

RED HOOK CENTRAL SCHOOL DISTRICT



APPR II

Annual Professional Performance Review

2016 – 2017

2017 – 2018

2018 – 2019

2019 – 2020

2021 – 2022

2022 – 2023

The Annual Professional Performance Review Plan for the Red Hook Central School District has been developed in conjunction with a directive from the New York State Education Department to implement New York's teacher and principal evaluation law, section 3012-d of the Education Law. The primary objective of the teacher and principal evaluation system is to foster a culture of continuous professional growth.

RED HOOK CENTRAL SCHOOL DISTRICT ANNUAL PROFESSIONAL PERFORMANCE REVIEW

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Part I

Overview of the Regulations/Intent of the Process

The Annual Professional Performance Review (APPR) Plan is intended to improve and maintain the quality of instruction for professional staff by reviewing staff performance on an on-going basis. Evaluation is an activity that is conducted with teachers and specialists over time.

The Red Hook Central School District APPR Committee has developed a plan that describes, in detail, the process by which the teaching faculty will be evaluated and submitted into the APPR review room portal for approval. The Specialist positions will use a narrative and final decisions on that will be made by the beginning of the school year. The Committee researched other plans, reviewed district results on teacher evaluation, and actively discussed all facets of performance review that lead to the improvement of instruction. The work of Charlotte Danielson “Enhancing Professional Practice: A Framework for Teaching, 2007” (“Framework” or “Danielson”) is the theoretical and practical basis of our district’s teacher evaluation and instructional improvement system for teaching faculty. This plan has been developed in conjunction with a directive from the New York State Education Department (NYSED) to implement New York’s teacher evaluation law, section 3012-d of the Education Law. The new evaluation system is grounded in the NYS Teaching Standards (Appendix A).

This plan will be reviewed at the end of the 2016-2017 school year and any necessary changes will be agreed upon. Moving forward, the document will remain in a yearly review process or in accordance with New York State Education Law. When necessary, it will be revised to reflect the changing needs of the district, staff, and students, and to correspond with changing NYSED regulations.

The purpose of the APPR is to outline a comprehensive plan for the annual review of the professional performance of teachers and specialist positions and to insure an equitable foundation for the improvement of teacher performance, the improvement of instruction, and to result in improved student achievement.

This document fosters the process of supporting the work of all teachers and specialist positions. The plan encourages professional growth and development through a process aligned with current research on best practices and the NYS Teaching Standards. It outlines the requirement of having a common language and common expectations among all evaluators. It encourages and provides the avenue for teachers and specialist positions to chart the course of their professional development and collaborate in their evaluation.

The plan also contains forms that are designed to assist administrators, teachers, and specialist positions in the implementation of this plan.

Part II

Teacher Observation Category for Teaching Faculty

Observations of teaching faculty will be classified as follows:

1. Formal Announced Observation (Formal Observation)

A formal observation is an announced classroom observation that is at least 30 minutes in length. It will be rated using the element level of the Danielson rubric (Ineffective, Developing, Effective, Highly Effective). Any items in the rubric that are not observed, are not relevant, or do not apply will be left blank and not included in the scoring. Each element that is rated will receive equal weight within its domain; a score for each domain will be calculated by averaging all elements rated in that domain. An overall score of 1 to 4 will be calculated for each formal observation. The observation will be in compliance with section 3012-d regulations. The formal observation will be worth 90%.

Formal observations will not be conducted prior to October 1st and every attempt will be made to have them completed by June 1st. In situations where the administrator has not completed the observation by June 1st, due to teacher rescheduling, it will be at the administrators' discretion to conduct the observation or submit a score of 0. In the event, that the administrator does not complete the evaluation by June 1st, and it is not due to teacher delay, the observation, when completed, could be subject to appeal.

A pre-observation meeting between the observer and teacher will be scheduled by the observer and take place at least one day, but not more than five days, prior to the day of the observation. A lesson plan will be completed by the teacher and sent electronically to the observer at least one day prior to the pre-observation meeting through the OASYS management system.

The APPR Committee respects and understands the importance of "building culture." The administrators also believe that observations are an opportunity for professional development through administrator/teacher discussion. Therefore, the building administrator will discuss the observation with the teacher within 5 school days of the observation. The completed observation will be completed within 10 school days of the observation and submitted into OASYS, the online management system. Once the observation is submitted, a teacher can choose to make comments that will become part of the permanent part of the form. Teachers will be informed of the process of the post observation by building administrators at faculty meetings, and/or at pre-observation conferences.

Whenever possible, the District will create a plan for ensuring that the observations and related conferencing described above, occur for those teachers who miss a part of the school year due to a long-term absence (e.g., medical, maternity, child rearing, etc.). This plan will be mutually agreed upon by the Superintendent or designee, and the Association President. If the prescribed number of observations and related conferencing cannot be completed during the school year, no overall observation score and rating will be determined and reported for the Teacher Observation category.

2. Independent Evaluator Unannounced Observation (Independent Observation)

An independent observation is an unannounced classroom observation that is at least 15 minutes in length and completed by a district trained administrator who does not have the same BEDS code as the teacher.

At least one independent observation will be completed on each teaching faculty member. The independent observer will be in compliance with section 3012-d regulations. It will be rated using the component level of Danielson (Unsatisfactory, Basic, Proficient, and Distinguished). Only Domain 2 (a and b) items in the rubric will be observed. A single score will be calculated by averaging all components rated in Domain 2a and 2b. An overall score of 1 to 4 will be calculated for each independent observation. The independent observation will be worth 10% of the overall APPR observation score. The observer must complete their observation and submit it into the OASYS management system within 5 school days of the observation. The teacher will have the opportunity to add a comment to the observation that will become a permanent part of the form.

Do Over Clause:

A tenured teacher can be given the opportunity for a “Do Over” when the administrator or teacher believes that a lesson being observed will be ineffective for purposes of formal observation. The option to select the “Do Over” must be exercised by the teacher before the observation ends. If the evaluator advises that the observation will likely be ineffective then the teacher will have the opportunity to reschedule with the administrator or continue with the planned observation. A “Do Over” can only be used once during a school year by a tenured teacher for a formal observation. A Do Over Clause cannot be used for Independent unannounced observation nor can it be used by non-tenured teachers.

Tenured Teachers:

A tenured teacher will have a minimum of the following: one formal observation, and one unannounced independent observation. The formal observation and outside evaluator observation will take place between October 1 and June 1 of the given school year.

- A tenured teacher’s formal observation will be completed by the administrator assigned to complete the observation.
- The independent observation must be completed by an administrator outside the teachers BEDS code.
- The administrator assigned to do both observations will be listed in the OASYS management system no later than October 1st of each year.

Probationary Teacher:

A probationary teacher will have a minimum of 3 formal observations performed by either the building administrator(s) where they work or a district administrator. One of the formal observations will be unannounced. They will also have a minimum of one observation by an independent evaluator. After an unannounced formal observation, the teacher should submit a lesson plan electronically to the observer within 2 days of the date of such unannounced formal observation. The first observation shall not take place prior to October 1.

Contractual Teacher:

A contractual teacher who has been Board appointed for at least one semester will have a minimum of 1 formal announced observation per semester and 1 independent observation per year.

Training in the Framework/Danielson:

Any probationary, temporary or part-time teacher new to the district will be offered session(s) designed to explain the Framework, its rubrics, and the observation process by October 1 of the teacher's first year in the district. New Teacher Orientation will take place prior to the beginning of the school year in late August. For those teachers that are not hired prior to this event, training will either take place during the contractual day, or the teacher will receive clock hours for session(s) beyond the contractual day. A teacher may be required to attend these sessions at a non-district site within a reasonable distance.

Additional training needs and professional development opportunities will be planned based upon specific needs provided by teacher and administrator feedback. The District and the Red Hook Faculty Association (RHFA) will discuss and mutually agree upon the schedule of District-provided professional development opportunities.

Calculation of Overall Observation Category Score:

Once all observations are complete, an overall Observation Category Score must be computed. NOTE: If a teacher has earned a score of 1 on all rated components across all observations, the overall observation score assigned must be a 0.

The Danielson Rubric Scoring is as follows:

	Level of Performance			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	1 (Ineffective 0-1.49)	2 (Developing 1.50-2.49)	3 (Effective 2.50-3.49)	4 (Highly Effective 3.5-4.0)
ELEMENT				

All formal observations will be averaged together for a final formal observation score. All independent observations will be averaged together for a final outside evaluator observation score.

The overall observation score will then be calculated using the following weights:

	Final Formal Observation Score	Independent Evaluator Observation Score
Teachers	90%	10%

This overall observation score will be converted to an overall HEDI rating using the following table:

Overall Observation Category Score and Rating

	Min	Max
H	3.50	4.0
E	2.50	3.49
D	1.50	2.49
I	0	1.49

Part III

Student Performance Category for Teaching Faculty

For this required subcomponent of the APPR, all teaching faculty must develop a Student Learning Objective (SLO). Beginning September 2019 or upon the end of the transition period, whichever occurs first, teachers for whom a state-provided growth score is provided for the majority of their students must then develop a back-up SLO.

This will be done using the document in Appendix B. The plan will be submitted to the building principal for review by November 1. As SLO's must be district approved, a meeting will take place with the teacher and the administrator, if necessary, to review the plan and make changes. All SLOs must be approved by the Superintendent or the Superintendents' designee.

Once the assessments are completed, a principal may request that a teacher assist the final category calculation by filling out a form to indicate the number of students who met the target based upon the goals set in the teacher's SLO.

Student Population/Courses

All teachers will create an SLO for the Superintendent or their designee's approval using the appropriate groups of students/subject/course as prescribed by the state guidelines. The numbers on BEDS day in October will be used in determining a teacher's SLO population.

Teachers whose courses end in a state exam or assessment must use that exam as the basis of their SLO, with the exception of grades 3-8 ELA and Math exams, which are currently excluded as a basis for SLOs during the transitional period. Therefore, teachers whose courses end in the 4th grade state science exam, 8th grade state science exam, or a Regents exam must utilize those courses as the basis of their SLO. In September 2019 or upon amendment of the regulations to end the exclusion of grades 3-8 state ELA and Math exams as the basis of an SLO, those exams shall be reincorporated as the basis of a SLO and/or back-up SLO as applicable.

Assessments Used

In accordance with section 3012-d, only assessments that have been approved by the state will be allowable. Red Hook Central Schools will use NWEA Map Test scores as a local assessment and the basis for all SLOs for teacher whose courses do not end in a state administered exam or assessment. The district agrees to be flexible in creating and submitting other assessment scores or reviewing other assessments to add to the list.

For the years prior to September 2019, all teachers for whom a state-provided growth score is calculated, or who must use the grades 3-8 state ELA and/or math assessments in a SLO, will create a SLO using the NWEA MAP (Measure of Academic Progress) which is a state approved assessment to be used in their transition score.

Growth Target Setting Methods

The SLO process determined by the Commissioner shall include a minimum growth target of one year of expected growth, or the length of the course if it is shorter. The goal setting methods for setting targets can be chosen from one of the following: individual growth target setting model, grade level or building-wide score.

NOTE: The SLO will no longer read “85% of my students....” or any other percentage as it has in the past. A target will be set, and the percentage of students who achieve that target will convert to a score from 0 to 20 as shown in the table prescribed by the state on the SLO template.

Poverty, students with disabilities, English language learners’ status, and prior academic history, may be taken into account through the use of targets.

Small Number of Students

Any teacher who knows that they will have fewer than 16 total assessments used in their SLO will have a SLO using an alternative target setting model and state approved table. This will also be the process for those creating a back-up SLO to the state exams starting in September, 2019. If a teacher, on BEDS day, believes that they will be close to this number, they will need to create a back-up SLO using this method in addition to the regular SLO.

The building principal and teacher will establish the meaning of the four levels (Levels 1-4 as prescribed by the state) for the individual assessment being used in the SLO, and student targets will be set. Students will receive a score as follows: 3.0 for highly effective, 2.30-2.69 for effective, 1.90-2.29 for developing, and 0-1.89 for ineffective. A sum of the points earned based on each student’s performance is calculated and then averaged for all students on a teacher’s course roster. That average will then be converted to a score from 0 to 20, based upon the table set by the state (See Appendix C).

SLO Rules

- A student will not be counted toward a teacher’s SLO if the student is a transfer student from another district and/or enrolls in the district after BEDS day.
- Teachers of quarterly classes may have two weeks into the start of the next quarter to revise their SLOs for the quarter and teachers of semester classes may have four weeks into the semester to revise their SLOs. Such revisions will only be implemented if approved by the Superintendent or the Superintendent’s designee.
- SLOs that involve more than one course or test, need to be weighted to reflect the number of students in each course. To achieve this weighting, take the course with the largest number of students total regardless of class and number of exams that met the goal (in all courses) divided by the total number of exams taken (in all courses). In this manner, every test a student takes will receive equal weighting, and courses with more students will, therefore, weigh more in the final calculation.
- While we cannot exclude a student with poor attendance from a SLO, we can factor in his absences by weighting his attendance. If a teacher’s overall rating is ineffective or developing, and he/she thinks a student’s attendance is a factor, the teacher can request that an analysis be done to determine if weighting the child’s attendance would make a difference to the overall rating.

Part IV Overall Evaluation Rating

Prior to the end of the school year in June, the overall rating for each category will be entered into OASYS, as well as, an overall rating for the year. The OASYS management system will notify the teacher that the administrator has submitted a score. A summative conference to discuss the overall rating can be requested by the teacher or the principal and an appointment made. For those teachers who do not receive assessment results prior to the end of the school year, this conference will take place by September 15 of the following school year or within 10 school days of the arrival of all scores.

Based on the rating for each category, the overall evaluation rating be determined by using the state required chart below.

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

Part V

Teacher Improvement Plan – “TIP”

Teachers who are not performing at the overall “Effective” or “Highly Effective” level will have a TIP. This plan is designed to assist teachers. It is intended to support the teacher and move the teacher to the “Effective” and “Highly Effective” level.

Any teacher who was rated overall “Developing” or “Ineffective” on their annual professional performance review shall cooperate with the formulation and implementation of a TIP no later than October 1 following the school year for which such teacher received the rating.

An improvement plan defines specific standards-based goals that a teacher must make progress toward attaining within a specific period of time and shall include the identification of areas that need improvement, a timeline for achieving improvement, the manner in which improvement will be assessed, and, where appropriate, differentiated activities to support improvement of these areas.

The plan should clearly describe the professional learning activities that the educator must complete. These activities should be connected directly to the areas needing improvement. The artifacts that the teacher must produce that can serve as benchmarks of improvement and evidence for the final stage of improvement plan should be described, and could include items such as lesson plans and supporting materials, including student work.

The administrator should clearly state in the plan the additional support and assistance that the educator will receive. In the final stage of the improvement plan, the teacher and a union representative should meet with his or her administrator to review the plan, alongside any artifacts and evidence from evaluations, in order to determine if adequate improvement has been made in the required areas outlined within the plan for the teacher.

A specific written plan will be developed which includes:

- Identification of needed areas of improvement
- Growth-promoting goals that are specific, measurable, action-oriented, realistic and time-bound
- Strategies for improving performance (examples may include, but are not required or limited to the following):
 - a. Retraining program/skill building training
 - b. Peer assistance/mentoring program
 - c. Intensive supervision
- Time lines for achieving improvement
- Indicators of progress
- The manner in which the improvement will be assessed
- Resources and support needed
- Identification of Teacher Responsibilities
- Identification of Administrator Responsibilities

A form will be used by the district (Appendix D).

1. All costs associated with the implementation of a TIP including, but not limited to, tuition, fees, books, and travel shall be borne by the district in their entirety. Unless otherwise required under Education Law 3020b, no disciplinary action predicated upon ineffective performance shall be taken by the district against a teacher until a TIP has been fully implemented and its effectiveness in improving the teacher's performance has been evaluated. Unless otherwise required under Education Law 3020b, no disciplinary action for pedagogical incompetence shall be taken by the district against a teacher predicated upon an ineffective rating who has met the performance expectations set by a TIP; however, nothing shall be construed to restrict or limit the district's right to deny tenure, or to otherwise terminate a probationary teacher, in compliance with law and the collective bargaining agreement.

The voluntary mentor, if applicable pursuant to the terms of the TIP, and the teacher will collaborate biweekly during the first quarter. After the first quarter of the teacher/mentor collaboration, but no later than December 1st, the administrator will meet with the mentor and the teacher to discuss the effectiveness of the intervention and the level of improvement. Based on that assessment, the TIP may be adjusted appropriately and meetings between the Teacher, Mentor and Administrator will continue on a monthly basis during the second quarter. The mentor and teacher will provide to the Administrator no later than January 15th a mid-year progress log. The Administrator will provide the Teacher with a mid-year evaluation, no later than February 1st, that will include, but not be limited to, a second semester meeting schedule with the Administrator/Teacher/Mentor that must consist of at least three (3) meetings, as well as clear written direction and guidance in regards to areas of concern. At the end of such meeting the TIP team will collaboratively document the meeting detailing what was discussed and guidance and suggestions offered. At the end of the year, the Administrator will evaluate the effectiveness of the TIP and communicate it in writing to the teacher. If at the end of the year, the TIP goals are met the TIP will terminate. Both parties will sign the TIP at the end of the school year

2. Upon reviewing the staff member's progress, one of the following status assessments will be made:
 - The teacher has achieved the goals of the TIP and no further support is needed.
 - The teacher has not achieved the goals of the TIP and the Tip should remain in effect.
 - The staff member received a "Developing" or "Ineffective" rating on the next year's APPR, so remains in a TIP with revised goals and time lines as required.

A teacher demonstrating a "pattern of ineffective teaching," defined as two consecutive "Ineffective" ratings, may be charged with incompetence with the District initiating expedited proceedings to discipline or remove the teacher under Education Law Section 3020a and/or 3020b.

Non-Tenured Teachers who are not achieving "Effective" or "Highly Effective" ratings after their first and/or second year may be subject to dismissal in keeping with education law. At no time, will non-tenured staff be afforded additional rights to a position other than is legally allowed by education law.

A memo outlining the status assessment and completion or failure to successfully complete the TIP shall be provided to the staff member, the Superintendent, and Personnel file.

Part VI
Appeal of Annual Professional Performance Review

Description of Appeal:

- a. Pursuant to Education Law section 3012-d, a teacher may only challenge the following in an appeal:
 - A. The substance of the annual professional performance review, which shall include 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;
 - B. The district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-d;
 - C. The adherence to the regulations of the commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law section 3012-d; and
 - D. District's issuance and/or implementation of the terms of the TIP under Education Law section 3012-d.
- b. Composite ratings may be appealed in writing to the Superintendent within 15 calendar days of receipt of the completed evaluation. Failure to appeal within this timeframe shall be considered a waiver of the right to appeal. The appeal must articulate the substantive and factual basis for the appeal and must include any documents or materials relevant to the appeal.
- c. Within 5 calendar days of the District's receipt of the appeal, the administrator who issued the annual performance evaluation of the teacher or TIP must submit a detailed written response to the appeal. The response should contain the reasons for the teacher's rating or TIP and any documents or materials that support the administrator's annual performance evaluation of the teacher or TIP. Only information submitted with the administrator's response will be considered.
- d. A written decision shall be rendered by the Superintendent within 15 days of the filing of the appeal.
- e. The decision of the Superintendent shall be final except when in cases described in section j.
- f. The Superintendent's decision shall address the reasons and factual basis for the determination found regarding the issues raised in the appeal. Copies shall be provided to the teacher, the evaluator, and anyone responsible for implementing an improvement plan.
- g. If the appeal is sustained, the Superintendent may set aside the original rating or modify the rating.

- h. An evaluation that is the subject of an appeal shall not be sought to be offered in evidence or placed in evidence in any proceeding conducted pursuant to Education Law sections 3020a and 3020b or any locally negotiated alternate disciplinary procedure until the appeal process is concluded.
- i. Nothing shall be construed to alter or diminish the authority of the governing body of a district to grant or deny tenure to or terminate probationary teachers during the pendency of an appeal pursuant to this section for statutorily and constitutionally permissible reasons, including the teacher's performance that is the subject of the appeal.
- j. In the event that tenured teacher receives two consecutive ineffective ratings, they may initiate the following appeals process:
- k.
 - a. Within five (5) school days of the teacher receiving the Superintendent's final decision denying their appeal, the teacher may request that the District convene an Appeals Advisory Committee to review the matter.
 - b. The Appeals Advisory Committee will be composed of a current RHFA representative (other than the teacher involved), and Red Hook Administrator's Association representative (other than the evaluating principal (evaluator)) and a retired RHFA representative if available. The RHFA will attempt to maintain a list of retirees willing to serve on the Appeals Advisory Committee. The teacher will have the opportunity to choose from one of the RHFA retirees on the list. If an RHFA retiree is not available, a second current RHFA representative may be substituted.
 - c. The Appeals Advisory Committee will evaluate the evidence and submit a report to the evaluating Principal (evaluator) for reconsideration within ten business days. If the principal (evaluator) concurs with the report's recommendations they shall advise the Superintendent of their determination, the report recommendations will be implemented, and the appeals process will be complete.
 - d. If, after reviewing the Appeals Advisory Committee Report, the Principal (evaluator) does not concur with their recommendations, the matter will be forwarded to the Superintendent for review. Within ten (10) school days of receipt of the report and Principal's response the Superintendent or their designee will render a written determination with respect to whether or not the report recommendations should be implemented or not.
 - e. If the Superintendent or their designee agrees with the report recommendations the teacher's the recommendations shall be implemented. In the event that the Superintendent determines the report recommendations should not be implemented the teacher's rating will stand and the District may proceed with any action, up to and including dismissal proceedings in keeping with the education law.
- l. Nothing herein shall limit the right of a non-tenured teacher to exercise his/her right pursuant to Education Law section 3031 and bring a grievance charging a procedural violation of the provisions of the collective bargaining agreement and APPR procedures.

- m. In the case that the Commissioner's Regulations, or State Law is repealed or changed, the parties agree to reopen the agreement for the limited purpose of negotiating an alternative procedure.

Waiver

Any issues not raised in the appeal shall be deemed waived. Failure to file an appeal within the timeframe described above shall be deemed a waiver of the right to appeal.

Exclusive Remedy

This appeals procedure shall constitute the exclusive means for reviewing and resolving any challenge to a teacher's annual performance evaluation composite rating. With the exception of subsection j under the description of appeal, the Superintendent's decision shall be final and binding.

Part VII

Procedures, Training, and Record Review

Procedures to Ensure That all Personnel Are Acquainted with Review Procedures

- A copy of the Annual Professional Performance Review Process will be accessible electronically by administration to all personnel affected by the review process.
- This APPR, to be known as APPR II, is incorporated into the RHFA's collective bargaining agreement and is subject to its grievance procedure.
- Any changes to the Annual Professional Performance Review Process will be reviewed at faculty meetings/PD focus meetings and/or department chair meetings.
- The APPR document will be posted on the district website.
- The District will make available a copy of the book "Enhancing Professional Practice" to each member of the teaching faculty through the Office of Curriculum and Instruction or each school library. A member can choose to sign a copy out of the school library for review.

Procedure to Ensure all Individuals Have an Opportunity for Written Feedback Regarding Their Annual Professional Performance Reviews

All staff affected by the APPR Process will have an opportunity to provide written feedback in the following manner:

- a. An opportunity for written comments on the observation and independent observation reports.
- b. The Superintendent and the leadership of the Red Hook Faculty Association agree to amend the APPR, as necessary, based upon litigation surrounding the APPR at the state level, changes to New York State Educational Law, New York State Law, and/or local considerations that impact the members of the Red Hook Faculty Association.

Methods to Record Review Results

The following forms will be provided to the individual and filed in the personnel file and/or OASYS:

- a. All Observation Reports
- b. TIP Plans (If necessary)
- c. Overall Evaluation Rating

Training in Performance Evaluation

Each administrator in the district, including the Superintendent, has been certified to be a Lead Evaluator. Original training included a two-day training on the Danielson Model, NYS Teaching Standards and evidence based assessments provided by a Danielson consultant. All evaluators also completed the Lead Evaluator Trainings #1-7 offered by the Dutchess BOCES RTTT network team. Trainings included growth and value-added assessments, evidence based observations, assessing special needs populations and ENL students. Training for the evaluators and lead evaluators will be based on the elements in regulation 8 NYCRR 30-3.10.

The District will work with the Dutchess BOCES Network Team to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis. Ongoing professional development is done each year to ensure retraining on new regulations and inter-rater reliability and are assessed through multiple measures.

Each year, all administrators attend a minimum of 3 hours of training provided by a NYSED trained, BOCES RTTT network team member. Training focuses on instruction and inter-rater reliability and when necessary, new regulations. This training is scheduled each summer and every effort is made to schedule it at a time when all administrators can attend. In the event an administrator cannot attend the district sponsored training, they will attend the BOCES county training early in the school year. All efforts will be made to have the recertification training completed by October 1st. However, the training is dependent on the BOCES calendar and therefore, may not be possible by October 1st. In this situation, the administrator will attend the first scheduled BOCES training. The BOCES trainer verifies evaluator training after each session in My Learning Plan (MLP) system. The Superintendent will verify all trainings through the MLP system and evaluators will be certified by the Board of Education (BOE) at a BOE meeting.

The Superintendent and/or designee will read 100% of the observations and review for clarity and consistency. These read-throughs guide cabinet meeting discussions to ensure inter-rater reliability by discussing instruction, evidence collection and expectations.

Part VIII

Data Management

The District will work with the NYSED to develop a process that aligns its data systems to ensure that the NYSED receives timely and accurate teacher, course and student “linkage” data, as well as a process for principal verification of the courses and/or student rosters assigned to them.

Ensuring Accurate Teacher and Student Data

The District shall ensure that the NYSED receives 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 the Regulations of the Board of Regents and Commissioner of Education by providing such data in a format and timeline prescribed by the Commissioner. Furthermore, the District shall ensure that any third-party vendor used for assessments will also receive the necessary accurate data when calculating growth scores.

Verification

The District’s student data system identifies teacher assignments and student enrollment and attendance. Teachers are responsible for the accuracy of their assigned course (s), and student “linkage” data. Teachers will be reminded to, and shown how to verify this information. Teachers verify the courses and/or student rosters assigned to them on a daily basis when they take attendance. If a teacher sees a student missing or has an extra student, they must inform the guidance office and/or administration immediately and resolve the discrepancy. Furthermore, the teachers will be required to go into the NYSED data management system in the spring to verify that the information is accurate.

Reporting Individual Subcomponent Scores

The District will report to the NYSED the individual subcomponent scores and the total overall evaluation rating for each classroom teacher and building principal in the District in a format and timeline prescribed by the Commissioner. Total overall evaluation ratings will not be reported until all data needed for the student performance category is received by the District.

Part IX

Development, Security and Scoring of Assessments

Due to the small size of our district, every effort will be made to ensure the development, security and scoring processes of all assessments and/or measures used to evaluate teachers and principals under this section are not disseminated before administration and that teachers and principals do not have a vested interest in the outcome of the assessments they score.

Security of Assessments Used in the Student Performance Category

The District will secure all assessments at the building level consistent with NYSED and/or District guidelines prior to, during, and after administration of all assessments to ensure that these assessments are not disseminated to students before administration. In addition, both testing and scoring protocols will be consistently followed to ensure that teachers or principals do not have a vested interest in the outcome of the assessments they score. Assessment proctors will have access to test administration protocols prior to test administration as prescribed by NYSED and/or the District, without compromising the security or integrity of the assessment.

Arrival of Materials

For state assessments: When the test materials arrive at the building, the building principal or designee will carefully check, count and inventory the testing materials to ensure that the proper number of tests have been received. The contents of each box are checked against the shipping notice and the school's copy of the order form. All shrink-wrapped materials remain intact until the day of testing. All test materials are stored in a locked safe or vault.

For local assessments: Electronic and/or paper copies of each local assessment will be stored in a secure location in the building(s) who use that assessment.

Prior to Testing

Prior to the administration time period, a review of the test administration procedures is conducted with all faculty and staff that will be involved in the test administration and scoring; this can be done by providing a copy of the manual to the teachers. Classrooms are prepared for testing as described in the NYS Testing Administrator's Manual. Alternate locations and additional proctors are organized for students who require testing accommodations. The building administration is responsible for making the appropriate number of copies of the assessment and scoring materials.

On the Day of the Testing

Thirty minutes prior to the testing administration time, the teachers and/or proctors pick up and count the test materials. Tests are administered in a time frame consistent with State and local requirements, to ensure test security and so that students can do their best. A class roster is completed on the day of testing to account for students who are absent and require a make-up test, if allowed. When tests are complete, all testing materials are collected and counted by the teacher and/or proctor. Completed testing materials are recounted, bound appropriately and kept in a secure location.

Once All Testing is Complete

Once the testing administration period is completed, all tests are securely inventoried and packed by the building administrator if required by NYSED. Make-up sessions are conducted within the allotted time frame, if allowable, and tests are kept in a secured, locked location. For 3-8 state exams, once all testing is complete, the test boxes are sealed, returned to the district office for scoring if appropriate, and then properly organized for the return to the testing center. For all other exams, the tests are given to the appropriate teachers to score; once scoring is completed, the tests are returned to the administration for proper confidential storage as required by law.

Scoring

The District will ensure that all assessments are scored in the manner as prescribed by the assessment. Teachers or principals will not have a vested interest in the outcome of assessments they score.

Evaluation of Annual Professional Performance Review

During the 2016-2017 school year, all aspects of the APPR will be reviewed no later than January 31st and again no later than June 1st by the APPR Committee jointly established by the Parties and each year thereafter. Changes to this agreement will be made upon the mutual consent of the parties in reviewing the APPR Committee's recommendations and negotiating those and their own proposals. The District shall ensure that any material changes to this APPR plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner.

Reporting Individual Subcomponent Scores and Ratings

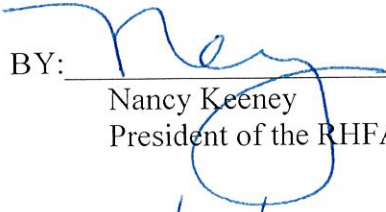
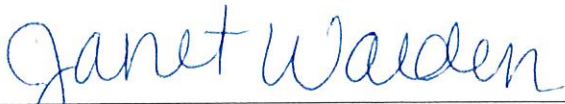
Teachers are able to view their Individual Subcomponent Scores and Ratings within the OASYS system by opening the End of Year Report or the Composite Score Report. The Composite Score Report is available for review in OASYS sometime in October just prior to the reporting deadline set by NYSED.

The Data Coordinator will notify teachers when the End of Year Report scores and the Composite Score Report scores are available for viewing in MyLearningPlan. Any issues or concerns with the scores available in MyLearningPlan on either of those forms must be communicated by the teacher to his or her building or departmental administrator. If a score is to be changed, an electronic audit trail must accompany that score change request (email from the administrator to the Data Coordinator, cc'ing the teacher involved.)

After the scores are extracted out of OASYS for upload to NYSED by the Data Coordinator, she will maintain an electronic copy of that extract file. When the verification report of that uploaded score file is provided to the Data Coordinator by NYSED, she will maintain an electronic copy of that verification download file. The electronic copies of these files may be viewed by individual teachers by making an appointment with the Data Coordinator who will share with the requesting teacher only his or her individual scores from the upload/download extract files to maintain the confidentiality of the data.

IN WITNESS WHEREOF, the parties have caused this APPR Agreement to be executed in the manner following.

RED HOOK FACULTY ASSOCIATION RED HOOK CENTRAL SCHOOL DISTRICT

BY: <u></u>	BY: <u></u>
Nancy Keeney President of the RHFA	Janet Warden Superintendent of Schools
DATE: <u>8/27/2020</u>	DATE: <u>8/27/2020</u>

This document will remain in effect until the District or Union decide that modifications are necessary at which point the APPR Committee will convene to discuss.

Appendix A
NYS Teaching Standards
September 12, 2011

- I. Knowledge of Students and Student Learning
- II. Knowledge of Content and Instructional Planning
- III. Instructional Practice
- IV. Learning Environment
- V. Assessment for Student Learning
- VI. Professional Responsibilities and Collaboration
- VII. Professional Growth

Standard I:
Knowledge of Students and Student Learning

Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.

Element I.1:

Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.

Performance Indicators:

- a. Teachers describe orally or in writing an understanding of the developmental characteristics of their students.
- b. Teachers create developmentally appropriate lessons that address students' learning differences and needs.
- c. Teachers implement lessons and modify instruction based upon students' developmental needs.

Element I.2:

Teachers demonstrate knowledge of current research in learning and language acquisition theories and processes.

Performance Indicators:

- a. Teachers design lesson plans and adjust instruction to include a variety of strategies that support the learning needs of each student.
- b. Teachers design lesson plans and adjust instruction to include a variety of strategies that support the language acquisition needs of each student.
- c. Teachers explain their instructional decisions citing current research.

Element I.3:

Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students.

Performance Indicators:

- a. Teachers vary and modify instruction to meet the diverse learning needs of each student.
- b. Teachers create, deliver, and adapt instruction to address each student's strengths, interests, and experiences.

Element I.4:

Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.

Performance Indicators:

- a. Teachers utilize strategies that enable two-way communication with each student's parents, guardians, and/or caregivers.
- b. Teachers use a variety of techniques to accommodate the communication needs of each student's parents, guardians, and/or caregivers.

Element 1.5:

Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.

Performance Indicators:

- a. Teachers incorporate a knowledge and understanding of the school community when planning and implementing instruction.
- b. Teachers incorporate an understanding of their students' strengths and limitations, and the environmental factors that influence their students' learning.
- c. Teachers attend to an individual student's personal and family experiences by incorporating multiple perspectives.

Element I.6:

Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.

Performance Indicators:

- a. Teachers use technological tools and a variety of communication strategies to engage each student.
- b. Teachers assist students to become knowledgeable and critical consumers and users of quality information.

Standard II: Knowledge of Content and Instructional Planning

Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.

Element II.1:

Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).

Performance Indicators:

- a. Teachers incorporate key concepts during instruction through the use of multiple representations and explanations.
- b. Teachers engage students to use key disciplinary language with comprehension through instruction.
- c. Teachers demonstrate the effective use of current developments in pedagogy and content.
- d. Teachers design learning experiences that foster student understanding of key disciplinary themes.
- e. Teachers demonstrate knowledge of the learning standards and their application throughout their instruction and practice.

Element II.2:

Teachers understand how to connect concepts across disciplines, and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts.

Performance Indicators:

- a. Teachers facilitate students' ability to develop diverse social and cultural perspectives.
- b. Teachers incorporate perspectives from varied disciplines and interdisciplinary skills in their instruction.
- c. Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
- d. Teachers model and encourage effective use of interpersonal communication skills to build student capacity for collaboration.
- e. Teachers create opportunities for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.

Element II.3:

Teachers use a broad range of instructional strategies to make subject matter accessible.

Performance Indicators:

- a. Teachers design instruction that reflects the multiple experiences, strengths, and learning needs of students.
- b. Teachers adapt instruction in response to various levels of student understanding.
- c. Teachers make meaningful connections between content and students' life experiences.
- d. Teachers create opportunities for students to engage in self-directed learning.

Element II.4:

Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.

Performance Indicators:

- a. Teachers design learning experiences that are aligned with learning standards.
- b. Teachers articulate clear learning objectives that align with learning standards.
- c. Teachers include opportunities for students to achieve learning goals in a variety of ways.

Element II.5:

Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.

Performance Indicators:

- a. Teachers determine current levels of students' understanding and knowledge of content through questioning techniques, discussion, and other methods.
- b. Teachers address common misconceptions in the content area through instructional methods.
- c. Teachers design learning experiences that connect students' prior knowledge and instruction to new content.

Element II.6:

Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.

Performance Indicators:

- a. Teachers organize physical space to reflect an awareness of learner needs and curricular goals.
- b. Teachers incorporate a knowledge and understanding of technology in their lessons to enhance student learning.
- c. Teachers organize and effectively use time to achieve learning goals.
- d. Teachers select and adapt curricular materials to align with state standards and meet diverse learning needs.
- e. Teachers access appropriate resources to meet specific learning differences or needs.

Standard III: Instructional Practice

Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

Element III.1:

Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.

Performance Indicators:

- a. Teachers align instruction to standards.
- b. Teachers implement instruction proven to be effective in prior research.
- c. Students are actively and cognitively engaged through teacher facilitation of student-to-student and student-to-teacher interactions.

Element III.2:

Teachers communicate clearly and accurately with students to maximize their understanding and learning.

Performance Indicators:

- a. Students understand directions and procedures.
- b. Teachers use a variety of questioning techniques to advance student learning and reflection.
- c. Students' comments and questions are acknowledged and utilized to advance learning.
- d. Students understand lesson content through a teacher's use of multiple modalities, such as oral, written, graphic, kinesthetic, and/or tactile methods.
- e. Teachers adjust communication in response to student needs.

Element III.3:

Teachers set high expectations and create challenging learning experiences for students.

Performance Indicators:

- a. Teachers articulate high expectations for all students.
- b. Students have a clear understanding of measures of success.
- c. Teachers challenge and support all students by incorporating various instructional strategies, experiences, and resources.

Element III.4:

Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students, and promote achievement.

Performance Indicators:

- a. Teachers use an understanding of students' diverse backgrounds to individualize interactions and differentiate instruction.
- b. Teachers incorporate instructional approaches and technologies to provide students with opportunities to demonstrate mastery of learning outcomes.
- c. Teachers incorporate motivating and meaningful opportunities in instruction to engage students in learning experiences.

Element III.5:

Teachers engage students in the development of multidisciplinary skills, such as communication, collaboration, critical thinking, and use of technology.

Performance Indicators:

- a. Students synthesize and express ideas both in written and oral formats.
- b. Students work effectively with others, including those from diverse groups and with opposing points of view.
- c. Students make decisions, solve problems, and take actions as appropriate.
- d. Students solve problems and/or acquire new knowledge through creative and innovative approaches to learning.
- e. Students utilize technologies and resources to solve real world problems.

Element III.6:

Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.

Performance Indicators:

- a. Teachers utilize various types of formative assessment during instruction to monitor and check for student understanding and assess progress.
- b. Teachers seek and provide feedback during and after instruction.
- c. Teachers adjust the pace of instruction, focus of instruction, and method of delivery based on students' progress.

Standard IV: Learning Environment

Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

Element IV.1:

Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.

Performance Indicators:

- a. Teachers are caring and respectful in their interactions with students.
- b. Teachers embrace student diversity as an asset in the classroom.
- c. Teachers recognize and reinforce positive interactions among students.
- d. Teachers create a climate of acceptance and respect.
- e. Teachers create an environment where students show responsibility to and for one another.

Element IV.2:

Teachers create an intellectually challenging and stimulating learning environment.

Performance Indicators:

- a. Teachers encourage students to set high standards and expectations for their own performance.
- b. Teachers motivate students to initiate their own learning and strive to achieve challenging learning goals.
- c. Teachers promote students' curiosity and enthusiasm for learning.
- d. Students are actively engaged in learning.
- e. Students openly express their ideas.
- f. Students show pride in their work and accomplishments.

Element IV.3:

Teachers manage the learning environment for the effective operation of the classroom.

Performance Indicators:

- a. Teachers establish, communicate, and maintain clear standards and expectations for student behavior.
- b. Teachers develop, implement, and adapt routines and procedures to manage activities and transitions.
- c. Teachers facilitate instructional groupings to maximize student participation, cooperation, and learning.
- d. Students exhibit respectful classroom interactions.

Element IV.4:

Teachers organize and utilize available resources (e.g., physical space, time, people, technology) to create a safe and productive learning environment.

Performance Indicators:

- a. Teachers arrange and adapt the physical environment to accommodate individual and group learning needs and to celebrate student accomplishments.
- b. Teachers ensure that all students have equitable access to available resources and technologies.
- c. Teachers effectively use the services and skills of available volunteers and paraprofessionals.
- d. Teachers know and implement policies and procedures to ensure student safety.

Standard V: Assessment for Student Learning

Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

Element V.1:

Teachers design, select, and use a range of assessment tools and processes to measure and document student learning and growth.

Performance Indicators:

- a. Teachers use appropriate diagnostic and ongoing assessment to establish learning goals and inform instruction.
- b. Teachers use formative assessment to inform teaching and learning.
- c. Teachers use summative assessment to measure and record student achievement.
- d. Teachers design assessments that are aligned with curricular and instructional goals.

- e. Teachers design and select assessments that accurately determine mastery of student skills and knowledge.
- f. Teachers use multiple measures and multiple formats, including available technology, to assess and document student performance.
- g. Teachers implement required testing accommodations.

Element V.2:

Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.

Performance Indicators:

- a. Teachers analyze data accurately.
- b. Teachers provide timely feedback to engage students in self-reflection and self-improvement.
- c. Teachers use assessment data to set goals and design and differentiate instruction.
- d. Teachers engage students in self-assessment of their learning goals, strategies, and outcomes.

Element V.3:

Teachers communicate information about various components of the assessment system.

Performance Indicators:

- a. Teachers provide access to information on student assessments.
- b. Teachers provide appropriate information and interpretation of various assessment data.

Element V.4:

Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to make adjustments to it and plan instruction accordingly.

Performance Indicators:

- a. Teachers demonstrate an understanding of assessment measures, grading, and procedures.
- b. Teachers develop a plan for their overall assessment system.
- c. Teachers use their plans and assessment data to adjust teaching and assessment practices.

Element V.5:

Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.

Performance Indicators:

- a. Teachers communicate the purposes of the assessments they use.
- b. Teachers prepare all students for the demands of particular assessment formats, and provide appropriate accommodations, including accommodations in testing conditions, for students with exceptional learning needs.
- c. Teachers articulate assessment criteria to students and provide parameters for success.
- d. Teachers equip students with assessment skills and strategies.
- e. Students practice various formats of assessments using authentic curriculum.

Standard VI: Professional Responsibilities and Collaboration

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

Element VI.1:

Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities.

Performance Indicators:

- a. Teachers demonstrate a high standard of honesty, integrity, ethical conduct, and confidentiality when interacting with students, families, colleagues, and the public.
- b. Teachers are proactive and advocate to meet the needs of students.
- c. Teachers use self-reflection and stakeholders' feedback to inform and adjust professional behavior.
- d. Teachers advocate, model, and manage safe, legal, and ethical use of information and technology, including respect for intellectual property and the appropriate documentation of sources.
- e. Teachers complete training in response to state and local requirements and jurisdictions.

Element VI.2:

Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.

Performance Indicators:

- a. Teachers support and promote the shared school and district vision and mission to support school improvement.
- b. Teachers participate actively as part of an instructional team.
- c. Teachers share information and best practices with colleagues to improve practice.
- d. Teachers demonstrate an understanding of the school as an organization within a historical, cultural, political, and social context.
- e. Teachers collaborate with others both within and outside the school to support student growth, development, and learning.
- f. Teachers collaborate with the larger community to access and share learning resources.

Element VI.3:

Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.

Performance Indicators:

- a. Teachers invite families, guardians, and caregivers to share information to enhance and increase student development and achievement.
- b. Teachers communicate in various ways student performance, progress, and expectations for student growth, and provide opportunities for discussion.
- c. Teachers suggest strategies and ways in which families can participate in and contribute to their students' education.

Element VI.4:

Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.

Performance Indicators:

- a. Teachers collect required data and maintain timely and accurate records (e.g., plan books, lunch counts, attendance records, student records, etc.)
- b. Teachers manage time and attendance in accordance with established guidelines.
- c. Teachers maintain classroom and school resources and materials.
- d. Teachers participate in school and district events.

Element VI.5:

Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities.

Performance Indicators:

- a. Teachers communicate relevant regulations and policies to stakeholders.
- b. Teachers maintain confidentiality regarding student records and information.
- c. Teachers report instances of child abuse, safety violations, bullying, and other concerns in accordance with regulations and policies.
- d. Teachers adhere to board policies, district procedures, and contractual obligations.
- e. Teachers access resources to gain information on standards of practice, relevant law, and policy that relate to students' rights and teachers' responsibilities.

Standard VII: Professional Growth

Teachers set informed goals and strive for continuous professional growth.

Element VII.1:

Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.

Performance Indicators:

- a. Teachers examine and analyze formal and informal evidence of student learning.
- b. Teachers recognize the effect of their prior experiences and possible biases on their practice.
- c. Teachers use acquired information to identify personal strengths and weaknesses and to plan professional growth.

Element VII.2:

Teachers set goals for, and engage in, ongoing professional development needed to continuously improve teaching competencies.

Performance Indicators:

- a. Teachers set goals to enhance personal strengths and address personal weaknesses in teaching practice.
- b. Teachers engage in opportunities for professional growth and development.

Element VII.3:

Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.

Performance Indicators:

- a. Teachers demonstrate a willingness to give and receive constructive feedback to improve professional practice.
- b. Teachers participate actively as part of an instructional team to improve professional practice.

- c. Teachers receive, reflect, and act on constructive feedback from others in an effort to improve their own professional practice.

Element VII.4:

Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.

Performance Indicators:

- a. Teachers benefit from, contribute to, or become members of appropriate professional organizations.
- b. Teachers access and use professional literature and other professional development opportunities to increase their understanding of teaching and learning.
- c. Teachers expand their knowledge of current research as it applies to curriculum, instruction, and assessment methods.

Appendix B State Growth SLO Template

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:

Population	These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. must be provided for all included course sections.)																																																		
Learning Content	What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to standards?																																																		
Interval of Instructional Time	What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?																																																		
Evidence	What specific State-developed or State-approved assessment(s) will be used to measure this goal? The assessment selected must align to the learning content (including Regents examinations, Regents equivalents, and/or any State- approved equivalents) <u>must</u> be used as evidence if one of the courses required, assessment.																																																		
Baseline	What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?																																																		
Target(s)	What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period? (All targets must include expected academic growth and all targets must be approved by the superintendent or another trained administrator serving as his or her designee.)																																																		
HEDI Scoring	Districts and BOCES must use the State-determined scoring ranges to determine final scores and HEDI ratings.																																																		
	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <th colspan="3">HIGHLY EFFECTIVE</th><th colspan="3">EFFECTIVE</th><th colspan="2">DEVELOPING</th><th colspan="9">INEFFECTIVE</th></tr> <tr> <td>20</td><td>19</td><td>18</td><td>17</td><td>16</td><td>15</td><td>14</td><td>13</td><td>12</td><td>11</td><td>10</td><td>9</td><td>8</td><td>7</td><td>6</td><td>5</td><td>4</td></tr> <tr> <td>97-100%</td><td>93-96%</td><td>90-92%</td><td>85-89%</td><td>80-84%</td><td>75-79%</td><td>67-74%</td><td>60-66%</td><td>55-59%</td><td>49-54%</td><td>44-48%</td><td>39-43%</td><td>34-38%</td><td>29-33%</td><td>25-28%</td><td>21-24%</td><td>17-20%</td></tr> </table>	HIGHLY EFFECTIVE			EFFECTIVE			DEVELOPING		INEFFECTIVE									20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	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%
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Rationale	Describe the reasoning behind the choices regarding the components of the SLO and how the SLO will be used together with instructional practices to promote development in subsequent grades/courses, as well as college and career readiness.																																																		

Appendix C
State Scoring Ranges for Small “n” Numbers as identified by NYSED guidance documents

Average Points Earned on SLO	Scoring Range	HEDI Rating
0-.13	0	Ineffective
.14-.27	1	
.28-.41	2	
.42-.55	3	
.56-.69	4	
.70-.83	5	
.84-.97	6	
.98-1.11	7	
1.12-1.25	8	
1.26-1.39	9	
1.40-1.53	10	
1.54-1.67	11	
1.68-1.89	12	
1.90-2.09	13	Developing
2.10-2.29	14	
2.30-2.49	15	Effective
2.50-2.59	16	
2.60-2.69	17	
2.70-2.89	18	Highly Effective
2.90-2.99	19	
3.0	20	

RED HOOK CENTRAL SCHOOL DISTRICT TEACHER IMPROVEMENT PLAN (TIP)

Staff Member: _____ **Building:** _____ **Grade/Subject:** _____

Rationale for TIP:

_____ received an (ineffective/developing) evaluation on _____ and is therefore placed on a TIP. The TIP below has been created and _____ is expected to make improvements to the areas listed. The administrator and a teacher mentor are available to provide direction and support in the Areas in Need of Improvement.

Areas(s) in Need of Improvement: Please indicate the domain(s) being addressed:

_____ Domain One: Planning and Preparation
 _____ Domain Two: The Classroom Environment
 _____ Domain Three: Instruction
 _____ Domain Four: Professional Responsibilities

TARGETED GOALS: AREAS NEEDING IMPROVEMENT	ACTION STEPS FOR IMPROVEMENT	TIMELINE FOR ACHIEVING IMPROVEMENT	EXPECTED OUTCOMES: HOW IMPROVEMENT WILL BE ASSESSED

List of Specific Recommended Resources/Activities. (e.g. videos, workshops, people, materials) _____

Staff Signature: _____ Administrator's Signature: _____ RHFA Rep. _____
 Date: _____ Date: _____ Date: _____