



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

Commissioner of Education
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October 2, 2023

Educator Evaluation Plan - Variance

Stephen Walker, Superintendent
Croton-Harmon Union Free School District
10 Gerstein St.
Croton-on-Hudson, NY 10520

Dear Superintendent Walker:

Congratulations. I am pleased to inform you that your educator evaluation plan ('plan') variance application meets the criteria outlined in section 30-3.16 of the Rules of the Board of Regents and has been approved. **Your variance is approved for the 2023-2024, 2024-2025, 2025-2026 school year(s).** As a reminder, we are relying on the information you provided in your variance application, including the narrative descriptions, certifications, and assurances that are included in the application. During the approved term of this variance, your LEA will implement the variance along with all other remaining provisions of your approved plan. If any material changes are made to your approved plan and/or the terms of your approved variance, your LEA must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,

Betty A. Rosa
Commissioner

Attachment

c: Neil Boyle

NOTE:

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

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

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

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Educator Evaluation Variance (Education Law 3012-d)

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

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

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

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

Variance Application Timeline

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

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

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

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

Variance Assurances

Please read the assurances below and check each box.

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

Variance Applicability**Teacher Variance**

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

- Task 4. TEACHERS: Observations

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

Task 1. General Information - General Information

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Principal Variance

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

Please read the options below and check the appropriate box.

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

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Task 4. TEACHERS: Observations - Applicability

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Teacher Observation Variance

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

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

Applicable Areas

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

- Teacher observation subcomponent weighting
- Required principal/supervisor and/or independent evaluator observations
- Optional observations (peer, unless otherwise specified in this variance application)

Applicable Teachers

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

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

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

Non-core/Elective Teachers

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

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Task 4. TEACHERS: Observations - Subcomponent Weighting

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Teacher Observation Subcomponent Weighting

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

Be sure the combined weights total 100%.

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

Applicable Teachers Row Groups [corresponding to the grades/subjects listed on the applicability page(s)]	Subgroup of Teachers <i>[if all teachers included in the group(s) indicated in column one have the same weight, enter "N/A"]</i>	Required Teacher Observation Subcomponent 1 <i>[Principal/Administrator, unless otherwise indicated in this variance application]</i>	Required Teacher Observation Subcomponent 2 <i>[Independent Evaluator(s), unless otherwise indicated in this variance application]</i>	Optional Teacher Observation Subcomponent <i>[Peer Observer(s), unless otherwise indicated in this variance application]</i>
<input checked="" type="checkbox"/> Group 1 (from applicability page)	Tenured teachers that choose IE observation	85	15.00	0.00
<input checked="" type="checkbox"/> Group 1 (from applicability page)	Tenured teachers that choose peer or project	85	0.00	15.00
<input checked="" type="checkbox"/> Group 1 (from applicability page)	Probationary teachers that chose peer or project	85	7.50	7.50

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Task 4. TEACHERS: Observations - Required Observations

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

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

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

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

Applicable Teachers Row Groups <i>From the Task 4 'Applicability' page</i>	Subgroup of Applicable Teacher Group(s) <i>If all selected teachers from the first column apply enter "All"</i>	UNANNOUNCED Minimum number of observations	UNANNOUNCED Observation method <i>Check all that apply</i>	UNANNOUNCED Other observation method <i>Only complete if 'Other' is selected in the previous column</i>	ANNOUNCED Minimum number of observations	ANNOUNCED Observation method <i>Check all that apply</i>	ANNOUNCED Other observation method <i>Only complete if 'Other' is selected in the previous column</i>
<input checked="" type="checkbox"/> Group 1	Teachers that choose project	0	<input checked="" type="checkbox"/> Not applicable	(No Response)	2	<input checked="" type="checkbox"/> Other (add details in next column)	group lesson design project or individualized research project
<input checked="" type="checkbox"/> Group 1	Tenured that choose IE or peer; probationary that choose peer	0	<input checked="" type="checkbox"/> Not applicable	(No Response)	1	<input checked="" type="checkbox"/> In person	(No Response)

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

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

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

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

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Task 4. TEACHERS: Observations - Required Observations

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

Independent Evaluator Assurances

Please read the assurances below and check each box.

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

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Task 4. TEACHERS: Observations - Optional Observations

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Optional Subcomponent: Observations by Trained Peer Observer(s) [unless otherwise specified in this variance application]

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

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

If the optional observation subcomponent does not utilize unannounced and announced observations, please enter "not applicable" in each column, then describe the process for determining an optional observation subcomponent score in the final column.

Applicable Teacher's Row Groups	Subgroup of Applicable Teacher Group(s) If all selected from the Task 4 'Applicability' page	UNANNOUNCED	UNANNOUNCED Observation method Check all that apply	UNANNOUNCED Other observation method Only complete if 'Other' is selected in the previous column	ANNOUNCED	ANNOUNCED Observation method Check all that apply	ANNOUNCED Other observation method Only complete if 'Other' is selected in the previous column	OTHER METHOD OF DETERMINING AN OPTIONAL OBSERVATION SCORE If unannounced and announced observations are not applicable to the optional subcomponent, please describe below the method for determining and optional observation subcomponent score.
<input checked="" type="checkbox"/> Group 1	Teachers that choose peer	1	<input checked="" type="checkbox"/> In person	(No Response)	N/A	<input checked="" type="checkbox"/> Not applicable	(No Response)	(No Response)

Peer Observation Assurances

Please read the assurances below and check each box.

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

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Task 4. TEACHERS: Observations - Variance Details & Assurances

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Variance Details

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

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

Rationale

Please provide a rationale for this variance request.

Applicable Teachers Row Groups	Your rationale should include information regarding the specific, identified needs and/or challenges of the LEA, and how such needs and/or challenges inform development of the teacher observation variance request.
<input checked="" type="checkbox"/> Group 1	<p>As a District that is deeply engaged in future-focused planning, we believe that developing teacher leadership, particularly teacher instructional leadership, is at the core of our continual improvement. By focusing on the expertise and strength of our teachers, we will position ourselves to be an innovative, instructionally-focused school system. As a member of the Learning 2025 Cohort, we have had the unique opportunity to learn from future-focused districts across the country and to study how they are able to grow instructional practices and pedagogical expertise through various approaches to teacher evaluation. Culturally, our district has never been in a better place in terms of internal coherence and centering ourselves around 4 district questions:</p> <ul style="list-style-type: none"> • How will Croton-Harmon Schools develop into a future-driven school system? • How will we create opportunities for thoughtful risk taking by students and educators in the pursuit of joy, interest, and passion in our schools? • How will we promote meaningful connection and engagement with all members of our school community and nurture a supportive environment that actively works through an equity lens? • How will we identify and implement effective approaches to ensure connection and engagement with our school district's families whose first or primary language is other than English? <p>Each of our teachers is engaged in developing, researching, and implementing a passion project of their choice, mirroring our emphasis on developing student and staff passions in a future-focused system. Throughout the 2022-2023 school year, we have studied the impact of teachers developing and implementing passion projects and have gathered anecdotal data as well as student performance data in the form of project-based learning, test scores, and surveys. Our District has been studying the data and seeing the positive impacts of this kind of teacher-led empowerment already, and our goal is to mirror opportunities for this level of choice, voice, pursuit of passion, and teacher leadership development in a portion of our observation process. The existing teacher evaluation model does not prioritize teacher empowerment and passion-based learning and we believe that this variance incorporates a balance of the existing APPR plan while prioritizing teacher choice and voice that has a direct impact on the student experience and student outcomes. Our goal through this variance is to continue the work around teacher and student pursuits of passion while simultaneously incorporating it into the evaluation structure as it is something that we value and have seen has a direct impact on students. We believe that we should measure what we value and we will better be able to do this through this variance.</p>

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Standards and Procedures

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

<p>Applicable Teachers Row Groups</p>	<p>This description should provide a specific, detailed explanation of the new and innovative approach that the LEA is seeking to implement as part of its variance request.</p> <p>This description should include, but not be limited to, a description of the alternate measures and/or evidence of teacher practice that will be used to evaluate educators.</p>
<p><input checked="" type="checkbox"/> Group 1</p>	<p>We are proposing that 15% of our teacher observation score be devoted to a choice of peer observations, group lesson study, action research project, or an observation conducted by an independent administrative evaluator (rather than having 15% devoted to an independent administrative evaluation as we have previously done through our approved APPR plan). Untenured (probationary) teachers will continue to have 1 administrative observation from an independent evaluator (7.5% of the overall observation score) plus the choice of one of the options outlined below (peer observation, action research, group lesson study) to comprise their 15% (7.5% of the overall observation score). Probationary teachers will not have the choice of an additional independent observation. Tenured teachers will select from the options below for their 15%. The remaining 85% of the teacher observation score will remain devoted to the formal observation, as it currently exists under our approved plan. This choice will allow our faculty members to have a voice in their own professional development and mirror the kind of choice that we are asking our teachers to provide for students in their assessment practices while still adhering to research-based best practices and a consistent rubric that is used districtwide.</p> <p>For each year we implement the innovative variance, the District will apply for the Independent Evaluator Hardship Waiver. For years in which a waiver is granted, any Peer Observation, Group Lesson or Research Project reviews will be conducted by a qualified lead evaluator or their designee. For years in which a waiver is not granted, an independent evaluator will conduct any Group Lesson Project or Research Project reviews, any Peer Observer selected will be qualified as an Independent Observer and any observations by an Independent Observer will be conducted as under the approved full plan. Additionally, in years in which a waiver is not granted, teachers who have selected peer observations will receive an additional observation from an independent evaluator in addition to the peer observation. Lead evaluators will continue to conduct observations regardless of independent evaluator hardship waiver status.</p> <p><i>Peer Observation</i></p> <p>For teachers that select the peer observation choice, they will select a trained peer observer (training will be facilitated by the District administration for all peer observers prior to engaging in the process). The training will be the same training that the district provides for lead evaluators. Selection of the peer observer will be based on collaborative discussion between the administration and the teacher. Peer observers will be responsible for meeting with the teacher for a pre-observation conference, conducting the equivalent of 1 full period observation on a mutually determined date, and engaging with the observed teacher in a reflection discussion after the lesson(s). Peer observations will be evaluated using the Danielson Rubric, and peer observers will score the observation focusing on domains 2 and 3, following the existing approved APPR plan. The domains are scored using a four-point rubric (4- highly effective, 3- effective, 2- developing, 1- ineffective.) Component</p>

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<p>Applicable Teachers Row Groups</p>	<p>This description should provide a specific, detailed explanation of the new and innovative approach that the LEA is seeking to implement as part of its variance request.</p> <p>This description should include, but not be limited to, a description of the alternate measures and/or evidence of teacher practice that will be used to evaluate educators.</p>
	<p>scores are weighted equally and averaged to reach a domain score. Domain scores are weighted equally and averaged to reach a score for the Peer Observation project component. The observation scoring process will be the same as the district's currently-approved plan and additional reflection data will be collected to inform the District's practices.</p> <p><i>Group Lesson Study</i></p> <p>This option will allow teachers to elect to work with a small group of 2-4 teachers to develop several lessons in a unit of study following a specified protocol. The lesson study can be done where a small group of teachers (approximately 3-4) plan a series of lessons together (usually 2-3). The lessons are then implemented in one of the teacher's classes. The lesson can be co-taught with 2 members of the planning team (the teacher whose class it is in and another teacher) while the other members of the team observe. Or the lesson can be taught by the teacher of the class while all other members of the team observe. The purpose of engaging in lesson study is to engage in action research and collaborative planning where teachers get to innovate and try out new ideas in their classroom with the support and brainstorming of their colleagues. If the team decides to co-teach the lesson together, there is the added benefit of trying out something new with the support of a colleague. The process can be as valuable for those whose classrooms it is taught in as it is for those who are engaged in the planning/observing. These lessons can be developed among teachers who teach the same course, share a grade level, or within a content area department. At least one teacher within the group will implement the lessons in their classroom while other teachers observe and provide feedback. All members of the team will be scored through this process and scores may include meetings, documents, and student work in addition to the lesson implementation. There are three phases within the lesson study protocol: plan, teach, reflect. The teachers will meet at least twice throughout the process to debrief and reflect. All teachers involved in group lesson study will be trained by the District as peer observers, receiving the same training as lead evaluators. However, one evaluator will determine the scores on the rubric, utilizing feedback gathered from the observation and reflection process to ensure reliability in scoring and avoid inter-rater reliability concerns.</p> <p>Lesson study observations will be evaluated using the Danielson Rubric, and lesson study observations will score the observations focusing on domains 2 and 3, following the existing approved APPR plan. The domains are scored using a four-point rubric (4- highly effective, 3- effective, 2- developing, 1- ineffective.) Component scores are weighted equally and averaged to reach a domain score. Domain scores are weighted equally and averaged to reach a score for the Lesson Study component. The observation scoring process will be the same as the district's approved plan and additional reflection data will be collected to inform the District's practices.</p> <p><i>Action Research</i></p> <p>This option will allow teachers to propose, develop, and engage in a yearlong project to research and implement in their classroom, intended to have a direct impact on student learning and the student experience. The design of the action research project will include formative and summative data and collection as well as a requirement to share the project and results with colleagues. Evaluators are responsible for supervising</p>

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<p>Applicable Teachers Row Groups</p>	<p>This description should provide a specific, detailed explanation of the new and innovative approach that the LEA is seeking to implement as part of its variance request.</p> <p>This description should include, but not be limited to, a description of the alternate measures and/or evidence of teacher practice that will be used to evaluate educators.</p>
	<p>instruction regularly, not just during an observation. Evaluators will continually assess how the addition of the professional learning project improves teaching and learning compared to the previous model. The observation scoring process will be the same as the district's approved plan and additional reflection data will be collected to inform the District's practices. The observation of the action research project will be conducted on a mutually determined date among the administrator and the teacher implementing action research and may include classroom observations looking at the impact of the research on practice in the classroom and professional conversation. The process will begin with a conference between the teacher and administrator to discuss action research plans, the scope of the research, intended impact, timeline, and materials and support needed. Mutually determined data including planning materials, student work, and elements of the pre and post implementation conferences may be included as part of the score. Action research observations will be evaluated using the Danielson Rubric, and the action research observations will score the project focusing on domains 2 and 3, following the existing approved APPR plan. The domains are scored using a four-point rubric (4- highly effective, 3- effective, 2- developing, 1- ineffective.) Component scores are weighted equally and averaged to reach a domain score. Domain scores are weighted equally and averaged to reach a score for the Action Research project component.</p> <p><i>Administrative Observation</i></p> <p>In the event a teacher uses no option in the variance, the teacher can opt out and go back to all that is in our current plan. Probationary (untenured) teachers will have 1 administrative observation as well as an independent observation and a choice of one of the other 3 options listed above.</p> <p>Each of these options will be evaluated using Danielson's Framework for Teaching (2011 Revised Edition) and evaluators will score the elements along a four-point rubric (4-highly effective, 3-effective, 2-developing, 1- ineffective). Component scores are weighted equally and averaged to reach a domain score. Domain scores are weighted equally and averaged to reach a score for the administrative observation. The observation scoring process will be the same as the district's approved plan and additional reflection data will be collected to inform the District's practices. Administrative Council meetings (monthly meetings including district and building level administrators) will be used to analyze data and evaluate the impact of peer observations, action research projects, and lessons study and the impact on student performance and achievement. Building administrators will work with departments and grade level teams to analyze data related to these options and to monitor and evaluate the effectiveness of implementation. The district will examine the elements scored utilizing the Danielson Framework annually once all evaluations are complete and make any necessary changes or adjustments to the protocols to ensure the quality and effectiveness of each option as part of a continual reflection process.</p>

Rigor

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

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<p>Applicable Teachers Row Groups</p>	<p>This description should explain how rigor is achieved and maintained, including relevant processes and methodologies.</p> <p>This description may include, but is not limited to, how data will be used to draw inferences, including how the derived data informs decisions and guidance for the LEA's educators.</p>
<p><input checked="" type="checkbox"/> Group 1</p>	<p>Annually, lead evaluators are trained in the observation protocols using the Danielson Framework for Teaching. A similar training will be conducted by the district for all peer observers and those engaged in group lesson study. Our plan entails a focus on rigor both for the trained observers as well as for the teachers being observed. We believe that the professional impact of engaging in this kind of professional learning is interrelated and provides valuable impact for all stakeholders. Additionally, we believe that the options outlined provide a more robust picture of professional work over time in contrast to an observation that takes place at just one moment in time in a teacher's classroom. Each of the options below involves significant professional planning, reflective conversation, review of student work and data, and multiple opportunities for classroom observation throughout the process. Essentially, each option represents a process and through engaging in and considering multiple aspects of work throughout the process, we believe that a more accurate evaluation will be reached.</p> <p><i>Peer Observation</i></p> <p>Selection of the peer observer will be based on collaborative discussion with building leadership and teachers. Peer observers will be responsible for meeting with the teacher for a pre-observation conference, conducting the equivalent of 1 full period observation on a mutually determined date, and reflecting after the lesson(s). The observation scoring process will be the same as the district's approved plan and additional reflection data will be collected to inform the District's practices.</p> <p><i>Group Lesson Study</i></p> <p>One teacher in the group will be designated as the evaluator, however all teachers will be trained by the District as peer observers so that all participants have the same level of understanding and training in rigorous observations. The observation scoring process will be the same as the district's approved plan and additional reflection data will be collected to inform the District's practices.</p> <p><i>Action Research</i></p> <p>The design of the action research project will include formative and summative data and collection as well as a requirement to share the project and results with colleagues. The observation scoring process will be the same as the district's approved plan and additional reflection data will be collected to inform the District's practices. Teachers who elect to participate in action research will collaboratively plan research topics and investigations collaborative with district administrative leadership.</p> <p><i>Administrative Observation</i></p> <p>This fourth option will allow teachers to continue to have an administrative observation, following our existing APPR plan, by an independent evaluator in the event they do not select one of the variance options. Probationary (untenured) teachers will have 1 administrative observation as well as a choice of one of the other 3 options listed above.</p> <p>The options within this variance reflect a significantly more rigorous and multi-dimensional evaluation process in comparison to the existing evaluation plan. By incorporating more members of the district, including a</p>

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Applicable Teachers Row Groups	This description should explain how rigor is achieved and maintained, including relevant processes and methodologies. This description may include, but is not limited to, how data will be used to draw inferences, including how the derived data informs decisions and guidance for the LEA's educators.
	significant number of faculty members in lead evaluator training, more members of our system will be trained in observation protocols using the Danielson Framework that will directly impact their own teaching practices. In addition, this rigorous training process will directly impact the administrators as well as members of the faculty through this variance in addition to allowing faculty members to engage in rigorous professional learning through peer observations, lesson study, and action research. We will be able to compare data collected from year to year to ensure reliability including inter-rater reliability over time and in comparison to previous years as we expand who is involved in evaluation. Through engaging in the options within this variance, we anticipate having an even more highly trained administration and faculty and we will be able to study the direct impact on student outcomes and achievement through student feedback surveys and focus groups, grade data, attendance data, and graduation data.

Professional Learning

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

Applicable Teachers Row Groups	This description may include, but is not limited to, methodologies and procedures for: <ul style="list-style-type: none"> • collecting information about educator effectiveness to inform professional learning, • specific details regarding both the type(s) and extent of professional learning opportunities anticipated, • processes for delivery of personalized learning opportunities, and • use of data to measure the efficacy of such professional learning.
<input checked="" type="checkbox"/> Group 1	As a District that is deeply engaged in future-focused planning, we believe that developing teacher leadership, particularly teacher instructional leadership is at the core of our continual improvement. By focusing on the expertise and strength of our teachers, we will position ourselves to be an innovative, instructionally-focused school system. Part of this includes a focus on professional learning for all members of our school community and we believe that teacher voice and choice is essential in this process, which we have prioritized in this variance. Similarly, our district's evaluators are responsible for supervising instruction regularly, not just during announced/unannounced observations and we are able to take into account a myriad of contributions that our educators make in addition to what is observed in classrooms. As a member of the Learning 2025 Cohort, we have had the unique opportunity to learn from future-focused districts across the country and to study how they are able to grow instructional practices and pedagogical expertise through various approaches to teacher evaluation. Culturally, our district has never been in a better place in terms of internal coherence and centering ourselves around 4 district questions: <ul style="list-style-type: none"> • How will Croton-Harmon Schools develop into a future-driven school system? • How will we create opportunities for thoughtful risk taking by students and educators in the pursuit of joy, interest, and passion in our schools?

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

Task 4. TEACHERS: Observations - Variance Details & Assurances

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Applicable Teachers Row Groups	This description may include, but is not limited to, methodologies and procedures for: <ul style="list-style-type: none"> • collecting information about educator effectiveness to inform professional learning, • specific details regarding both the type(s) and extent of professional learning opportunities anticipated, • processes for delivery of personalized learning opportunities, and • use of data to measure the efficacy of such professional learning.
	<ul style="list-style-type: none"> • How will we promote meaningful connection and engagement with all members of our school community and nurture a supportive environment that actively works through an equity lens? • How will we identify and implement effective approaches to ensure connection and engagement with our school district's families whose first or primary language is other than English? <p>Each of our teachers is engaged in developing, researching, and implementing a passion project of their choice, mirroring our emphasis on developing student and staff passions in a future-focused system. Our District has been studying the data and seeing the positive impacts of this kind of teacher-led empowerment already and our goal is to mirror opportunities for this level of choice, voice, pursuit of passion, and teacher leadership development in a portion of our observation process. Research supports that collaborative, adult-learning focused, user-centered professional learning is most impactful for professional growth and student outcomes, and our variance option mirrors this research and best practices within the research.</p>

Effectiveness of Implementation

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

Applicable Teachers Row Groups	This description may include, but is not limited to, processes and procedures for: <ul style="list-style-type: none"> • collection and analysis of both short- and long-term data, • the standard(s) used to measure the effectiveness of implementation, and • how results will be used to inform future implementation.
<input checked="" type="checkbox"/> Group 1	<p>Throughout the evaluation process, regardless of which choice teachers make to fulfill their 15% / unannounced observation portion of their evaluation, teachers will be engaged in 1:1 reflective conversations throughout the year with administrators. The data collected from these reflective opportunities will be used to inform the targeted support we provide to our teachers in the form of professional learning experiences and opportunities, in addition to targeted support where needed using instructional coaching and other methods. Through the scoring system and direct observations as well as focus group and survey feedback, we will be able to measure the efficacy of our professional learning. Throughout the year, there will be opportunities during professional development time for teachers to come together to work on and share their group lesson study work, action research projects, and reflections from peer observations - this is an essential part of our ongoing feedback loop and to ensure that the educator evaluation process is deeply embedded into the fiber of our schools and professional learning plans. Administrators will also evaluate student performance data, attendance data, graduation rate, and observation scores to compare the performance of these indicators to the previous school year to assess effectiveness of implementation.</p> <p>While we will be able to ensure reliability and validity in the evaluation and scoring process, ensuring that all evaluators are trained and that the same scoring method and rubric is used for each of the choices in the variance, ultimately, we expect that our already strong student performance data will be maintained. We will</p>

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

Task 4. TEACHERS: Observations - Variance Details & Assurances

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Applicable Teachers Row Groups	This description may include, but is not limited to, processes and procedures for: <ul style="list-style-type: none"> • collection and analysis of both short- and long-term data, • the standard(s) used to measure the effectiveness of implementation, and • how results will be used to inform future implementation.
	see an increase in student achievement and performance among our subgroups as well as student engagement in more project-based learning and assessment, something that we know the state is very interested in through the PLAN Pilot and Graduation Measures work. Finally, research demonstrates the single most impactful influence on student performance is teacher effectiveness and this system is designed to empower teachers to pursue passions, engage in thoughtful risk-taking, and conduct timely action research, all of which will contribute to their direct impact on students and continual professional learning and growth.

Observation Assurances

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

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

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

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

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Applicability of Variance

Variance Duration

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

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

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

2023-24

2024-25

2025-26

Upload Educator Evaluation Variance Certification Form

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

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

Croton-Harmon APPR Variance Certification Form September 2023.pdf

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


Assurances: Please check the boxes below

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

Signatures, dates

Superintendent Signature:

Date:

 9/29/23

Superintendent Name (print):

STEPHEN WAKER

Teachers Union President Signature:

Date:


 9/29/23

Teachers Union President Name (print):

JENNIFER MOORE

Administrative Union President Signature:

Date:

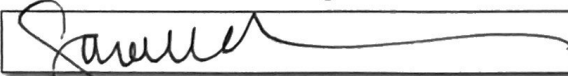
 9-29-23

Administrative Union President Name (print):

Michael Plotkin

Board of Education President Signature:

Date:

 9/29/23

Board of Education President Name (print):

Sarah Carrier



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

Interim Commissioner of Education
President of the University of the State of New York
89 Washington Avenue, Room 111
Albany, New York 12234

E-mail: commissioner@nysed.gov
Twitter: @NYSEDNews
Tel: (518) 474-5844
Fax: (518) 473-4909

August 4, 2020

Revised

Deborah O'Connell, Superintendent
Croton-Harmon Union Free School District
10 Gerstein St.
Croton-on-Hudson, NY 10520

Dear Superintendent O'Connell:

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

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

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

Thank you again for your hard work.

Sincerely,

Shannon L. Tahoe

Shannon L. Tahoe
Interim Commissioner

Attachment

c: James Ryan

NOTE:

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

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

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Disclaimers

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

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

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

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

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

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

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

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

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

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Required Student Performance Subcomponent

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

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

For guidance on SLOs, see NYSED SLO Guidance.

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

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

> Teacher and course-specific

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

Collectively attributed measures

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

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

> School- or program-wide

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

> District- or BOCES-wide

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

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

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

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

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

HEDI Scoring Bands

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

SLO Assurances

Please check the boxes below.

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

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

Task 2. TEACHERS: Required Student Performance - Kindergarten

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Common Branch Kindergarten Measures and Assessments

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

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)

- STAR Math
- STAR Reading

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

Task 2. TEACHERS: Required Student Performance - Grade One

Page Last Modified: 02/14/2020

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)

- STAR Math
- STAR Reading

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

Task 2. TEACHERS: Required Student Performance - Grade Two

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Common Branch Grade Two Measures and Assessments

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

An individually attributed SLO measure

> Teacher and course-specific

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

A collectively attributed SLO measure

> School- or program-wide

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

> District- or BOCES-wide

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

Grade 2: Measure Type

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)

- STAR Math
- STAR Reading

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

Task 2. TEACHERS: Required Student Performance - Grade Three

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Common Branch Grade Three Measures and Assessments

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

An individually attributed SLO measure

> Teacher and course-specific

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

A collectively attributed SLO measure

> School- or program-wide

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

> District- or BOCES-wide

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

Grade 3: Measure Type

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)

- STAR Math
- STAR Reading

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

Task 2. TEACHERS: Required Student Performance - Grade Four

Page Last Modified: 02/14/2020

Grade Four

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

An individually attributed SLO measure

> Teacher and course-specific

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

A collectively attributed SLO measure

> School- or program-wide

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

> District- or BOCES-wide

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

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

Common branch

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

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

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

Grade 4: Measure Type

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)

STAR Math

STAR Reading

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

Task 2. TEACHERS: Required Student Performance - Grade Five

Page Last Modified: 02/14/2020

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.

Common branch

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

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

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)

STAR Math

STAR Reading

Annual Professional Performance Review - Education Law &sect;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.

Common branch

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

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

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)

STAR Math

STAR Reading

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Task 2. TEACHERS: Required Student Performance - Grade Seven

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Grade Seven

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

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)

STAR Math

STAR Reading

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Task 2. TEACHERS: Required Student Performance - Grade Eight

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Grade Eight Measures and Assessments

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

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)

STAR Math

STAR Reading

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

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

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

An individually attributed SLO measure> Teacher and course-specific

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

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

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

> District- or BOCES-wide

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

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

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

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

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

High School ELA: Measure Type

School- or program-wide

High School ELA: School- or Program-Wide Measure

School- or program-wide results

High School ELA: Assessment Type(s)

State or Regents assessment(s)

High School ELA: State or Regents Assessment(s)

ELA Regents

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

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

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

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

An individually attributed SLO measure> Teacher and course-specific

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

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

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

> District- or BOCES-wide

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

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

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

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

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

High School Regents Math: Measure Type

School- or program-wide

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

School- or program-wide results

High School Regents Math: Assessment Type(s)

State or Regents assessment(s)

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

ELA Regents

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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)

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

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

High School Regents Science: Measure

School- or program-wide

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

School- or program-wide results

High School Regents Science: Assessment Type(s)

State or Regents assessment(s)

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

ELA Regents

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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)

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

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

High School Regents Social Studies: Measure Type

School- or program-wide

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

School- or program-wide results

High School Regents Social Studies: Assessment Type(s)

State or Regents assessment(s)

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

ELA Regents

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Task 2. TEACHERS: Required Student Performance - Other Courses

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Other Courses

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

An individually attributed SLO measure

> Teacher and course-specific

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

A collectively attributed SLO measure

> School- or program-wide

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

> District- or BOCES-wide

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

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

Column 1: lowest grade that corresponds to the course

Column 2: highest grade that corresponds to the course

Column 3: subject of the course

Column 4: measure used

Columns 5-7: assessment(s) used

Follow the examples below to list other courses.

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

To add additional courses, click "Add Row".

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Task 2. TEACHERS: Required Student Performance - Other Courses

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Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-developed Course-Specific Assessment(s)	Third Party Assessment(s)
K	4	All courses not named above	School-or program-wide results			<input checked="" type="checkbox"/> STAR Math <input checked="" type="checkbox"/> STAR Reading
5	8	All courses not named above	School-or program-wide results			<input checked="" type="checkbox"/> STAR Math <input checked="" type="checkbox"/> STAR Reading
9	12	All courses not named above	School-or program-wide results	<input checked="" type="checkbox"/> ELA Regents		

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Task 2. TEACHERS: Required Student Performance - Weighting

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Use of the Optional Subcomponent and Student Performance Category Weighting

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

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

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

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

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Optional Student Performance Subcomponent

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

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

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

Options for measures and associated assessments include:

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

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

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

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Task 4. TEACHERS: Observations - Rubric and Scoring

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Teacher Observation Category

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

Teacher Practice Rubric

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

Rubric Name	If more than one rubric is utilized, please indicate the group(s) of teachers each rubric applies to.
Danielson's Framework for Teaching (2011 Revised Edition)	(No Response)

Rubric Assurances

Please check all of the boxes below.

- Assure that all observable NYS Teaching Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual observations.
- Assure that the process for assigning points for the Teacher Observation category will be in compliance with the locally-determined subcomponent weights and overall Observation category score and rating based on the constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents.
- Assure that the same rubric(s) is used for all classroom teachers in a grade/subject across the LEA, provided that LEAs may locally determine whether to use different rubrics for teachers who teach different grades and/or subjects during the school year as indicated in the table above.
- Assure that the same rubric(s) is used for all observations of a classroom teacher across the observation types in a given school year.

Process for Weighting Rubric Domains/Subcomponents

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

Please describe the process for weighting the observable domains/subcomponents of the chosen practice rubric (e.g., Domains 1 and 2 will be weighted 30% each, and Domains 3 and 4 will be weighted 20% each).

The Danielson 2011 rubric will be weighted as follows and then averaged: Domain Two will be weighted 46 percent and Domain Three will be weighted 54 percent based on all observable criteria.

Scoring Assurances

Please check each of the boxes below.

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

Teacher Observation Scoring Bands

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

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Task 4. TEACHERS: Observations - Rubric and Scoring

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

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

HEDI Ranges

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

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

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

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

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

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

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

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

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

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Task 4. TEACHERS: Observations - Required Observations

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Teacher Observation Subcomponent Weighting

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

- At least 80% of the Teacher Observation category score

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

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

Optional Subcomponent: Observations by Trained Peer Observer(s)

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

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

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

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

Principal/Administrator [Required]	Independent Evaluator(s) [Required]	Peer Observer(s) [Optional]	Grades and subjects for which Peer Observers will be used
85%	15%	0% (N/A)	(No Response)

Observation Assurances

Please check all of the boxes below.

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

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

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

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

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

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Task 4. TEACHERS: Observations - Required Observations

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

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

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

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

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

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

TEACHERS <i>Indicate whether the number and method selected applies to all teachers or to a subgroup of teachers.</i>	SUBGROUP <i>If "Subgroup of Teachers" is selected in the previous column, indicate which teachers the number and method selected applies to; otherwise, enter "N/A." For additional subgroups, add another row.</i>	UNANNOUNCED Minimum Number of Observations	UNANNOUNCED Observation Method	ANNOUNCED Minimum Number of Observations	ANNOUNCED Observation Method
Subgroup of Teachers	Tenured Teachers	1	In Person	0	N/A
Subgroup of Teachers	Probationary Teachers	2	In Person	0	N/A

Independent Evaluator Assurances

Please check all of the boxes below.

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

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Please also check each of the following boxes.

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

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Task 4. TEACHERS: Observations - Optional Observations

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Optional Subcomponent: Observations by Trained Peer Observer(s)

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

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

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

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

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

Peer Observation Assurances

Please check all of the boxes below.

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

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

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Category and Overall Ratings

For guidance on APPR scoring, see NYSED APPR Guidance.

Category Scoring Ranges

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

Student Performance Category

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

Teacher Observation

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

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

Scoring Matrix for the Overall Rating

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

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

Category and Overall Rating Assurances

Please check all of the boxes below.

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

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

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Additional Requirements

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

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

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

Teacher Improvement Plan Forms

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

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

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

CROTON Teacher TIP Form for 2016-17 7-18-16.docx

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

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

Appeals

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

(1) the substance of the annual professional performance review;which shall include the following:

(i) in the instance of a teacher rated Ineffective on the StudentPerformance category, but rated Highly Effective ontheObservationcategory based on an anomaly, as determined locally;

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

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

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

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

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

APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY Any eligible teacher who receives a final rating of developing or a final rating of ineffective, or who wishes to appeal a TIP may appeal such a determination to the Superintendent of Schools within fifteen (15) days after the receipt of a written annual evaluation reflecting such a rating or a teacher improvement plan. No ratings of effective or highly effective may be appealed. An appeal is deemed commenced when the attached form is completed, signed by the eligible teacher and hand-delivered to the Office of the Superintendent.

WHAT MAY BE CHALLENGED IN AN APPEAL Appeals procedures will limit the scope of appeal under Education Law 3012-D to the following subjects:

1. The substance of the annual professional performance review;
2. The school district's adherence to the standards and methodologies required for such reviews pursuant to Education Law 3012-D and subpart 30-3 of Commissioner's Regulations.
3. The adherence to the Commissioner's regulations as applicable to such reviews and compliance with any applicable locally negotiated procedures as required under Education Law 3012-D; and
4. The school district's issuance and/or implementation of the terms of the teacher improvement plan under Education law 3012-d.

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

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

TIME FRAME FOR FILING APPEAL All appeals must be submitted in writing no more than 15 calendar days of the date the teacher receives his or her APPR. If a teacher is challenging the issuance of a teacher improvement plan, appeals must be filed within 15 days of issuance of such plan. The failure to file an appeal within these time frames shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time of the appeal is filed shall not be considered.

TIME FRAME FOR DISTRICT RESPONSE Within fifteen (15) days of the appeal, the Superintendent of Schools or his/her designee shall render a final and binding determination, in writing, with the respect to the appeal. Every effort will be made to resolve the appeal in a timely and expeditious manner consistent with Education Law 3012-d. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that supports the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the school district and any and all additional information submitted with the response, at the same time that the school district filed its response.

DECISION-MAKER ON APPEAL A decision shall be rendered by the superintendent of schools or designee except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. In such cases, the board of education shall appoint another individual to decide the appeal. **DECISION** A written decision on the merits of the appeal shall be rendered no later than 15calendar days from the date upon which the teacher filed his or her appeal. The appeal shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and any documentary evidence submitted with such papers. Such decisions shall be final. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, or modify a rating if it is affected by substantial error or defect. A copy of the decision shall be provided to the teacher and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan if that person is different. The time frame in this process may be extended upon the consent of the parties. Regardless of any extension, the appeal process will remain timely and expeditious as required by EdLaw 3012-D and SED Regulations.

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

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

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

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

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

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

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

Lead evaluators, evaluators, and independent observers, hereafter referred to as "all evaluators" will be trained and certified by Putnam Northern Westchester BOCES Lead Evaluator Trainers under the nine requirements prescribed in 30-3.10 of the Rules of the Board of Regents. Training for all evaluators will be conducted within the district by Putnam Northern Westchester Lead Evaluator Trainers and will consist of approximately eight hours of training throughout the school year. Interrater reliability will be maintained over time through various activities including data analysis to detect disparities on the part of one or more evaluators, Periodic comparisons of lead evaluator assessments with another evaluator's assessment of the same educator, and annual calibration sessions across evaluators. Certified school administrators or superintendents of schools serving as lead evaluators will not be prohibited from conducting observations or school visits as part of an APPR prior to the completion of the training required by 30-3.10 provided such training is successfully completed prior to the completion of the evaluation. All evaluators will be retrained and recertified annually by Putnam Northern Westchester BOCES upon completion of updated lead evaluator trainings described above.

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 directly contribute to student learning outcomes in another building/program. When determining whether to use a collectively attributed SLO, the LEA should consider:

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

> District- or BOCES-wide

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

ASSESSMENTS

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

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

INPUT MODEL

Selection of the Input Model will require:

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

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

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

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

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

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

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Applicable Principals [1]

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

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

Grade From	Grade To
K	4
5	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

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

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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 measure indicated.

Principals: Assessment Type(s)

- Third party assessment(s)

Principals: Third Party Assessment(s)

- STAR Math
- STAR Reading

Additional Principals

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

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

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

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Applicable Principals [2]

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

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

Grade From	Grade To
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

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

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measure indicated.

Principals: Assessment Type(s)

State or Regents assessment(s)

Principals: State or Regents Assessment(s)

ELA Regents

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Task 7. PRINCIPALS: Required Student Performance - Weighting

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Use of the Optional Subcomponent and Student Performance Category Weighting

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

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

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

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

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Principal School Visit Category

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

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

Principal Practice Rubric

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

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

Rubric Assurances

Please check all of the boxes below.

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

Process for Weighting Rubric Domains/Subcomponents

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

Please describe the process for weighting the observable domains/subcomponents of the chosen practice rubric (e.g., Domains 2 and 3 will be weighted 30% each and Domains 1, 4, 5 and 6 will be weighted 10% each).

All observable components will be weighted equally and averaged.

Scoring Assurances

Please check each of the boxes below.

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

Principal School Visit Scoring Bands

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

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

Task 9. PRINCIPALS: School Visits - Rubric and Scoring

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

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

HEDI Ranges

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

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

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

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

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

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

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

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

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

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

Task 9. PRINCIPALS: School Visits - Required School Visits

Page Last Modified: 02/14/2020

Principal School Visit Subcomponent Weighting

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

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

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

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

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

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

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

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

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

Supervisor/Administrator [Required]	Independent Evaluator(s) [Required]	Peer School Visit(s) [Optional]	Grade configurations for which Peer School Visits will be used
85%	15%	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.

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

Task 9. PRINCIPALS: School Visits - Required School Visits

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

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

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

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

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

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

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

Independent Evaluator Assurances

Please check all of the boxes below.

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

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

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Please also check each of the following boxes.

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

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

Task 9. PRINCIPALS: School Visits - Optional School Visits

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

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

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

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

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

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

Peer Principal School Visit Assurances

Please check all of the boxes below.

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

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

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

Page Last Modified: 02/14/2020

Category and Overall Ratings

For guidance on APPR scoring, see NYSED APPR Guidance.

Category Scoring Ranges

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

Student Performance Category

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

Principal School Visit Category

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

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

Scoring Matrix for the Overall Rating

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

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

Category and Overall Rating Assurances

Please check all of the boxes below.

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

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

Page Last Modified: 02/14/2020

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.

CROTON Principal PIP Form for 2016-17.docx

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

Task 11. PRINCIPALS: Additional Requirements - Appeals

Page Last Modified: 05/12/2020

Appeal Assurance

Please check the box below.

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

Appeals

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

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

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

Page Last Modified: 05/12/2020

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

APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY Any eligible principal who receives a final rating of developing or a final rating of ineffective, or who wishes to appeal a PIP may appeal such a determination to the Superintendent of Schools within fifteen (15) days after the receipt of a written annual evaluation reflecting such a rating or a principal improvement plan. No ratings of effective or highly effective may be appealed. An appeal is deemed commenced when the attached form is completed, signed by the eligible principal and hand-delivered to the Office of the Superintendent.

WHAT MAY BE CHALLENGED IN AN APPEAL Appeals procedures will limit the scope of appeal under Education Law 3012-d to following subjects:

1. The substance of the annual professional performance review;
2. The school district's adherence to the standards and methodologies required for such reviews pursuant to Education Law 3012-d and subpart 30-3 of Commissioner's Regulations.
3. The adherence to the Commissioner's regulations as applicable to such reviews and compliance with any applicable locally negotiated procedures as required under Education Law 3012-d; and
4. The school district's issuance of the principal improvement plan under Education law 3012-d.

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

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

TIME FRAME FOR FILING APPEAL All appeals must be submitted in writing no more than 15 calendar days of the date the principal receives his or her APPR. If a principal is challenging the issue of a principal improvement plan, appeals must be filed within 15 days of issuance of such plan. The failure to file an appeal within these time frames shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. When filing an appeal, the principal must submit a detailed written description of the specific areas of disagreement over his or her performance review or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time of the appeal is filed shall not be considered.

DISTRICT RESPONSE Within fifteen (15) days of the appeal, the Superintendent of Schools or his/her designee shall render a final and binding determination, in writing, with the respect to the appeal. Every effort will be made to resolve the appeal in a timely and expeditious manner consistent with Education Law 3012-d. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the appeal any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district and any and all additional information submitted with the response, at the same time that the school district filed its response.

DECISION-MAKER ON APPEAL A decision shall be rendered by the superintendent of schools or designee except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. In such cases the board of education shall appoint another individual to decide the appeal.

DECISION A written decision on the merits of the appeal shall be rendered no later than 15calendar days from the date upon which the principal filed his or her appeal. The appeal shall be based on a written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and any documentary evidence submitted with such papers. Such decisions shall be final. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect or modify a rating if it is affected by substantial error or defect. A copy of the decision shall be provided to the principal and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan if that person is different. The time frame in this process may be extended upon consent of the parties. Regardless of any extension, the appeal process will remain timely and expeditious as required by EdLaw 3012-D and SED Regulations.

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

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

Page Last Modified: 04/29/2020

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

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

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

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

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

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

Lead evaluators, evaluators, and independent observers, hereafter referred to as "all evaluators" will be trained and certified by Putnam Northern Westchester BOCES Lead Evaluator Trainers under the nine requirements prescribed in 30-3.10 of the Rules of the Board of Regents. Training for all evaluators will be conducted within the district by Putnam Northern Westchester Lead Evaluator Trainers and will consist of approximately eight hours of training throughout the school year. Interrater reliability will be maintained over time through various activities including data analysis to detect disparities on the part of one or more evaluators, periodic comparisons of lead evaluator assessments with another evaluator's assessment of the same educator, and annual calibration sessions across evaluators. Certified school administrators or superintendents of schools serving as evaluators will not be prohibited from conducting observations or school visits as part of an APPR prior to the completion of the training required by 30-3.10 provided such training is successfully completed prior to the completion of the evaluation.

All evaluators will be retrained and recertified annually by Putnam Northern Westchester BOCES upon completion of updated lead evaluator training as described above.

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

Page Last Modified: 02/14/2020

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

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

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

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

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

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

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

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

Page Last Modified: 08/03/2020

Upload APPR LEA Certification Form

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

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

Croton LEA Certification for APPR 8-3-2020.pdf

**CROTON-HARMON SCHOOL DISTRICT
TEACHER IMPROVEMENT PLAN (TIP) FORM**

ADMINISTRATOR INITIATING THE TIP: _____

ADDITIONAL TIP PARTICIPANTS (if applicable):

DATE DEVELOPED: _____

DOMAIN(S) WHICH NEED TO BE ADDRESSED: (please refer to the Danielson 2011 Teacher Practice Rubric; to provide further direction; administrator may list component(s) or sub-domain(s) as well).

A. Describe Area(s) in Need of Improvement:

B. The Performance Goals, Expectations, Benchmarks Standards and Timelines the Teacher must meet in order to achieve an Effective Rating:

C. How Improvement will be Measured and Monitored (provide for periodic reviews of program and goal achievement):

D. Anticipated Frequency and Duration of meetings of Teacher and Administrator (also mentor if assigned):

E. The district will make available to assist the Teacher appropriate Differentiated Professional Development opportunities, materials, resources and support and where appropriate, assign a mentor. Please list and describe all activities and supports:

OUTCOMES

_____1. AREA(S) IN NEED OF IMPROVEMENT HAVE BEEN ADDRESSED:
TIP SUCCESSFULLY RESOLVED

_____2. PROGRESS NOTED; CONTINUATION ON TIP (SEE EXPLANATION
IN TIP DOCUMENT)

_____3. AREA(S) IN NEED OF IMPROVEMENT UNRESOLVED; FURTHER
ACTION TO BE DETERMINED (SEE EXPLANATION)

ADMINISTRATOR SIGNATURE: _____ DATE: _____

TEACHER SIGNATURE: _____ DATE: _____

EXPLANATORY NOTES OF THE ADMINISTRATOR, IF NECESSARY:

**CROTON-HARMON SCHOOL DISTRICT
PRINCIPAL IMPROVEMENT PLAN (PIP) FORM**

ADMINISTRATOR INITIATING THE PIP: _____

ADDITIONAL PIP PARTICIPANTS (if applicable):

DATE DEVELOPED: _____

DOMAIN(S) WHICH NEED TO BE ADDRESSED: (please refer to Multidimensional Principal Performance Rubric; to provide further direction; administrator may list component(s) or sub-domain(s) as well).

A. Describe Area(s) in Need of Improvement:

B. The Performance Goals, Expectations, Benchmarks Standards and Timelines the Principal must meet in order to achieve an Effective Rating:

C. How Improvement will be Measured and Monitored (provide for periodic reviews of program and goal achievement):

D. Anticipated Frequency and Duration of meetings of Principal and Administrator (also mentor if assigned):

E. The district will make available to assist the principal appropriate Differentiated Professional Development opportunities, materials, resources and support and where appropriate, assign a mentor. Please list and describe all activities and supports:

OUTCOMES

_____1. AREA(S) IN NEED OF IMPROVEMENT HAVE BEEN ADDRESSED:
PIP SUCESSFULLY RESOLVED

_____2. PROGRESS NOTED; CONTINUATION ON PIP (SEE EXPLANATION
IN PIP DOCUMENT)

_____3. AREA(S) IN NEED OF IMPROVEMENT UNRESOLVED; FURTHER
ACTION TO BE DETERMINED (SEE EXPLANATION)

ADMINISTRATOR SIGNATURE: _____ DATE: _____

PRINCIPAL SIGNATURE: _____ DATE: _____

EXPLANATORY NOTES OF THE ADMINISTRATOR, IF NECESSARY:

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

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

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

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

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

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

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

visits;

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

Signatures, dates

Superintendent Signature:

Date:

7/20/20



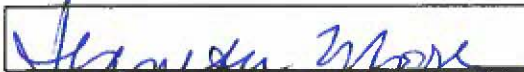
Superintendent Name (print):

Deborah O'Connell

Teachers Union President Signature:

Date:

7/21/20 JM



Teachers Union President Name (print):

Jen Moore

Administrative Union President Signature:

Date:

July 21, 2020



Administrative Union President Name (print):

Michael Plotkin

Board of Education President Signature:

Date:

July 22, 20



Board of Education President Name (print):

Sarah Carrier