

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

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**Disclaimers**

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

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

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

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

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

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

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

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

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**Required Student Performance Subcomponent**

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

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

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

**Student Learning Objectives (SLOs)**

For guidance on SLOs, see NYSED SLO Guidance.

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

**MEASURES**

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

*Individually attributed measures*

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

> Teacher and course-specific

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

*Collectively attributed measures*

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

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

> School- or program-wide

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

> District- or BOCES-wide

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

**ASSESSMENTS**

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

- **State assessment(s);** or

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

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.

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Task 2. TEACHERS: Required Student Performance - Kindergarten

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**Common Branch Kindergarten Measures and Assessments**

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

*An individually attributed SLO measure*

> Teacher and course-specific

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

*A collectively attributed SLO measure*

> School- or program-wide

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

> District- or BOCES-wide

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

**Kindergarten: Measure Type**

School- or program-wide

**Kindergarten: School or Program-Wide Measure**

School- or program-wide results

**Kindergarten: Assessment Type(s)**

Third party assessment(s)

**Kindergarten: Third Party Assessment(s)**

MAP Growth (content-specific)

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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).

*An individually attributed SLO measure*

> Teacher and course-specific

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

*A collectively attributed SLO measure*

> School- or program-wide

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

> District- or BOCES-wide

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

**Grade 1: Measure Type**

School- or program-wide

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

School- or program-wide results

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

Third party assessment(s)

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

MAP Growth (content-specific)

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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).

*An individually attributed SLO measure*

> Teacher and course-specific

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

*A collectively attributed SLO measure*

> School- or program-wide

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

> District- or BOCES-wide

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

**Grade 2: Measure Type**

School- or program-wide

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

School- or program-wide results

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

Third party assessment(s)

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

MAP Growth (content-specific)

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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).

*An individually attributed SLO measure*

> Teacher and course-specific

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

*A collectively attributed SLO measure*

> School- or program-wide

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

> District- or BOCES-wide

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

**Grade 3: Measure Type**

School- or program-wide

**Grade 3: School- or Program-Wide Measure**

School- or program-wide results

**Grade 3: Assessment Type(s)**

Third party assessment(s)

**Grade 3: Third Party Assessment(s)**

MAP Growth (content-specific)

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

Task 2. TEACHERS: Required Student Performance - Grade Four

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**Grade Four**

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

*An individually attributed SLO measure*

> Teacher and course-specific

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

*A collectively attributed SLO measure*

> School- or program-wide

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

> District- or BOCES-wide

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

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

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



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

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

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

**Grade 4: Measure Type**

School- or program-wide

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

School- or program-wide results

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

Third party assessment(s)

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

MAP Growth (content-specific)

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

Task 2. TEACHERS: Required Student Performance - Grade Five

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**Grade Five**

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

*An individually attributed SLO measure*

> Teacher and course-specific

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

*A collectively attributed SLO measure*

> School- or program-wide

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

> District- or BOCES-wide

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

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

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

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

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

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

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

**Grade 5: Measure Type**

School- or program-wide

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

School- or program-wide results

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

Third party assessment(s)

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

MAP Growth (content-specific)

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

Task 2. TEACHERS: Required Student Performance - Grade Six

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**Grade Six**

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

*An individually attributed SLO measure*

> Teacher and course-specific

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

*A collectively attributed SLO measure*

> School- or program-wide

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

> District- or BOCES-wide

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

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

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

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

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

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

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

**Grade 6: Measure Type**

School- or program-wide

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

School- or program-wide results

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

Third party assessment(s)

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

MAP Growth (content-specific)

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

Task 2. TEACHERS: Required Student Performance - Grade Seven

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**Grade Seven**

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

*An individually attributed SLO measure*

> Teacher and course-specific

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

*A collectively attributed SLO measure*

> School- or program-wide

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

> District- or BOCES-wide

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

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

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

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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)**

Third party assessment(s)

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

MAP Growth (content-specific)

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

Task 2. TEACHERS: Required Student Performance - Grade Eight

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**Grade Eight Measures and Assessments**

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

*An individually attributed SLO measure*

> Teacher and course-specific

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

*A collectively attributed SLO measure*

> School- or program-wide

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

> District- or BOCES-wide

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

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

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



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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)**

Third party assessment(s)

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

MAP Growth (content-specific)

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

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

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**High School English Language Arts**

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

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

*An individually attributed SLO measure*

> Teacher and course-specific

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

*A collectively attributed SLO measure*

> School- or program-wide

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

> District- or BOCES-wide

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

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

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

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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)**

All Regents given in LEA

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

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

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**High School Regents Math**

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

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

*An individually attributed SLO measure*

> Teacher and course-specific

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

*A collectively attributed SLO measure*

> School- or program-wide

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

> District- or BOCES-wide

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

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

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

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

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

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

**High School Regents Math: Measure Type**

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)**

All Regents given in LEA

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

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

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**High School Regents Science**

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

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

*An individually attributed SLO measure*

> Teacher and course-specific

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

*A collectively attributed SLO measure*

> School- or program-wide

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

> District- or BOCES-wide

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

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

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

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

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

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

**High School Regents Science: Measure**

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)**

All Regents given in LEA

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

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

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**High School Regents Social Studies: Measures and Assessments**

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

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

*An individually attributed SLO measure*

> Teacher and course-specific

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

*A collectively attributed SLO measure*

> School- or program-wide

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

> District- or BOCES-wide

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

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

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



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

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

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

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

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)**

All Regents given in LEA

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

Task 2. TEACHERS: Required Student Performance - Other Courses

**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).

An individually attributed SLO measure

> Teacher and course-specific

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

A collectively attributed SLO measure

> School- or program-wide

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

> District- or BOCES-wide

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

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

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

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

**Column 3: subject of the course**

**Column 4: measure used**

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

Follow the examples below to list other courses.

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

To add additional courses, click "Add Row".

Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-developed Course-Specific Assessment(s)	Third Party Assessment(s)
K	8	All course	School- or			<input checked="" type="checkbox"/> MAP Growth (content-

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

Task 2. TEACHERS: Required Student Performance - Other Courses

Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-developed Course-Specific Assessment(s)	Third Party Assessment(s)
		s not named above	program-wide results			specific)
9	12	All courses not named above	School- or program-wide results	<input checked="" type="checkbox"/> All Regents given in LEA		
K	6	Special Education	District- or BOCE S-wide results			<input checked="" type="checkbox"/> MAP Growth (content-specific)

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

Task 2. TEACHERS: Required Student Performance - Weighting

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

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

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

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

**Annual Professional Performance Review - Education Law §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

**Teacher Observation Category**

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

**Teacher Practice Rubric**

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

Rubric Name	If more than one rubric is utilized, please indicate the group(s) of teachers each rubric applies to.
NYSUT Teacher Practice Rubric (2012 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.

All observable subcomponents will be weighted equally and averaged.

**Scoring Assurances**

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

Task 4. TEACHERS: Observations - Rubric and Scoring

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
<b>H</b>	3.5 to 3.75	4.0
<b>E</b>	2.5 to 2.75	3.49 to 3.74
<b>D</b>	1.5 to 1.75	2.49 to 2.74
<b>I</b>	0.00*	1.49 to 1.74

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

**HEDI Ranges**

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

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

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

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

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

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

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

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

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

Task 4. TEACHERS: Observations - Rubric and Scoring

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range.

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49



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

Task 4. TEACHERS: Observations - Required Observations

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**Teacher Observation Subcomponent Weighting**

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

- At least 80% of the Teacher Observation category score

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

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

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

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

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

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

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

Principal/Administrator [Required]	Independent Evaluator(s) [Required]	Peer Observer(s) [Optional]	Grades and subjects for which 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

TEACHERS <i>Indicate whether the number and method selected applies to all teachers or to a subgroup of teachers.</i>	SUBGROUP <i>If "Subgroup of Teachers" is selected in the previous column, indicate which teachers the number and method selected applies to; otherwise, enter "N/A." For additional subgroups, add another row.</i>	UNANNOUNCED Minimum Number of Observations	UNANNOUNCED Observation Method	ANNOUNCED Minimum Number of Observations	ANNOUNCED Observation Method
Subgroup of Teachers	Tenured	0	N/A	1	Live
Subgroup of Teachers	Probationary	3	Live	0	N/A

**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	Probationary	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.

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

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

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

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Task 4. TEACHERS: Observations - Optional Observations

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

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

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

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

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

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

**Peer Observation Assurances**

Please check all of the boxes below.

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

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

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

**Category and Overall Ratings**

For guidance on APPR scoring, see NYSED APPR Guidance.

**Category Scoring Ranges**

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

**Student Performance Category**

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

**Teacher Observation**

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

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

**Scoring Matrix for the Overall Rating**

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

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

**Category and Overall Rating Assurances**

Please check all of the boxes below.

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

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

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

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**Additional Requirements**

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

**Teacher Improvement Plan Assurances**

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

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

**Teacher Improvement Plan Forms**

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

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

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

TIP\_2-22-16.docx\_revised\_2-7-17.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**

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

**William Floyd School District Teacher Appeals Process**

This Agreement is made by and between the William Floyd School District ("District") and the William Floyd United Teachers' Association ("Association"), collectively referred to herein as the "Parties".

In order to implement the requirements of N.Y. Education Law §3012-d and subpart 30-3, the District and the Association hereby agree as follows:

**Right to Appeal**

A teacher may appeal his or her Annual Professional Performance Review and the issuance and/or implementation of a legally required improvement plan (TIP) in accordance with the procedures and conditions set forth in this Agreement. Such procedures and conditions constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher's performance review and/or TIP.

**Scope Performance Review Appeals**

- (1) Only a teacher who receives a rating of "ineffective" on the rating may appeal his or her performance review. Ratings of "highly effective" "developing" or "effective" cannot be appealed.
- (2) A teacher may appeal only the substance of his or her performance review, the District's adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the commissioner of education, compliance with procedures applicable to the conduct of performance reviews set forth in the District's annual professional performance review plan, the issuance of a TIP and/or the implementation of the terms of a TIP.
- (3) Appeals related to the issuance of a TIP shall be limited to issues regarding compliance with the requirements prescribed in applicable law and regulations for the issuance of improvement plans.
- (4) A teacher may not file multiple appeals regarding the same performance review or TIP. All grounds for appealing a particular performance review or TIP must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.
- (5) Only tenured teachers may file an appeal. Non-tenured teachers will have the right to add a response to the annual evaluation or TIP, which will be kept in his/her personnel file with the annual evaluation.

**Timelines for the Commencement of an Initial Appeal**

- (1) If a teacher receives an annual professional performance review rating of "ineffective" and wants to contest the determination, the teacher's appeal must be filed within five (5) working days of the date when the teacher receives it. The attached appeal form must be completed and handed in to begin the initial appeal.
- (2) Appeals concerning the issuance of a TIP plan must be filed within five (5) working days of the District's alleged failure to comply with the requirements prescribed in applicable law and regulations for the issuance of improvement plans either in whole or in part.
- (3) Appeals concerning implementation of the terms of a TIP must be filed within five (5) working days from the date of the District's alleged failure to implement the terms of the TIP in either in whole or in part.

**Filing of an Initial Appeal to the Administrator who completed the Evaluation**

- (1) A teacher wishing to commence an initial appeal must submit, in writing using the attached appeal form, to the Administrator performing the Annual Professional Performance Review or Teacher Improvement Plan or his/her designee, a detailed description of the precise point(s) of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Along with the detailed description of the precise point(s) of disagreement, the teacher must include any and all additional documents or written materials specific to the point(s) of disagreement that support the teacher's appeal and are relevant to the resolution of the appeal including the particular performance review and/or improvement plan, as appropriate. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

- (2) Within ten (10) working days of receipt of the appeal, the Administrator conducting the Annual Professional Performance Review or Teacher Improvement Plan shall submit a written determination, noted on the appeal form.

**Filing of an Appeal to the Superintendent**

- (1) A Request is made to the Superintendent to assemble a review committee - If the teacher disagrees with the determination of the Administrator following the initial appeal, the teacher may submit a copy of the appeal form, within five (5) working days of the decision made by the administrator who determined the rating, and a written statement explaining in detail the basis for disagreement with the determination to the Superintendent. Along with the detailed description of the precise point(s) of disagreement, the teacher must include any and all additional documents or written materials specific to the point(s) of disagreement that support the teacher's appeal and are relevant to the resolution of the appeal including the particular performance review and/or improvement plan, as appropriate. The teacher must notify the Superintendent that they want to attend the review committee meeting at the time of their appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal. The Superintendent will begin the process to assemble the review committee and he/she will forward this information to the review committee.

- (2) The Superintendent assembles an APPR Review Committee

The affected teacher's appeal will be reviewed by an internal APPR Review Committee. The Committee make up shall be:



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

Task 6. TEACHERS: Additional Requirements - Appeals

a. Two administrators, certified to conduct evaluations, appointed by the Superintendent or his/her designee. The administrators appointed shall not be the administrator who authorized the evaluation.

b. Two tenured teachers appointed by the President of WFUT or his/her designee.

The committee makes a recommendation to the Superintendent of Schools which may include a modification of the TIP, and/or the calculation of the rating, along with their rationale for the same. The committee shall be constituted and the review shall be completed within ten (10) working days of delivery of the written request for review to the committee. The teacher will have the opportunity to speak to the committee regarding their original appeal and discuss their supporting papers. The

Committee may also request to meet with the Administrator who prepared the evaluation.

The committee's written recommendation shall be transmitted to the Superintendent using the appeal form. There are four options for the committee to recommend: (1) Recommendation to grant fully -this means the committee reached consensus (meaning all four (4) members agree on the recommendation) on agreement with all points of the appeal; (2) Recommendation to grant partially - this means the committee reached consensus on agreement with some points of the appeal; (3) No recommendation - this means no consensus was reached on any of the points of the appeal; and (4) Denied Fully-this means consensus was reached to deny all points of the appeal.

(3)The Superintendent will review the recommendations of the Review Committee and make a final decision.The Superintendent shall consider the written review recommendation of the committee and shall issue a written decision within ten (10) working days thereof. The written decision from the Superintendent will include the Appeal form along with a memo of his/her decision

4) After the decision of the Superintendent is made the teacher shall have the right to request an independent review, done by an external evaluator, agreed to by the District and the union. The evaluator will review the materials presented during the appeal process within (10) ten days of the decision by the superintendent and render their opinion to the Superintendent. The Superintendent shall consider the written recommendations of the independent reviewer and shall issue a written

decision within ten (10) working days thereof. The determination of the Superintendent of Schools shall be final and shall not be grievable, arbitral, nor reviewable in any other forum other than defenses and/or challenges provided under law, including but not limited to Education Law3020-b.

Notwithstanding any other provision of this Agreement, the teacher bringing the appeal bears the burden of proving by evidence the merits of his or her appeal.

Our District assures the appeal process will be timely and expeditious in compliance with Education Law 3012-d.

Retention of District Rights

(1) An appeal or determination under this Agreement shall be exempt from the grievance and/or arbitration procedure of the Parties' Collective Bargaining Agreement.

(2) This appeals procedure is consistent with Subpart 30-3, which does not restrict a district's unfettered statutory right to terminate or deny tenure to a probationary teacher for constitutionally and statutorily permissible reasons, including a teacher's performance that is the subject of an appeal. (3) The fact that a performance review is under appeal shall not delay or otherwise affect the process of formulating and implementing a Teacher Improvement

Plan.

William Floyd School District

Teacher Annual Personnel Performance Review Appeal Form

Name: \_\_\_\_\_ School: \_\_\_\_\_

Subject Area: \_\_\_\_\_ Date of initial appeal request: \_\_\_\_\_

Administrator responsible for conducting the review: \_\_\_\_\_

Description of precise points of disagreement:

\_\_\_\_\_

\_\_\_\_\_ additional sheet(s) if necessary).

List of additional documentation attached: \_\_\_\_\_

\_\_\_\_\_

Signature of Teacher: \_\_\_\_\_

Determination of Initial Appeal: \_\_\_\_\_

Signature of Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

Reason(s) for Initial Appeal determination: \_\_\_\_\_

\_\_\_\_\_

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

Task 6. TEACHERS: Additional Requirements - Appeals

Teacher: Check appropriate box below:

- I am satisfied with the initial appeal decision
- I am unsatisfied with the initial appeal decision and request that the Superintendent and the President of the William Floyd United Teachers assemble a review panel to reconsider my appeal and make a recommendation to the Superintendent of Schools who will make a final decision.
- I wish to attend the review committee hearing

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

Recommendation to the Superintendent of schools by the APPR review committee, check one: There are four options for the committee to recommend:

- Recommendation to grant fully -this means the committee reached consensus (meaning all four (4) members agree on the recommendation) on agreement with all points of the appeal.
- Recommendation to grant partially - this means the committee reached consensus on agreement with some points of the appeal.
- No recommendation - this means no consensus was reached on any of the points of the appeal.
- Denied Fully-this means consensus was reached to deny all points of the appeal.

Signature of Administrators:

Name: Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name: Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Teachers:

Name: Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name: Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Reason(s) for Committee Appeal determination:

\_\_\_\_\_  
\_\_\_\_\_

Determination of Superintendent: \_\_\_\_\_

Signature of Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

Reason(s) for Superintendent's Appeal determination are described in the attached memo.

- I am unsatisfied with the initial and committee appeal decisions and request an external review.

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

Determination of Superintendent: \_\_\_\_\_

Signature of Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

Reason(s) for Superintendent's Appeal determination are described in the attached memo.

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

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**Training Assurance**

**Please check the box below.**

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

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

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

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

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

All evaluators including evaluators, lead evaluators, and independent observers will be trained and certified by the Superintendent and the Board of Education under the nine requirements prescribed in §30-3.10 of the Rules of the Board of Regents.

The district will annually provide initial training and retraining to certify all evaluators. The training duration for all new evaluators will consist of six hours to be provided by BOCES and/or District (Including MyLearningPlan) trainers. The training duration for re-certification of all evaluators will consist of three hours to be provided by BOCES and/or District (Including MyLearningPlan) trainers. The district will assure that new evaluators receive the full required initial training prior to conducting any teacher evaluations. Such training will include inter-rater reliability. Upon the completion of training, all evaluators will be certified or re-certified as appropriate by the Superintendent and Board of Education.

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

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

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

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

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

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

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

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

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**Required Student Performance Subcomponent**

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

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

**Required Student Performance Measures**

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

**STUDENT LEARNING OBJECTIVES**

For guidance on SLOs, see NYSED SLO Guidance.

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

*Individually attributed measures*

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

> Principal and building/program-specific

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

*Collectively attributed measures*

A collectively attributed SLO is based on a student population across multiple buildings/programs of similar grade configuration or across multiple building/programs where the learning activities of one building/program 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:*

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

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

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

- Assure that for any SLO based, in part, on the New York State grade four science assessment, 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

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

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

**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	5
6	8

**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.**

Principal and building/program-specific 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

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

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

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measure indicated.

**Principals: Assessment Type(s)**

Third party assessment(s)

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

MAP Growth (content-specific)

**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.



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

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

**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
9	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 measure indicated.

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

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

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**Principals: Assessment Type(s)**

State or Regents assessment(s)

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

All Regents given in LEA

**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.

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

Task 7. PRINCIPALS: Required Student Performance - Building/Program Configuration(s) [3]

**Applicable Principals [3]**

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 third 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
K	6

**Principal Measures [3]**

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.**

District- or BOCES-wide results

**Principal Assessment(s) [3]**

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 measure indicated.

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Task 7. PRINCIPALS: Required Student Performance - Building/Program Configuration(s) [3]

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**Principals: Assessment Type(s)**

Third party assessment(s)

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

MAP Growth (content-specific)

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

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**Optional Student Performance Subcomponent**

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

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

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

Options for measures and associated assessments include:

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

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

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

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

Task 9. PRINCIPALS: School Visits - Rubric and Scoring

**Principal School Visit Category**

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

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

**Principal Practice Rubric**

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

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

**Rubric Assurances**

Please check all of the boxes below.

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

**Process for Weighting Rubric Domains/Subcomponents**

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

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

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

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

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

All observable components will be weighted equally and averaged.

**Scoring Assurances**

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Task 9. PRINCIPALS: School Visits - Rubric and Scoring

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
<b>H</b>	3.5 to 3.75	4.0
<b>E</b>	2.5 to 2.75	3.49 to 3.74
<b>D</b>	1.5 to 1.75	2.49 to 2.74
<b>I</b>	0.00*	1.49 to 1.74

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

**HEDI Ranges**

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

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

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

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

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

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

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

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

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Task 9. PRINCIPALS: School Visits - Rubric and Scoring

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range.

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49



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Task 9. PRINCIPALS: School Visits - Required School Visits

**Principal School Visit Subcomponent Weighting**

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

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

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

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

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

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

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

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

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

Supervisor/Administrator [Required]	Independent Evaluator(s) [Required]	Peer School Visit(s) [Optional]	Grade configurations for which this weighting will apply
80%	20%	0% [N/A]	(No Response)

**School Visit Assurances**

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

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

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

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

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

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

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Task 9. PRINCIPALS: School Visits - Required School Visits

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

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

**Independent Evaluator Assurances**

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

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

**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.

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Task 9. PRINCIPALS: School Visits - Optional School Visits

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

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

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

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

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

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

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

**Category and Overall Ratings**

For guidance on APPR scoring, see NYSED APPR Guidance.

**Category Scoring Ranges**

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

**Student Performance Category**

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

**Principal School Visit Category**

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

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

**Scoring Matrix for the Overall Rating**

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

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

**Category and Overall Rating Assurances**

Please check all of the boxes below.

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

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Task 11. PRINCIPALS: Additional Requirements - Principal Improvement Plans

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**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.**

WFSD\_Principal\_PIP\_2.7.16.4.20pm.docx

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

Task 11. PRINCIPALS: 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 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**

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

**William Floyd School District Principal Appeals Process**

This Agreement is made by and between the William Floyd School District ("District") and the William Council of Administrators and Supervisors ("CAS"), collectively referred to herein as the "Parties".

In order to implement the requirements of N.Y. Education Law § 3012-d and subpart 30-3, the District and the Association hereby agree as follows:

**Right to Appeal**

A Principal may appeal his or her Annual Professional Performance Review and the issuance and/or implementation of a legally required improvement plan (PIP) in accordance with the procedures and conditions set forth in this Agreement. Such procedures and conditions constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a Principal's performance review and/or PIP.

**Scope Performance Review Appeals**

- (1) Only a Principal who receives a rating of "developing" or "ineffective" may appeal his or her performance review. Ratings of "highly effective" or "effective" cannot be appealed.
- (2) A Principal may appeal only the substance of his or her performance review, the District's adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the commissioner of education, compliance with procedures applicable to the conduct of performance reviews set forth in the District's annual professional performance review plan, the issuance of a PIP and/or the implementation of the terms of a PIP.
- (3) Appeals related to the issuance of a PIP shall be limited to issues regarding compliance with the requirements prescribed in applicable law and regulations for the issuance of improvement plans.
- (4) A Principal may not file multiple appeals regarding the same performance review or PIP. All grounds for appealing a particular performance review or PIP must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.
- (5) Only tenured Principals may file an appeal. Non-tenured Principals will have the right to add a response to the annual evaluation or PIP, which will be kept in his/her personnel file with the annual evaluation.

**Timelines for the Commencement of an Initial Appeal**

- (1) If a Principal receives an annual professional performance review rating of "ineffective" or "developing" and disagrees with the determination, the Principal's appeal must be filed within five (5) working days of the date when the Principal receives it. The attached appeal form must be completed and handed in to begin the initial appeal.
- (2) Appeals concerning the issuance of a PIP plan must be filed within five (5) working days of the District's alleged failure to comply with the requirements prescribed in applicable law and regulations for the issuance of improvement plans either in whole or in part.
- (3) Appeals concerning implementation of the terms of a PIP must be filed within five (5) working days from the date of the District's alleged failure to implement the terms of the PIP in either in whole or in part.

**Filing of an Initial Appeal**

- (1) A Principal wishing to commence an initial appeal must submit, in writing using the attached appeal form, to the Administrator performing the Annual Professional Performance Review or Principal Improvement Plan or his/her designee, a detailed description of the precise point(s) of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Along with the detailed description of the precise point(s) of disagreement, the Principal must include any and all additional documents or written materials specific to the point(s) of disagreement that support the Principal's appeal and are relevant to the resolution of the appeal including the particular performance review and/or improvement plan, as appropriate. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

- (2) Within ten (10) working days of receipt of the appeal, the Administrator conducting the Annual Professional Performance Review or Principal Improvement Plan shall submit a written determination, noted on the appeal form.

**Filing of an Appeal to the Superintendent**

**Step 1 - Superintendent -** If the Principal disagrees with the determination of the Administrator following the initial appeal, the Principal may submit a copy of the appeal form, within five (5) working days of the decision made by the administrator who determined the rating, and a written statement explaining in detail the basis for disagreement with the determination to the Superintendent. Along with the detailed description of the precise point(s) of disagreement, the Principal must include any and all additional documents or written materials specific to the point(s) of disagreement that support the Principal's appeal and are relevant to the resolution of the appeal including the particular performance review and/or improvement plan, as appropriate. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal. The Superintendent will begin the process to assemble the review committee

and he/she will forward this information to the review committee.

**Step 2- APPR Review Committee**

The affected Principal's appeal will be reviewed by an internal APPR Review Committee. The Committee make up shall be:

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Task 11. PRINCIPALS: Additional Requirements - Appeals

a. Two District Office administrators, certified to conduct evaluations, appointed by the Superintendent or his/her designee. The administrators appointed shall not be the administrator who authorized the evaluation.

b. Two tenured Principals appointed by the President of WFUT or his/her designee.

The committee may recommend a modification of the PIP, and/or of the rating, along with their rationale for the same. The committee shall be constituted and the review shall be completed within ten (10) working days of delivery of the written request for review to the committee. The Principal will have the opportunity to speak to the committee regarding their original appeal and discuss their supporting papers. The Committee may also request to meet with the Administrator who prepared the evaluation.

The committee shall reach its findings using a consensus model, which means all four (4) members must agree on the determination. The committee's written recommendation shall be transmitted to the Superintendent and the unit member upon completion. If consensus is not reached, the committee shall submit the opposing viewpoints in writing to the evaluator, the appellant, the Association president, and the Superintendent.

Step 3- Superintendent

The Superintendent shall consider the written review recommendation of the committee and shall issue a written decision within ten (10) working days thereof. The determination of the Superintendent of Schools shall be final and shall not be grievable, arbitral, nor reviewable in any other forum other than defenses and/or challenges provided under law, including but not limited to Education Law 3020-b.

Notwithstanding any other provision of this Agreement, the Principal bringing the appeal bears the burden of proving by evidence the merits of his or her appeal.

Our District assures the appeal process will be timely and expeditious in compliance with Education Law 3012-d.

Retention of District Rights

(1) An appeal or determination under this Agreement shall be exempt from the grievance and/or arbitration procedure of the Parties' Collective Bargaining Agreement.

(2) This appeals procedure is consistent with Subpart 30-3, which does not restrict a district's unfettered statutory right to terminate or deny tenure to a probationary principal for constitutionally and statutorily permissible reasons, including a principal's performance that is the subject of an appeal.

(3) The fact that a performance review is under appeal shall not delay or otherwise affect the process of formulating and implementing a Principal Improvement Plan.

William Floyd School District

Principal Annual Personnel Performance Review Appeal Form

Name: \_\_\_\_\_ School: \_\_\_\_\_

Subject Area: \_\_\_\_\_ Date of initial appeal request: \_\_\_\_\_

District Office Administrator responsible for conducting review: \_\_\_\_\_

Description of precise points of disagreement:

\_\_\_\_\_

\_\_\_\_\_ additional sheet(s) if necessary).

List of additional documentation attached: \_\_\_\_\_

\_\_\_\_\_

Signature of Principal:

Determination of Initial Appeal: \_\_\_\_\_

Signature of District Office Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

Reason(s) for Initial Appeal determination: \_\_\_\_\_

\_\_\_\_\_

Principal: Check appropriate box below:

I am satisfied with the initial appeal decision

I am unsatisfied with the initial appeal decision and request that the Superintendent and the President of CAS assemble a review panel to reconsider my appeal and make a recommendation to the Superintendent of Schools who will make a final decision.

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Recommendation of APPR review committee, circle one: (Denied) (Revised) or (No Consensus)

Signature of District Office Administrators:

Name: Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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Name: Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Principals:

Name: Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name: Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Reason(s) for Committee Appeal determination:

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Principal: Check appropriate box below:

I am satisfied with decision of the APPR review committee

I am unsatisfied with the APPR review committee and request that the Superintendent reconsider my appeal

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Determination of Superintendent: \_\_\_\_\_

Signature of Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

Reason(s) for Superintendent's Appeal determination:

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

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**Training Assurance**

**Please check the box below.**

- The LEA assures that all evaluators will be properly trained and lead evaluators will be certified on the below elements prior to completing a 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 including evaluators, lead evaluators, and independent observers will be trained and certified by the Superintendent and the Board of Education under the nine requirements prescribed in §30-3.10 of the Rules of the Board of Regents.

The district will annually provide initial training and retraining to certify all evaluators. The training duration for all new evaluators will consist of six hours to be provided by BOCES and/or District (Including MyLearningPlan) trainers. The training duration for re-certification of all evaluators will consist of three hours to be provided by BOCES and/or District (Including MyLearningPlan) trainers. The district will assure that new evaluators receive the full required initial training prior to conducting any teacher evaluations. Such training will include inter-rater reliability. Upon the completion of training, all evaluators will be certified or re-certified as appropriate by the Superintendent and Board of Education.

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

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**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

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**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.**

WFSD 2019-2020 APPR Signature.pdf

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

Additional Documents - Additional Documents

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