools or the superintendent's designee except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. In such case, a third person to be mutually agreed upon by the Superintendent and the Principal shall decide the appeal.

Decision

- A written decision on the merits of the appeal shall be rendered in person to the applicant no later than **30 calendar days** from the date upon which the principal filed his or her appeal. The appeal shall be based on a written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final.
- The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect, or order a rescoring of an evaluation if procedures have been violated.

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

Task 11. PRINCIPALS: Additional Requirements - Appeals

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Exclusivity of 3012-d Appeal Procedure

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

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

Page Last Modified: 06/11/2021

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.

All evaluators, lead evaluators and independent evaluators will be initially trained and retrained annually through sessions offered by the Genesee Valley BOCES, including the Annual Summer Leadership Conference and within the District.

Evaluators, lead evaluators and independent evaluators will be certified and re-certified annually by the Elba Board of Education.

Inter-rater reliability exercises will occur during regular regularly in administrative council meetings, various activities, including collaborative peer reviews and analysis of observation-based evidence from actual school visits.

All training and retraining includes comparisons and discussion of evaluator, lead evaluator and independent evaluator scoring and rubric interpretation consisting of approximately 20 hours throughout the school year including a training course that meets the nine required elements prescribed in subpart 30-3.10 of the Rules of the Board of Regents. Training will be provided on the NYS Leadership Standards and related elements, evidence-based observation techniques, Marzano's rubrics, assessment tools, locally selected measures, statewide reporting system, scoring methodology and considerations for ELL and Special Education students.

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

Page Last Modified: 06/01/2021

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

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

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

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

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

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

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

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

Page Last Modified: 06/21/2021

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.

Elba Signature 6-21-21.pdf

Teacher Improvement Plan

The District and the Elba Faculty Association agree that the purpose of conducting an APPR is to improve professional practice and, based on sound teaching practices, increase the likelihood for successful student performance.

According to the regulations, a district must develop and implement a teacher improvement plan for teachers receiving a rating of Developing or Ineffective from an APPR conducted under section 3012-d by October 1, or as soon as practicable thereafter, in the school year following the school year the teacher received the rating. The improvement plan “shall be developed by the superintendent of his or her designee in the exercise of their pedagogical judgement” and must include a minimum:

- ***Identification of needed areas of improvement;***
- ***A timeline for achieving improvement;***
- ***The manner in which the improvement will be assessed; and***
- ***Differentiated activities to support a teacher’s improvement in those areas.***

Notwithstanding language in the regulations and guidance, the TIP process should not change without the District bargaining any changes with the union. Furthermore, all changes to the TIP process must be approved by the Commissioner as part of a material change request.

The parties understand and agree that the sole and exclusive purpose of a TIP is the improvement of teaching practice and that the issuance of a TIP is not a disciplinary action. The Association President will be notified prior to the issuance of a TIP and, with the agreement of the teacher, shall be provided with a copy of the TIP. The TIP shall be jointly reviewed in a meeting between the Superintendent, teacher and the building principal. The teacher will have the option of a union representative present. All costs associated with the implementation of the TIP, including but not limited to, tuition, fees, books and travel, shall be borne by the District in their entirety. No disciplinary action shall be taken by the District against a teacher until a TIP has been fully implemented and its effectiveness in improving the teacher’s performance has been evaluated. However, nothing shall be construed to affect the unfettered statutory right of a district to terminate a probationary (non-tenured) teacher for any statutorily and constitutionally permissible reasons. Any changes to a TIP that has been issued must be made by mutual agreement.

Teacher Improvement Plan

Areas of Improvement *Teaching Standards Criterion	
Strategies/ Recommendations *differentiated activities *resources *personnel needed	

Timeline to Improvement *include an ending date	
Expected Evidence of Successful Completion *documentation *Performance *who is responsible for monitoring	
Status and Completion Verification (ex: successfully completed, 11/15/16, signed by verifier)	

Teacher Signature _____

Date _____

Principal Signature _____

Date _____

Principal Improvement Plan

The District and the Principals agree that the purpose of conducting an APPR is to improve professional practice and, based on sound building leadership practices, increase the likelihood for successful student performance.

According to the regulations, a district must develop and implement a principal improvement plan for principals receiving a rating of Developing or Ineffective from an APPR conducted under section 3012-d by October 1, or as soon as practicable thereafter, in the school year following the school year the principal received the rating. The improvement plan “shall be developed by the superintendent or his or her designee in the exercise of their pedagogical judgement” and must include a minimum:

- **Identification of needed areas of improvement;**
- **A timeline for achieving improvement;**
- **The manner in which the improvement will be assessed; and**
- **Differentiated activities to support a principal’s improvement in those areas.**

All changes to the PIP process must be approved by the Commissioner as part of a material change request.

The parties understand and agree that the sole and exclusive purpose of a PIP is the improvement of building leadership practice and that the issuance of a PIP is not a disciplinary action. The Principal will be notified prior to the issuance of a PIP as well as a copy of the PIP. The PIP shall be jointly reviewed in a meeting between the Superintendent and the building principal. All costs associated with the implementation of the PIP, including but not limited to, tuition, fees, books and travel, shall be borne by the District in their entirety. No disciplinary action shall be taken by the District against a Principal until a PIP has been fully implemented and its effectiveness in improving the Principal’s performance has been evaluated. However, nothing shall be construed to affect the unfettered statutory right of a district to terminate a probationary (non-tenured) principal for any statutorily and constitutionally permissible reasons. Any changes to a PIP that has been issued must be made by mutual agreement.

Principal Improvement Plan

Areas of Improvement *Principal Standards Criterion	
Strategies/ Recommendations *differentiated activities *resources *personnel needed	
Timeline to Improvement *include an ending date	
Expected Evidence of Successful Completion	

<ul style="list-style-type: none"> *documentation *Performance *who is responsible for monitoring 	
<p>Status and Completion Verification (ex: successfully completed, 11/15/16, signed by verifier</p>	

Principal's Signature _____ Date _____

Superintendent's Signature _____ Date _____

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

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

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

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

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

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

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

visits;

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

Signatures, dates

Superintendent Signature:

Date:

Ned Dale 6/21/21

Superintendent Name (print):

Ned Dale

Teachers Union President Signature:

Date:

Rachel Skrajna 6/21/21

Teachers Union President Name (print):

Rachel Skrajna

Administrative Union President Signature:

Date:

N/A

Administrative Union President Name (print):

N/A

Board of Education President Signature:

Date:

Michael Augello 6/21/21

Board of Education President Name (print):

Michael Augello