LONGWOOD CENTRAL SCHOOL DISTRICT

Principal Annual Professional Performance Review Plan

EDUCATION LAW 3012-d

Revised 2023

Most Recent Board Approval: June 12, 2024

The June 2024 revision updated evaluator training requirements only. No changes were made to the principal evaluation procedures.

This notation is provided to reflect the most recent Board of Education approval of the APPR Plan while preserving the original revision date of the principal evaluation procedures.

Longwood Central School District

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ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR)

EVALUATION PROCEDURES – PRINCIPALS

Evaluation of Principals shall be for the purpose of improving the instructional program as well as total professional performance.

Timeline for Building Principal Evaluations

By September 1st the building principal shall be provided an opportunity to verify the subjects and student rosters to be assigned to them for the upcoming school year.

No later than October 1st	Superintendent or his/her designee shall meet in person with each building principal to review evaluation form, timeline, and process and agree upon the evidence (Appendix A) to be used for each observable rubric subdomain/performance indicators and agree upon any organizational goal-setting that will be used in support of agreed upon observable rubric subdomain/ performance indicators. Discussion and collaboration will focus on building needs for the upcoming school year
No later than November 15th	Non-Tenured Principal(s) will be observed/visited by Superintendent or Superintendent's designee in accordance with the attached evaluation procedures.
No later than December 15th	Tenured Principal(s) will be observed/visited by Superintendent or Superintendent's designee in accordance with the attached evaluation procedures.
No later than January 31st	If any observation to date raise any performance concerns, the Principal(s) will receive written notice by this date together with a written plan for addressing the noted concerns.
No later than February 15th	Non-Tenured Principal(s) shall be observed/visited by independent outside evaluator in accordance with the attached evaluation procedures.
No later than May 31st	Non-Tenured Principal(s) will be observed/visited by Superintendent or Superintendent's designee in accordance with the attached evaluation procedures. Tenured Principal(s) shall be observed/visited by independent outside evaluator in accordance with the attached evaluation procedures.
No later than June 15th	Building Principal will be given draft rubric observation score and rating. If any disagreements on the scoring between the Superintendent and the Principal exist, the Principal shall have one week in which to submit evidence in support of the Principal's position, which will then be reviewed and considered by the Superintendent.

No later than the last day of school	The Principal's score and rating on the observation/school visit category shall be computed and provided to the Principal in writing.
September 1st	The entire Annual Professional Performance Review shall be completed and provided to the principal 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 measured.

1. OBSERVATIONS:

The Superintendent as part of the following observation/school visit process shall ensure that any observed deficiency, that either the Superintendent or the independent outside evaluator may observe, is documented, in writing, in accordance with these following procedures, and is accompanied by constructive and specific ways in which the Building Principal may achieve improvement in those areas of perceived deficiency.

Number of observations/school visits required:

Non-tenured principals:
Three (3) formal school visits/observations (two unannounced) will be made except during July and August during each probationary year. The only exception to this will be Principals hired after March 1st of that school year who will be observed once during the year of hire. School visits shall be appropriately spaced to allow reasonable time for improvement.

It is a agreed that the lowest score of the two observations by the Superintendent or Superintendent's designee will not be used in determining the final category rating for probationary principals.

Tenured principals:
Two (2) formal school visits/observations (both unannounced) will be conducted each year except during July and August. School visits shall be appropriately spaced to allow reasonable time for improvement.

**If any observation results in a score or potential score of less than effective two (2) additional observations will be scheduled, at least two (2) weeks apart, and conducted by an independent evaluator selected by the principal being evaluated. Said observations shall be completed within thirty (30) days of the initial observation. The building principal shall have the discretion as to whether the scores received in these two additional observations will be used in place of the initial observation score. In the event the building principal wishes to use the scores received in the two additional observations in lieu of the initial observation, the building principal shall have the discretion to elect either initial independent evaluator or other independent evaluator for the remaining 20% of the observation. The building principal shall be allowed to elect to use either or both of the outside independent observations to total 20%.

Conduct of Observations:

Formal monitoring or observation of the work performance of a Principal shall be conducted openly and with full knowledge of the Principal.

Observations/school visits will be conducted only by the Superintendent/Superintendent's designee and/or agreed upon independent outside evaluator.

The observation/school visit shall be at least thirty minutes in duration. The observations/school visits shall not be completed on any day prior or immediately after a school holiday or recess, or during state testing.

Announced observations must be scheduled fifteen school (15) days in advance.

Pre-observation/school visit meeting to be held at least one calendar week prior to each announced formal observation. The pre-observation meeting must be conducted in person, unless the parties mutually agree otherwise in writing. During the pre-observation meeting the parties shall agree upon what observable subdomains within the rubric will be the focus of the observation and what documents (Appendix A) will be examined in further support of the pre-selected observable subdomains. The evaluator shall send a confirming email or memo to the building principal detailing the understanding that is reached at the pre-observation meeting no less than two (2) day prior to the scheduled observation.

All observations/school visits must be followed by a post-observation meeting that is to be held no later than one week of the formal observation. The post observation shall be conducted in person, unless agreed in writing otherwise. At the post observation meeting the building principal shall be provided with his/her observation rubric form and a written observation summary, which must include detailed recommendations and guidance in all areas perceived developing or ineffective. Principal shall have one (1) week to submit a response to the observation including any supporting documentation.

The District agrees to use the evaluation forms that are set forth in Appendix B of the APPR plan.

Observation category scoring:

Each of the six domains within the Multi-Dimensional Rubric will receive a score from 1-4. Ineffective rating = 1; Developing rating = 2; Effective rating = 3; Highly Effective rating = 4.

In order to receive an overall developing rating in any domain the evaluator must rate two-thirds of the performance indicators within said domain either developing or ineffective. If any performance indicator is rated developing the evaluator must support the developing rating with at least one (1) piece of factual evidence (situations, events, etc) /artifact as well as provide a

detailed written explanation that includes a factually based justification in support of the developing rating for that subdomain/performance indicator. The same piece of factual evidence cannot be used to support more than one "developing" in any domain, subdomain/performance indicator. The evaluator must provide a different piece of factual evidence in support of each developing rating issued in a subdomain/performance indicator.

In order to receive an overall rating of ineffective in any domain the evaluator must rate more than half of the performance indicators in that domain as ineffective. To assign a rating of "ineffective" to any performance indicator the evaluator must support the rating with at least two (2) pieces of factual evidence (situations, events, etc.) / artifacts as well as provide a detailed written explanation that includes a factually based justification in support of the "ineffective" rating. The explanation must also provide a detailed rationale as to how the cited factual evidence provided in support establishes an "ineffective" rating for that subdomain/performance indicator. The same piece of factual evidence cannot be used to support more than one "ineffective" in any domain subdomain/ performance indicator. The evaluator must provide a different piece of factual evidence in support of each ineffective rating issued in a subdomain/performance indicator.

If evaluator cites to a "natural conversation" as evidence to justify an ineffective or developing rating in any performance indicator which is a non-observable performance indicator the evaluator must provide a specific written detail, including date, circumstances, etc., of the "natural conversation" being relied upon. It is agreed that natural conversations cannot be used to justify or support a ineffective rating or developing rating for a domain or any observable subdomains/performance indicators.

If a building principal receives a "developing" or "ineffective" rating in a performance indicator/subdomain which is an observable performance indicator the principal shall be afforded the opportunity to submit evidence from Appendix A to refute the rating and upon submission of said evidence and if evidence supports the performance indicator and is free of any substantial defect or error the rating shall be adjusted to effective or high effective at the discretion of the evaluator.

A single observation by an observer in any one (1) year shall not be considered as the sole basis for the termination of service.

Evaluations of Principals shall not be forwarded to any other agency or prospective employer without the written consent of the Principal. It is understood that APPR scores must be reported to SED.

2. USE OF SCHOOL DOCUMENTS

The parties agree that there are several subdomains within the Multi-Dimensional rubric which cannot be evaluated or measured solely based upon isolated observations. Therefore, it has been agreed that during each pre-observation meetings the parties will agree on what supporting artifacts and evidence shall be examined in support of the observable rubric subdomains that are to be observed during that observation and the point total that shall be assigned to each piece of evidence. The documents that can be used to support each domain and/or subdomain (i.e. performance indicators) shall be selected from the attached list of approved school documents. (Appendix A) The principal can submit documents to refute any developing or ineffective rating received in a observable subdomain.

ANNUAL PROFESSIONAL PERFORMANCE REVIEW

PRINCIPAL IMPROVEMENT PLAN (PIP)

The **Principal Improvement Plan (PIP)** is a structured plan designed to identify specific concerns in instruction and outlines a plan of action to address these concerns. The purpose of a PIP is to assist principals to work to their fullest potential. The PIP provides assistance and feedback to the principal and establishes a timeline for assessing its overall effectiveness.

A PIP must be initiated whenever a principal receives a rating of *developing or ineffective* in any school year. The PIP must be in place no later than September 10th of the next school year following the developing or ineffective rating. Prior to its implementation the PIP will be signed and dated by all parties. The specific area or areas in need of improvement will be drawn from the evaluation criteria contained in the agreed upon rubric. The attached forms must be used during the PIP plan and signed by all parties.

The PIP shall clearly specify: areas in need of improvement, a detailed action plan to accomplish and support that improvement, the manner in which the improvement will be assessed, and a timeline for assessing improvement. The association president will be notified when the district notifies the principal of an ineffective or developing rating.

The PIP plan developed for the building principal must offer the Principal an experienced outside mentor mutually agreed upon by the Association and District with the cost of said mentor being paid by the district. All conversations and dealings between the mentor and principal will be confidential, unless principal provides written permission to disclose.

A statement of differentiated activities designed to support improvement in the areas identified within the PIP shall be developed by the Superintendent or his/her designee after consultation with the principal. These activities may include, but are not limited to:

- Visitations and shadowing
- Workshops and seminars
- On-line courses and webinars
- Advanced degree work
- Professional texts, periodicals, and other literature
- Collegial Circles
- Guided observations
- Self-assessments
- Modeling from leader evaluator

All costs associated with any differentiated activities shall be borne by the District.

No later than November 15th the Superintendent shall meet with the Building Principal on the PIP to discuss and assess the building principal's progress to date and provide written feedback to the principal regarding his/her progress on the PIP; on or before February 15th the Superintendent shall again meet with the Building Principal on the PIP to discuss and assess the building principal's progress and provide written feedback to the principal regarding his/her progress on the PIP; on or before April 15th the Superintendent shall again meet with the Building Principal on the PIP to discuss and assess the building principal's progress and provide written feedback to the principal regarding his/her progress on the PIP. Evidence and artifacts to determine if progress has been made in the areas needing improvement will be discussed between the Superintendent and principal at each meeting. All forms and written feedback must be signed and provided to the principal upon the completion

of each meeting. No later than June 15th shall the Superintendent meet with the building principal to determine if the area in need of improvement has been satisfactorily resolved or if the PIP shall continue into the next school year. The building principal shall be afforded union representation, if they so desire, at each meeting. If at any time, the Superintendent believes that the goals have been met by the principal he/she shall sign a written acknowledgement of attainment.

In addition to the above meetings with the Superintendent, the building principal shall meet with the Assistant Superintendent in charge of Curriculum or its equivalent non-bargaining unit administrative position periodically throughout the school year in order to discuss and assess the building principal's progress on the PIP and to be provided written feedback regarding his/her progress on the PIP. All meetings shall be documented on the attached form.

If at the end of the school year the PIP goals are met or the administrator is rated "effective" the PIP will terminate.

If the principal is rated as *developing or ineffective* for any school year in which a PIP was in effect, a new plan adhering to the requirements contained herein with any additional measures in that subsequent school year will be developed by the Superintendent following the guidelines below. The evaluated principal shall have at least eight months on the Improvement Plan to show progress prior to any possible disciplinary procedure being initiated.

Any PIP plan created must consist of the following components:

I. **SPECIFIC AREAS FOR IMPROVEMENT**: Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the principal to accomplish during the period of the Plan.

II. **EXPECTED OUTCOMES OF THE PIP**: Identify specific recommendations for what the principal is expected to do to improve in the identified areas. Delineate specific, realistic, achievable activities for the principal.

III. **RESPONSIBILITIES**: Identify steps to be taken by Superintendent and the principal throughout the Plan. Examples: school visits by the Superintendent; supervisory conferences between the principal and Superintendent; written reports and/or evaluations, etc.

IV. **RESOURCES/ACTIVITIES:** Identify specific resources available to assist the principal to improve performance. Examples: colleagues; courses; workshops; peer visits; materials; etc.

V. **EVIDENCE OF ACHIEVEMENT**: Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the principal is successful, partially successful or unsuccessful in efforts to improve performance.

VI. **TIMELINE**: Provide a specific Timeline for implementation of the various components of the PIP and for the final completion of the PIP. Identify the dates for preparation of written documentation regarding the completion of the Plan and finalize the dates as to required meetings and/or school visits, and/or workshops, etc.

SAMPLE COMPONENTS OF A PRINCIPAL IMPROVEMENT PLAN

I. TARGETED GOALS: AREAS FOR IMPROVEMENT

1. Student Performance and/or Engagement
2. Supervision of Staff
3. Fiscal Management
4. Community Relations

II. EXPECTED OUTCOMES

List of specific expectations related to targeted goals identified in Section I

III. RECOMMENDED RESOURCES/ACTIVITIES

1. List of specific activities related to targeted goals identified in Section I
2. List specific materials, people, workshop to be used to support the PIP
3. Identify the instrument or rubrics used to monitor progress
4. Danielson video or online PD (Educational Impact or ASCD)

IV. EVIDENCE OF ACHIEVEMENT

1. Identify how progress will be measured and assessed
2. Specify next steps to be taken based upon progress or lack thereof

V. TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES

1. Identify dates for school visitations consistent with APPR Plan
2. Identify dates for progress meetings with Superintendent related to each identified targeted goal
3. Identify dates for quarterly assessment of overall progress

_____ _____

Superintendent **Date**

_____ _____

Principal **Date**

PRINCIPAL IMPROVEMENT PLAN

AREA(S) OF IMPROVEMENT	STRATEGIES THE PRINCIPAL WILL USE TO IMPROVE	SPECIFIC RESOURCES TO BE MADE AVAILABLE TO HELP	PROPOSED MEASUREMENTS & TIMELINE FOR IMPROVEMENT
VISION OF LEARNING			
SCHOOL CULTURE; INSTRUCTIONAL PROGRAM			
LEARNING ENVIRONMENT			
COMMUNITY RELATIONS			
INTEGRIY, FAIRNESS, ETHICS			
CULTURAL COURTESY			
COLLABORATION			

Separate sheets may be attached for each Area of Improvement in order to complete the required information.

Principal Signature _____ Date _____
Assistant Supt. Signature _____ Date _____
Superintendent Signature _____ Date _____

PRINCIPAL IMPROVEMENT PLAN
PROGRESS RECORD FORM

	Summary of meeting (Superintendent or Assistant Superintendent)	**SIGN-OFF BY BOTH PARTIES**
Meeting #1 Date _____		_____ _____
Meeting #2 Date _____		_____ _____
Meeting #3 Date _____		_____ _____
Meeting #4 Date _____		_____ _____
Meeting #5 Date _____		_____ _____
Meeting #6 Date _____		_____ _____
Meeting #7 Date _____		_____ _____

ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR)

APPEAL PROCEDURE – PRINCIPALS

It is recognized that the Education Transformation Act and implementing regulations have magnified the consequences of Developing and Ineffective ratings for teachers and principals. These consequences include, but are not limited to restrictions on eligibility for tenure and modification of seniority and excessing protections. Therefore, the parties believe it is imperative to have adequate procedural protections for appeals of these ratings. Therefore, in compliance with the mandate of Education Law Section 3012-d, which requires local negotiations of appeal procedures, the parties agree as follows:

a. Appeals shall be available for all principals, whether probationary or tenured. Evaluations which have resulted in a rating of Ineffective or Developing may be appealed.

b. Within ten (10) school days of the receipt of the final annual evaluation providing a rating as set forth in Subparagraph (a) above, a principal may appeal the annual evaluation to the First Level Reviewer as defined below. If a principal is on vacation or other paid leave when the final evaluation is issued, the ten (10) school days for appeal provided herein shall not commence until the principal returns from such leave, provide however that the appeal must be filed no later than thirty (30) school days after receipt of the final evaluation. The appeal shall be in writing and shall articulate in detail the basis of the appeal. Appeals shall be limited to:

    1. the substance and rating of the annual professional performance review;

    2. the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012(d) of the Education Law;

    3. the school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated evaluation procedures; and

    4. the school district's issuance and/or implementation of the terms of the principal's improvement plan; and

    5. Instances where the principal is rated Ineffective in the Student Performance Category, but rated Highly Effective on the Observation/School Visit Category based upon anomalies determined locally under this appeal procedure.

c. Within five (5) school days of receipt of the appeal, the First Level Reviewer shall deliver a written determination of the appeal to the principal.

d. For Purposes of this Section, the term "First Level Reviewer" shall consist of a JOINT REVIEW BOARD. The Joint Review Board shall consist of two

representatives appointed by the Association and one representative appointed by the Superintendent. It is understood that if an outside mentor has been provided to the principal that he/she will be deemed the representative appointed by the Superintendent. The Joint Review Board shall have 30 calendar days to issue a written decision. The Joint Review Board shall have the power to discuss an appeal with the evaluator, the appealing principal, or with both at the same time, if it believes such a discussion will be helpful. The Joint Review Board cannot act except when all of its members are present. The Joint Review Board's decisions will be explained in a writing that sets forth the reasoning of each panel member. If the Joint Review Board's decision is 3-0 or 2-1 in favor of the unit member, then the decision will be final, binding, and unreviewable. If the decision is 3-0 or 2-1 against the building principal, then the building principal may appeal the decision to arbitration as provided hereinafter.

e. If the First Level Reviewer decision is not in favor the building principal, the principal may appeal from such decision to an arbitrator approved by the American Arbitration Association ("AAA") who will hear the appeal no later than thirty (30) business days from the date of the final evaluation in question. The principal shall have the right to present witnesses and documentation at an appeal hearing before the arbitrator. The arbitration shall be governed by the rules of the AAA. The arbitrator shall issue a written determination within thirty (30) business days from the conclusion of the hearing. Such decision may modify or vacate the evaluation or the points allocated. If the evaluation is vacated or modified the arbitrator may also require re-implementation of PIP for the subsequent school year, and/or in the subsequent school year have the evaluation conducted by a trained non-bargaining unit administrator other than the original evaluator. The arbitrator's decision shall be final and binding on all parties.

   The evaluated principal may be represented at all stages by a union representative of his/her choosing. The evaluated principal may submit a rebuttal to the APPR evaluation either before or after his/her appeal without jeopardizing their rights to file or pursue an appeal.

f. The cost of the arbitrator will be borne equally by the District and Association.

ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR)

SCHOOL VISIT REPORT - PRINCIPALS

PRINCIPAL: _____ **DATE:** _____

BUILDING: _____ **TIME:** _____

VISITATION #: _____ **Check One:** ☐ **ANNOUNCED or** ☐ **UNANNOUNCED**

EVALUATOR: _____

RATING RUBRIC SCALE: 4 = Highly Effective
3 = Effective
2 = Developing
1 = Ineffective

Domain 1 – Shared Vision of Learning **Score:** _____

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions Include:
A. Collaboratively develop and implement a shared vision and mission
B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
C. Create and implement plans to achieve goals
D. Promote continuous and sustainable improvement
E. Monitor and evaluate progress and revise plans

Domain 2 – School Culture and Instructional Program **Score:** _____

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions Include:
A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
B. Create a comprehensive, rigorous, and coherent curricular program
C. Create a personalized and motivating learning environment for students
D. Supervise instruction
E. Develop assessment and accountability systems to monitor student progress
F. Develop the instructional and leadership capacity of staff
G. Maximize time spent on quality instruction
H. Promote the use of the most effective and appropriate technologies to support teaching and learning
I. Monitor and evaluate the impact of the instructional program

Domain 3 – Safe, Efficient, Effective Learning Environment Score: _____

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for safe, efficient, and effective learning environment.

Functions Include:

A. Monitor and evaluate the management and operational systems
B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
C. Promote and protect the welfare and safety of students and staff
D. Develop the capacity for distributed leadership
E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Domain 4 - Community Score: _____

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions Include:

A. Collect and analyze data and information pertinent to the educational environment
B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.
C. Build and sustain positive relationships with families and caregivers
D. Build and sustain productive relationships with community partners

Domain 5 – Integrity, Fairness, Ethics Score: _____

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions Include:

A. Ensure a system of accountability for every student's academic and social success
B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
C. Safeguard the values of democracy, equity, and diversity
D. Consider and evaluate the potential moral and legal consequences of decision-making
E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Domain 6 – Political, Social, Economic, Legal and Cultural Context Score: _____

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions Include:

A. Advocate for children, families, and caregivers
B. Act to influence local, district, state, and national decisions affecting student learning
C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

NARRATIVE EVALUATION IS BELOW/ATTACHED FOR REVIEW AND DISCUSSION
(Required)

Overall Rubric Score is:
(Total All Scores ÷ 6)

Rating Category	*Overall Rubric Score*
Ineffective	1 – 1.49
Developing	1.5 – 2.49
Effective	2.5 – 3.49
Highly Effective	3.5 - 4

Overall Rating for Visit:

Signature of Evaluator

Date

Signature of Principal

Date

(Does not necessarily indicate agreement with evaluation but signifies awareness of content.)

_____ Superintendent/Designee will mark here if conference is desired.

Principal will make request here if conference is desired.

ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR)

OVERALL OBSERVATION/SCHOOL VISIT CATEGORY SCORE AND RATING – TENURED PRINCIPAL

Principal:
Building:
Date:

Multidimensional Principal Performance Rubric DOMAIN	Supervisor/ Designee UNANNOUNCED VISIT	Impartial/ Independent UNANNOUNCED VISIT
Domain 1 – Shared Vision of Learning (5 Functions)		
Domain 2 – School Culture and Instructional Program (9 Functions)		
Domain 3 – Safe, Efficient, Effective Learning Environment (5 Functions)		
Domain 4 – Community (4 Functions)		
Domain 5 – Integrity, Fairness, Ethics (5 Functions)		
Domain 6 – Political, Social, Economic, Legal and Cultural Context (3 Functions)		
Observation/School Visit Category Score (Average of above Domain scores for visit)		
OVERALL RUBRIC SCORE	____X.80 ☐	____X.20 ☐

Overall Observation/School Visit Category Score (Weighted Average) between 1-4 (Supervisor/Designee overall rubric score plus Impartial/Independent overall rubric score)	
HEDI RATING	

_____ _____

Signature of Evaluator Date

_____ _____

Signature of Principal Date

****NARRATIVE EVALUATION IS BELOW/ATTACHED FOR REVIEW AND DISCUSSION****
(Required)

Overall Rubric Score is:
(Total All Scores ÷ 6)

Rating Category	*Overall Rubric Score*
Ineffective	**1 – 1.49**
Developing	**1.5 – 2.49**
Effective	**2.5 – 3.49**
Highly Effective	**3.5 - 4**

Overall Rating for Visit:

Signature of Evaluator **Date**

Signature of Principal **Date**
(Does not necessarily indicate agreement with evaluation but signifies awareness of content.)

_____ **Superintendent/Designee will mark here if conference is desired.**

Principal will make request here if conference is desired.

ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR)

OVERALL OBSERVATION/SCHOOL VISIT CATEGORY SCORE AND RATING – PROBATIONARY PRINCIPAL

Principal:
Building:
Date:

Multidimensional Principal Performance Rubric DOMAIN	Supervisor/ Designee ANNOUNCED VISIT	Supervisor/ Designee UNANNOUNCED VISIT	Impartial/ Independent UNANNOUNCED VISIT
Domain 1 – Shared Vision of Learning (5 Functions)			
Domain 2 – School Culture and Instructional Program (9 Functions)			
Domain 3 – Safe, Efficient, Effective Learning Environment (5 Functions)			
Domain 4 – Community (4 Functions)			
Domain 5 – Integrity, Fairness, Ethics (5 Functions)			
Domain 6 – Political, Social, Economic, Legal and Cultural Context (3 Functions)			
Observation/School Visit Category Score (Average of above Domain scores for visit)			
OVERALL RUBRIC SCORE	Higher Score of Supervisor/Designee Visits X .80		Impartial Visit X .20

Overall Observation/School Visit Category Score (Weighted Average) between 1-4 (Supervisor/Designee overall rubric score plus Impartial/Independent overall rubric score)	
HEDI RATING	

Signature of Evaluator _____ Date _____

Signature of Principal _____ Date _____

ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR)

ANNUAL EVALUATION SCORE REPORT - PRINCIPALS

Principal: _____

Building: _____

Date: _____

Observation/Visitation Category Score _____

Student Performance Category Score _____

Total Evaluation Score (Average of Category Scores) _____

Overall HEDI Rating _____

Principal: _____

(Signature indicates receipt only)

Evaluator: _____

Superintendent/Superintendent's Designee

Multidimensional Principal Performance Rubric

Domain 1 – Shared Vision of Learning

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Culture[1] *(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)*	claims to have a vision and mission for the school, but keeps it private	identifies the school's vision and mission, and makes them public	collaborates with key stakeholders in the school to develop and implement a shared vision and mission for learning	engages stakeholders representing all roles and perspectives in the school in the development, monitoring and refinement of a shared vision[2] and mission for learning
	school vision and mission are unrelated to the district vision and mission	school vision and mission are created in isolation of the district's vision and mission and aligned as an afterthought	school vision and mission aligns with the vision and mission of the district	school vision and mission intentionally align with the vision and mission of the district and contribute to the improvement of learning district wide
	disregards the need to use the school's vision and mission to guide goals, plans and actions	refers to the school vision and mission as a document unconnected to programs, policies or practices	explicitly links the school's vision and mission to programs and policies	uses the school's vision and mission as a compass to inform reflective practice, goal-setting, and decision-making
Sustainability *(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)*	assumes that the school's improvement is either an event or the responsibility of a single individual	provides selected staff with opportunities to discuss school improvement efforts	has a process and structure in place for organizational improvement and uses it to assess the school	uses and regularly evaluates strategic processes and structures to promote the school's continuous and sustainable improvement

[1] In the electronic version, Culture is hyperlinked to an input PowerPoint.
[2] In the electronic version, shared vision is hyperlinked to an annotated shared visioning activity.

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Multidimensional Principal Performance Rubric

Domain 2 – School Culture and Instructional Program

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Culture ***(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)***	acknowledges the need for communication and collaboration	considers proposals for collaborative structures and projects	supports various teaming opportunities, common planning and inquiry time, and visitations within the organization to increase learning and improve practice	establishes different ways of accessing staff expertise and work by promoting activities such as lab sites, peer coaching, mentoring, collegial inquiry, etc. as an embedded part of practice
	provides selected individuals with basic information about various collaborative teaching, learning and work-related concepts or practices to several individuals	encourages selected staff to expand their understanding of particular practices that support collaboration such as collaborative planning, co-facilitation or integrated curriculum design	develops a culture of collaboration, trust, learning, and high expectations by encouraging staff to work together on key projects (e.g., induction processes, program design, integrated curriculum, or other individual or organizational projects)	nurtures and sustains a culture of collaboration, trust, learning, and high expectations by providing structured opportunities for cross role groups to design and implement innovative approaches to improving learning, work and practice
	creates a learning environment that relies on teacher-controlled classroom activities, rote learning, student compliance and learning opportunities that are disconnected from students' experiences, needs or cultures	creates a learning environment in which students are passive recipients in learning opportunities that are only peripherally connected to their experiences or cultures	creates a personalized and motivating learning environment for students in which they are involved in meaningful and relevant learning opportunities that they recognize as connected to their experiences, needs and cultures	engages stakeholders (e.g., students, staff, parents) in developing and sustaining a learning environment that actively involves students in meaningful,[3] relevant learning that is clearly connected to their experiences, culture and futures, and require them to construct meaning of concepts or processes in deductive or inductive ways

[3] In the electronic version, *meaningful* will hyperlink to an activity on engagement and meaningfulness

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Multidimensional Principal Performance Rubric

Domain 2 (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Instructional Program *(design and delivery of high quality curriculum that produces clear evidence of learning)*	promotes a curricular program that provides students with limited, surface or cursory exposure to a topic, concept or skill set and establishes or defines meaning for students, focusing on the recall of isolated concepts, skills and/or facts	establishes a curricular program focused primarily on recall, comprehension and factual knowledge acquisition that enables students to develop a basic understanding of a topic and/or process and includes few, if any, opportunities for them to construct meaning	creates a comprehensive, rigorous, and coherent curricular program that address all levels of thinking; enables students to develop knowledge and skills related to a concept, problem, or issue, and supports their construction of meaning during the most important lessons and tasks	engages students and teachers in designing and revising a learner-centered curricular program that integrates basic and higher levels of thinking throughout and provides opportunities for students to emulate professionals and construct meaning as they engage in a thorough exploration of a concept, problem, issue, or question
	maintains a hands off approach to instruction	provides mixed messages related to expectations for instructional methodology and own understanding of "best practices"	supervises instruction and makes explicit the expectation that teachers remain current in research-based, best practices and incorporate them into their own work	supervises instruction on an ongoing basis, and engages in collegial opportunities for learning, action research and/or inquiry related to best practices in teaching and learning
	initiates actions that interrupt instructional time and distract from learning (e.g., meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)	allows actions that disrupt instructional time and distract from learning (e.g. meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)	maximizes time spent on quality instruction by protecting it from interruptions and inefficient scheduling, minimizing disruption to instructional time	involves diverse stakeholders in uncovering issues that challenge time spent on quality instruction and in innovative approaches to dealing with them

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	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Capacity Building *(developing potential and tapping existing internal expertise to promote learning and improve practice)*	assumes titled leaders are able to handle administrative responsibilities and teachers to be able to instruct students	invests in activities that promote the development of a select group of leaders	develops the instructional and leadership capacity of staff	develops and taps the instructional and leadership capacity of all stakeholders in the school organization to assume a variety of formal and informal leadership roles in the school
	is unaware of effective and appropriate technologies available	provides the necessary hardware and software, and establishes the expectation that teachers will integrate technology into student learning experiences	promotes the use of the most effective and appropriate technologies to support teaching and learning and ensures that necessary resources are available	engages varied perspectives in determining how to best integrate the use of the most effective and appropriate technologies into teaching, learning and the daily workings of the school organization
Sustainability[4] *(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)*	uses "accountability" to justify a system that links student achievement with accolades and blame	assessment and accountability systems, though in place, are misaligned so that it is difficult to see how data from one explicitly relates to or informs the other	develops assessment and accountability systems to monitor student progress, uncover patterns and trends, and provide a way to contextualize current student strengths and needs inside a history that connects changes in teaching and learning to student achievement.	facilitates regular use of easily accessible assessment and accountability systems that enable students, teachers, and parents to monitor student progress, teacher learning, uncover patterns and trends, and provides a way to contextualize student achievement, both inside history and projected into the future.

[4] In the electronic version, *Sustainability* will hyperlink to a PowerPoint providing input on Sustainability.

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Multidimensional Principal Performance Rubric

Domain 2 (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Strategic Planning Process: **monitoring/inquiry** ***(the implementation and stewardship of goals, decisions and actions)***	judges the merit of the instructional program based on what is used by others	evaluates the impact of the instructional program based on results of standardized assessments	gathers input from staff and surveys students as well as formal assessment data as part of process to monitor and evaluate the impact of the instructional program	provides time and the expectation for students and staff to participate in multiple cycles of field testing, feedback and revision of the instructional program in order to monitor and evaluate its impact and make necessary refinements to support continuous improvement

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Multidimensional Principal Performance Rubric

Domain 3 – Safe, Efficient, Effective Learning Environment

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Capacity Building *(developing potential and tapping existing internal expertise to promote learning and improve practice)*	obtains and uses human, fiscal and technological resources based on available funds or last year's budget instead of need	obtains human, fiscal and technological resources and allocates them without an apparent plan	**obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources**	considers vision and solicits input from various stakeholders in determining, obtaining, allocating and utilizing necessary human, fiscal and technological resources, aligning them with present and future needs
	considers self as the sole leader of the organization while allocating limited responsibilities for unwanted tasks to others	shares "leadership" by providing others with limited responsibilities for tasks and functions but no decision making ability	**develops the capacity for distributed leadership** by providing interested individuals with opportunities and support for to assuming leadership responsibilities and roles	embeds distributed leadership into all levels of the organization by enabling administrative, teacher, student and parent leaders to assume leadership roles and co-creates a process by which today's leaders identify, support and promote the leaders of tomorrow
Culture *(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)*	speaks to the importance of school safety, but is inconsistent in creating and implementing specific plans to ensure it	establishes rules and related consequences designed to keep students safe, but relies on inconsistent procedures	**promotes and protects the welfare and safety of students and staff**	engages multiple, diverse groups of stakeholders in defining, promoting and protecting the welfare and safety of students and staff, within and beyond school walls

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Multidimensional Principal Performance Rubric

Domain 3 (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Sustainability *(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)*	avoids engaging with management or operations systems	monitors and evaluates the management and operational systems	monitors, evaluates and revises management and operational systems	establishes processes for the ongoing evaluation, monitoring and revision of management and operational systems, ensuring their continuous, sustainable improvement
Instructional Program *(design and delivery of high quality curriculum that produces clear evidence of learning)*	allocates time as required to comply with regulations and mandates	schedules time outside of the typical school day for teachers to support instruction and learning	ensures teacher and organizational time is focused to support quality instruction and student learning	engages groups of students and teachers in determining how to best allocate and manage time to support ongoing and sustainable improvements in quality instructional practices and student learning

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Multidimensional Principal Performance Rubric

Domain 4 - Community

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Strategic Planning Process: Inquiry *(gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success)*	makes decisions about whether or not to change the educational environment based on own impressions and beliefs	collects and analyzes data and information pertinent to the educational environment	collects and analyzes data and information pertinent to the educational environment, and uses it to make related improvements	engages in ongoing collection and analysis of data on the educational environment and information from diverse stakeholders to ensure continuous improvement
Culture *(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)*	considers the community as separate from the school	provides isolated opportunities for including the community in a school activity or for engaging students in community outreach or service projects	promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources through diverse activities	engages students, educators, parents, and community partners in employing a range of mechanisms and technology to identify and tap the community's diverse cultural, social and intellectual resources, promote their widespread appreciation, and connect them to desired improvements in teaching and learning
Sustainability *(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)*	identifies lack of family and caregiver involvement as a key explanation for lack of achievement	takes actions intended to increase family and caregiver support for the school	builds and sustains positive relationships with families and caregivers	builds sustainable, positive relationships with families and caregivers and enables them to take on significant roles in ongoing improvement efforts

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Multidimensional Principal Performance Rubric

Domain 5 – Integrity, Fairness, Ethics

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Sustainability *(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)*	associates "accountability" with threats and blame for students' academic and social difficulties	focuses on accountability for academic and social success of students whose test results threaten the school's standing	ensures a system of accountability for every student's academic and social success	enables an approach to "accountability" that upholds high ethical standards and inspires stakeholders (educators, parents, students and community partners) to own and be responsible for every student's academic and social success
	makes decisions based on self-interest and is caught off guard by consequences of decisions and responds by denying, becoming defensive or ignoring them.	makes decisions and takes actions without considering consequences, dealing with them if and when they occur	considers and evaluates the potential moral and legal consequences of decision-making	engages the diverse perspectives of various stakeholders in using multiple sources of data to explore potential intended and unintended moral, legal and ethical consequences of decisions and actions that support the greater good
	blames mandates for decisions or actions that challenge the integrity or ethics of the school or its various stakeholders	assumes responsibility for decisions and actions related to mandates	assumes responsibility for thoughtfully considering and upholding mandates so that the school can successfully tread the line between compliance and moral and ethical responsibility	promotes resiliency by involving stakeholders in considering how to negotiate and uphold mandates in ways that preserve the integrity of the school's learning and work and align with its ethical and moral beliefs

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	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Culture *(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)*	mourns the lack of the self-awareness, reflective practice transparency and ethical behavior in others	proclaims the importance of self-awareness, reflective practice transparency and ethical behavior and seeks it in others	models principles of self-awareness, reflective practice, transparency, and ethical behavior	engages stakeholders in identifying and describing exemplars of self and cultural awareness, reflective practice, transparency and ethical behavior from within and outside the school, and determining how to replicate them
	pays lip service to values related to democracy, equity and diversity	holds others accountable for upholding the values of democracy, equity and diversity	safeguards the values of democracy, equity, and diversity	provides opportunities for all stakeholder groups to define, embrace and embody the values of democracy, equity, and diversity
	implements strategies that group and label students with specific needs, isolating them from the mainstream	asserts that individual student needs should inform all aspects of schooling, but has difficulty putting these beliefs into action	promotes social justice and ensures that individual student needs inform all aspects of schooling	creates processes that embed social justice into the fabric of the school, seamlessly integrating the needs of individuals with improvement initiatives, actions and decisions

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Domain 6 – Political, Social, Economic, Legal and Cultural Context

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Sustainability *(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)*	appears unaware of decisions affecting student learning made outside of own school or district	reacts to district, state and national decisions affecting student learning	acts to influence local, district, state, and national decisions affecting student learning, within and beyond their own school and district	engages the entire school community and all of its stakeholders in collaborating to make proactive and positive change in local, district, state and national decisions affecting the improvement of teaching and learning
	waits to be told how to respond to emerging trends or initiatives	continues to rely on the same leadership strategies, in the face of emerging trends and initiatives, or copies others who they view as leaders in the field	assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies	draws upon the perspectives, expertise and leadership of various stakeholders in responding proactively to emerging challenges to the shared vision, ensuring the resilience of the school, its growth, learning and improvements
Culture *(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)*	advocates for self and own interests	advocates for selected causes	advocates for children, families, and caregivers	guided by the school vision, enables self, children, families and caregivers to successfully and appropriately advocate for themselves and one another

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Multidimensional Principal Performance Rubric

Other: Goal Setting and Attainment

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Uncovering Goals • Align • Define	"does" goal setting in order to be in compliance with mandates or regulations	completes goal setting activities to satisfy external expectations and assumptions about the connection between principal practice and student learning	engages in the goal setting process as part of own professional improvement as related to improving student learning	embraces the goal setting process as part of ongoing work to improve learning by decreasing the distance between the school's current reality and the vision
	operates from own opinion and perceptions without attending to vision and data	considers data gathered about teacher practice, academic results and/or school learning environment in isolation of the school and district vision	works with the superintendent to consider the school and district vision and student learning needs, as well as information gathered about teacher practice, academic results and/or the school learning environment	engages a cross role group, including the superintendent, teachers and other administrators, to triangulate the school and district vision with data depicting the current reality of student learning, teacher practice, academic results and/or the school learning environment
	extracts goals from own interests	establishes goals that focus on improving teacher practice, and academic results and/or school learning environment	creates goals that connect changes in principal practice to the improvement of teacher practice, academic results, and/or school learning environment in order to improve student learning	generates goals that maximize on the principal's role in improving teacher practice, academic results, and/or school learning environment in the service of improving learning
	goals are isolated action steps, unaligned to a goal that can actually be worked toward	goals are broad, general, aspirational statements that are too big to be assessed	goals are stated in ways that allow progress toward them to be assessed	goals are expressed in statements that are both actionable and measurable

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Multidimensional Principal Performance Rubric

Goal Setting and Attainment (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Strategic Planning[5] • Prioritize • Strategize	considers goals in no special order	prioritizes goals based on own interests	prioritizes goals by considering what can be gained by pursuing each	prioritizes goals by considering the potential benefits and unintended consequences of pursuing certain goals vis-a-vis others
	changes commitment to goals as new ones emerge	relies on own perspective to assert the importance and alignment of identified goals	uses superintendent's perspective to test own assumptions about goals to see if they are truly connected to the school/district vision and needs	uses the perspectives of others to test own assumptions about the goals articulated and to see if they are truly connected to the school/district vision and needs
	lists generic strategies that could apply to a variety of goals	lists strategies that will be used to accomplish goals identified	articulates strategies supporting actions, and reasons for selecting them	articulates strategies supporting actions and also for overcoming obstacles to the plan, with rationale for selecting them that includes anticipated results, implementation intentions[6] related to each, and evidence of strategy's impact.
	states the benefits of attaining the goal(s)	describes, in general terms, what successful goal attainment will look like and accomplish	identifies anticipated specific measures of success for each goal	describes the evidence that, when collected and annotated, will support that attending to these goals actually decreases the distance between current reality and the vision

[5] In this electronic version, *Strategic Planning* will hyperlink to a scaffolded, strategic planning worksheet.
[6] In the electronic version, *implementation intentions* will be a hyperlinked definition with examples.

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	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Taking Action • Mobilize • Monitor • Refine	refers in general to working toward goals, but is unable to articulate related steps or strategies	identifies a series of individual actions for each goal without specifying whether the goals are long or short term	creates an action plan that delineates steps and strategies for all goals, regardless of whether they are short or long term	designs an action plan that clearly differentiates between short and long term goals and their associated steps and strategies
	speaks about taking actions, but has trouble committing and getting started	implements the action plan quietly and privately	implements the action plan publically, and invites others to use it as a model for goal setting that they can do as well	shares and implements the action plan publically, and uses it as an opportunity to build a culture of inquiry by inspiring others to engage in their own goal setting to improve learning
	changes goals to better match what is currently happening or uses what is happening to rationalize giving up	adjusts goals and actions based on instinct and self-perceptions	monitors and refines goals and/or action steps, based on formative assessment of evidence collected	seeks multiple, diverse perspectives to review evidence collected and contribute to own questions about process, actions, strategies and progress, to support revisions to the action plan

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Multidimensional Principal Performance Rubric

Goal Setting and Attainment (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Evaluating Attainment • Document o Insights o Accomplishments o New questions o Implications for moving forward • Next steps	documentation is a beginning and end event and focuses on restating actions taken and noting obstacles to goal achievement	sporadically documents thinking related to key moments, obstacles or achievements	periodically documents own thinking and reactions to the progress made obstacles encountered, and insights or questions that arise	throughout the implementation of the action plan, systematically documents and reflects upon emerging insights, questions, perceived accomplishments, obstacles encountered, and unintended consequences
	categorically claims goal attainment or uses failure to meet goals set as evidence that the goal setting process does not work	evaluates goals and goal attainment based on own impressions of what success should have looked like and what was actually achieved	evaluates goals and goal attainment by assessing "evidence of success," establishing the degree to which the goal has been achieved, and determining next steps towards attaining the school vision	taps the perspectives of those who supported the initial data analysis to help evaluate goal attainment and related impact on learning by assessing "evidence of success," establishing the degree to which the goal has been achieved, and determining next steps in attaining the school vision and improving learning
	dismisses the possibility of using goals to define next steps	considers new goals based on success in achieving current goals, adjusting them to match perceived ability of the school to actually improve	determines next steps and future actions to improve student learning, teacher practice, academic results and/or the school learning environment in light how successful the recent work was in making improvements	engages stakeholders[7] in planning, future goals, actions and next steps to improve student learning, teacher practice, academic results and/or the school learning environment based on how much closer the school and district are to the vision

[7] In the electronic version, stakeholders would be a hyperlink to a definition and stakeholder identification activity.

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Application to Challenge a State-Provided Growth Score

At its September 2015 meeting, the Board of Regents amended Subparts 30-2 and 30-3 of the Rules of the Board of Regents to prescribe an appeals process for a teacher or principal who wishes to challenge their State-provided growth score (SPGS), in certain limited circumstances for the 2014-15 school year and thereafter while the Department is reviewing the growth model to determine if any changes are needed.

Please note: This process is not available to teachers using the SPGS as part of a school- or BOCES-wide group, team, or linked measure.

For teachers and principals who meet the criteria below and choose to challenge their State-provided growth score, they shall submit an appeal to the Department, using this application, within 20 days of receipt of their overall APPR rating or October 19, 2015[1], whichever is later. A copy of this appeal must be provided to the school district or BOCES, who shall have ten days from receipt of the appeal to submit a reply to the Department.

Criteria for challenging a State-provided growth score (SPGS)

1. A teacher or principal was rated:
   - Ineffective on his/her SPGS in the current year;
   - Highly Effective on his/her Other Measures of Educator Effectiveness Subcomponent OR Observation/School Visit Category[2] in the current year; and
   - Effective or better on his/her SPGS in the previous year.

2. A high school principal of a building with at least all of grades 9-12 was:
   - Rated Ineffective on his/her SPGS in the current year;
   - At least 50% of students in his/her school/program, within four years of first entry into grade 9, took a Department-approved alternative examination in English language arts (ELA) and/or mathematics[3]; and
   - At least 90% of those students that took a Department-approved alternative examination in ELA and/or mathematics scored proficient or better on the exam.[4]

Submission process

Applications will be reviewed in the order in which they are received. Applications must be submitted within the latter of 20 days of receipt of their overall APPR rating or October 19, 2015 ***and*** evidence

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[1] Pursuant to §§ 30-2.13 and 30-3.16 of the Rules of the Board of Regents, such an appeal must be submitted to the Department by the latter of 20 days from the teacher or principal's receipt of their overall rating or the effective date of these regulations, which occurred on September 28, 2015. The 20 day period ends on October 18, 2015, which is a Sunday, so the period is extended until Monday, October 19 pursuant to General Construction Law §25-a.

[2] This depends on whether the APPR plan was implemented under Education Law §3012-c or §3012-d.

[3] Such examinations include, but are not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc. For a complete list of Department-approved alternatives, please see: http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf.

[4] For the purposes of this appeals process, "proficient or better" on a Department-approved alternative examination is defined as the minimum acceptable score for using such examination as an alternative to a Regents examination.

that a copy of the application was mailed and/or served on the teacher's/principal's district/BOCES or else the Department will reject the application. For additional information, please see the FAQ, available at: https://www.engageny.org/resource/appr-3012-d.[5] Specific questions about this application should be sent to SPGSAppeal@nysed.gov. Districts/BOCES may submit a reply to the Department within ten days of receipt of the application copy to SPGSAppeal@nysed.gov. **All emails sent to SPGSAppeal@nysed.gov must include "SPGS Challenge" in the subject line.**

Application

Please fully and accurately complete the form[6] below and submit it to the Department for review, consistent with the deadlines discussed above, via SPGSAppeal@nysed.gov. The Department will only consider the information listed below and the corresponding evidence that is submitted with this appeal – any documentation that is submitted independently from this appeal will not be considered.

Name of your district or BOCES		
Name		
Staff ID		
Position (*check one*)	☐ Teacher	☐ Principal
If you are a principal, list the grade levels in your building/program		
State-provided growth score and rating received in the current year ***(must provide evidence)***		
State-provided growth score and rating received in the previous year, *if challenging a SPGS based on Criteria #1* ***(must provide evidence)***		
Score and rating received on the Other Measures subcomponent (§3012-c) *or* Observation/School Visit Category (§3012-d), *if challenging a SPGS based on Criteria #1* ***(must provide evidence)***		
For high principals who are appealing based on Criteria #2, 1. Identify the percentage of students in your school/program, within four years of first entry into grade 9, that took a Department-approved alternative examination in English language arts and/or mathematics ***(must provide evidence[7])***		

[5] For APPR plans implemented under Education Law §3012-c, the application is also available here: http://www.engageny.org/resource/appr-3012-c.

[6] Failure to fully complete all of the components of the application with full and accurate information will result in automatic rejection of the appeal.

[7] Such evidence must be based on a transcript or other written record provided by the district/BOCES or assessment provider. When submitting evidence to the Department, the applicant must use the form, "Principal's State-provided Growth Score Appeals-Supporting Form," found on the Information and Reporting Services Portal (IRSP): http://www.p12.nysed.gov/irs/irs-portal/. Please see the SIRS Manual, available at: http://www.p12.nysed.gov/irs/sirs/, for additional information regarding course codes.

2. Of the percentage listed for #1, identify the percentage of those students that scored proficiency or better *(must provide evidence[8])*	

Please note: You only need to supply evidence that aligns with the criteria that you are attempting to satisfy. A teacher or principal will not need to provide evidence of every item listed above.

Impact of a successful appeal

Based on the documentation received, if the Department determines that a teacher/principal has met one of the criteria above, I understand that the district/BOCES shall substitute the teacher's/principal's results on the back-up SLO developed by the district/BOCES for such teacher/principal.[9] Following a successful appeal under Criteria #1, if a back-up SLO is used, then a teacher/principal shall not receive a score/rating higher than Developing on such SLO.

High school principals of a building that includes at least all of grades 9-12 who meet either of the below criteria shall not receive a SPGS and shall instead use back-up SLOs[10]:

1. The principal would be rated Ineffective or Developing on the SPGS but the graduation rate of the students in that school building exceeded 90%, and the proportion of the student population included in either the ELA Regents Median Growth Percentile (MGP) or the Algebra Regents MGP was less than 10% of the total enrollment for the school; ***or***
2. The principal has no Combined MGP rating or score, and the proportion of the student population included in the ELA Regents MGP and Algebra Regents MGP was less than 5% of the total enrollment for the school in one subject, and less than 10% of the total enrollment in the other subject.

An evaluation that is the subject of an appeal to the Department shall not be sought to be offered in evidence or placed in evidence in any proceeding conducted pursuant to Education Law §§ 3020-a and 3020-b or any locally negotiated alternate disciplinary procedure until the appeal process is concluded. Nothing in §§ 30-2.13 or 30-3.16 of the Rules of the Board of Regents shall be construed to alter or diminish the authority of the governing body of a district to grant or deny tenure to or terminate probationary teachers or probationary building principals during the pendency of an appeal pursuant to this section for statutorily and constitutionally permissible reasons, including the teacher's/principal's performance that is the subject of the appeal. Nothing in Subparts 30-2 or 30-3 shall be construed to authorize a teacher/principal to commence the appeal process prior to receipt of his/her overall rating from the district/BOCES.

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[8] Such evidence must be based on a transcript or other written record provided by the district/BOCES or assessment provider. When submitting evidence to the Department, the applicant must use the excel form attached to this application along with the appropriate identifiers for each Regents alternative. Please see the SIRS Manual, available at: http://www.p12.nysed.gov/irs/sirs/, for additional information regarding course codes. The applicant should supply this information through the Information and Reporting Services Portal (IRSP): http://www.p12.nysed.gov/irs/irs-portal/.

[9] For APPR plans implemented under Education Law §3012-c, if a back-up SLO was not developed, then the teacher's/principal's overall composite score and rating shall be based on the portions of their APPR not affected by the nullification of the SPGS.

[10] For APPR plans implemented under Education Law §3012-c, if a back-up SLO was not developed, then the principal's overall composite score and rating shall be based on the remaining portions of their APPR.

During the pendency of an appeal under §§ 30-2.13 or 30-3.16, nothing shall be construed to alter the obligation of a district/BOCES to develop and implement a teacher improvement plan or principal improvement plan during the pendency of an appeal.

In the event that the Department does not grant an appeal under the criteria specified above, the teacher's/principal's SPGS shall be utilized in the State Growth or Other Comparable Measures subcomponent or the Student Performance category, as applicable.

Applicant Certifications

- Applicant is submitting this appeal on his/her own behalf.
- Applicant attests that all information provided in this application is true and accurate as of the date that the application is submitted.
- Applicant understands that, if the appeal is granted by the Department, the district/BOCES shall substitute the applicant's results on their back-up SLO developed by the district/BOCES for such applicant.[11]
- Applicant understands that if he/she is filing an appeal pursuant to Criteria #1 and such appeal is granted by the Department and if a back-up SLO is used, then the applicant shall not receive a score/rating higher than Developing on such SLO.

Signature, date

_____

Teacher/Principal Signature Date

[11] For APPR plans implemented under Education Law §3012-c, if a back-up SLO was not developed, then the scores of the remaining portions of the applicant's APPR can be scaled up by the district/BOCES in a proportional manner (e.g., both the Local subcomponent and the Other Measures subcomponent could be multiplied by 1.25 to derive a new score out of 100).

Frequently Asked Questions – Challenges to a State-Provided Growth Score

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General information

Q1. Why did the Board of Regents adopt a process for teachers/principals to challenge their State-provided growth score (SPGS)?

In light of concerns raised by the field, the Department has decided to reexamine the State growth model. In the interim, during the September 2015 Board of Regents meeting, Subparts 30-2 and 30-3 of the Rules of the Board of Regents were amended to prescribe an appeals process for a teacher or principal who wishes to challenge their SPGS for the 2014-2015 school year and thereafter, in certain limited circumstances as described in Q2.

Q2. Who is eligible to submit an appeal to challenge their SPGS and what is the timeline for doing so?

For APPR composite scores and ratings that were received during the 2014-15 school year and thereafter, teachers and principals that meet the criteria below can submit an appeal to the Department using the application available at: https://www.engageny.org/resource/appr-3012-d. This application, and all corresponding evidence, must be submitted to the Department within 20 days of receipt of an overall APPR rating or within 20 days of the effective date of the amended regulation, whichever is later.[1] For SPGS for the 2014-15 school year, the deadline for submitting an appeal is October 19, 2015.[2] A copy of this appeal must be provided to the teacher's/principal's school district or BOCES, who shall have ten days from receipt to submit a reply to the Department.

Eligible applicants include:

1. A teacher or principal who was rated:
    - Ineffective on his/her SPGS in the current year;
    - Highly Effective on his/her Other Measures of Educator Effectiveness Subcomponent OR Observation/School Visit Category[3] in the current year; and
    - Effective or better on his/her SPGS in the previous year.

2. A high school principal of a building with at least all of grades 9-12 who was:
    - Rated Ineffective on his/her SPGS in the current year; and
    - At least 50% of students in his/her school/program, within four years of first entry into grade 9, took a Department-approved alternative examination in English language arts (ELA) and/or mathematics[4]; and
    - At least 90% of those students that took a Department-approved alternative

[1] Sections 30-2.13 and 30-3.16 of the Rules of the Board of Regents became effective on September 28, 2015.
[2] Thirty days after the September 28 effective date falls on a Sunday, October 18, so under General Construction Law §25-a, the time to appeal is extended to the next business day, October 19.
[3] This depends on whether the APPR plan was implemented under Education Law §3012-c or §3012-d.
[4] Such examinations include, but are not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc. For a complete list of Department-approved alternatives, please see: http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf.

examination in ELA and/or mathematics scored proficient or better on the exam.[5]

Please note that a teacher/principal cannot commence the appeal process prior to receipt of his/her overall APPR rating from their district/BOCES.

Q3. If the deadline for filing an appeal (e.g., October 18, 2015) falls on a weekend or holiday, i.e., Labor Day, when must an educator submit his/her appeal?

Applying General Construction Law §25-a, if the application deadline falls on a weekend or holiday, the actual deadline for submitting the application is the next business day.

Q4. Which Department-approved alternative examinations in ELA and/or math can be used to meet the criteria identified for a high school principal?

Department-approved alternative examinations include, but are not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc. For a complete list of Department-approved alternatives, please see: http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf.

Q5. If my rating on the State Growth or Other Comparable Measures subcomponent (under Education Law §3012-c) or the required subcomponent of the Student Performance Category (under Education Law §3012-d) only partially used my SPGS, can I still submit an appeal?

A teacher or principal is eligible to challenge *their own* SPGS, regardless of whether it represented their entire subcomponent or category rating or was weighted with other student learning objectives (SLOs). However, educators whose measure was part of a school- or BOCES-wide group, team, or linked result that used the building SPGS or disaggregated SPGS, e.g., for a grade level or subject, are not eligible to appeal.

Q6. Can my district/BOCES/union representative submit an appeal on my behalf?

No. Only educators that meet the criteria identified in Q2 are eligible to appeal. The Department will reject appeals that are not filed by a teacher or principal on his/her own behalf or by his/her attorney.

Q7. I would like to appeal, or have already commenced an appeal, of my overall composite APPR rating pursuant to my district's collectively bargained local appeal under Education Law §3012-c or §3012-d, can I still submit this appeal to challenge my SPGS?

Yes. Nothing in §§ 30-2.13 or 30-3.16 shall be construed to limit the right of a teacher or principal to appeal their overall composite score/rating pursuant to their district's/BOCES' locally established appeals procedure.

[5] For the purposes of this appeals process, "proficient or better" on a Department-approved alternative examination is defined as the minimum acceptable score for using such examination as an alternative to a Regents examination.

Q8. My district/BOCES has an approved APPR plan for the current school year. Does it need to make a material change to incorporate this appeals process?

No. The SPGS appeals process added by §§ 30-2.13 and 30-3.16 is separate from your district's/BOCES' locally bargained appeals process pursuant to §§ 30-2.11 and 30-3.12. This is a State appeal process, not a local process. Accordingly, the information provided in Tasks 6 and 11 of your district's/BOCES' APPR plan related to local appeals is unaffected by this new appeals process of a SPGS.

Further, please note that pursuant to Education Law §3012-d(12), all collective bargaining agreements entered into after April 1, 2015 must be consistent with the requirements of Education Law §3012-d.

Q9. If my district submits a Hardship Waiver in lieu of getting a §3012-d APPR plan approved by November 15, 2015, can I still submit an appeal to challenge my SPGS?

Yes. An appeal by a teacher/principal to challenge a SPGS is not connected to the APPR plan that your district will be implementing.

Q10. If my district/BOCES submits a reply to my appeal to the Department, do I have a right to see it?

A district/BOCES should submit a copy of any reply sent to the Department to a teacher/principal.

Q11. If a district/BOCES wishes to submit a reply, where does it get submitted? What format should the reply use?

Districts/BOCES must submit their reply to an appeal, if any, to the Department within ten days of receipt of the teacher's/principal's appeal to the following email address: SPGSAppeal@nysed.gov. All emails sent to SPGSAppeal@nysed.gov must include "SPGS Challenge" in the subject line. A copy should also be sent to teacher/principal as well.

Q12. Who do I contact if there are questions?

For non-technical questions regarding the appeal to challenge a SPGS or the application process, please contact SPGSAppeal@nysed.gov.

Evidence

Q13. What evidence will a teacher/principal be required to provide when submitting this appeal?

Teachers that meet criteria #1, as listed in Q2 above, will need to provide evidence of:

(a) The SPGS and rating for that subcomponent/category that they received for the current school year,
(b) The SPGS and rating that they received in the previous year, and
(c) The score and rating received on his/her Other Measures subcomponent (§3012-c) or Observation Category (§3012-d) in the current year, as applicable.[6]

Principals that meet criteria #1, as listed in Q2 above, will need to provide evidence of:
(a) The SPGS and rating for that subcomponent/category that they received in the current school year,
(b) The SPGS and rating for that subcomponent/category that they received in the previous year, and
(c) The score and rating received on the Other Measures subcomponent (§3012-c) or School Visit Category (§3012-d) in the current year, as applicable.[7]

Principals that meet criteria #2, as listed in Q2 above, will need to provide evidence of[8]:
(a) The SPGS and rating for that subcomponent/category in the current school year,
(b) The number and percentage of students in the school/program, within four years of first entry into grade 9, that took a Department-approved alternative examination in English language arts and/or mathematics in the school year for which the SPGS was calculated,
(c) The number and percentage of those students that scored proficiency or better in that school year, and
(d) Which Department-approved alternative examinations in ELA and/or mathematics are part of the above numbers.

Q14. What types of evidence are sufficient for determining the percentage of students in the high school cohort who took, and scored proficient, on a Department-approved alternative examination? How should I submit this evidence in my appeal?

In order to count a student as having taken, and scored proficient, on a Department-approved alternative to the Regents Examination in ELA and/or mathematics, the principal must use a transcript or other written record provided by his/her district/BOCES or the assessment provider. In determining the percentage of students who took and scored proficient on these assessments, the principal should only count each student once. In determining the proficiency percentage, the principal should use the ELA and/or math assessment for which the student earned the highest score. For example, if a student took an AP exam in ELA and earned a score of 2 (not proficient) and also took an IB exam in ELA and earned a score of 5 (proficient), then the student should be counted once as having taken a Department-approved alternative (he has taken two) and once as having scored proficient on an alternative examination (he scored proficient on one of the two). In other words, students should not be double-counted in either the percentage taking alternative

[6] This depends on whether the APPR plan was implemented under Education Law §3012-c or §3012-d.
[7] This depends on whether the APPR plan was implemented under Education Law §3012-c or §3012-d.
[8] Such evidence must be based on a transcript or other written record provided by the district/BOCES or assessment provider. When submitting evidence to the Department, the applicant must use the form, "Principal's State-provided Growth Score Appeals-Supporting Form," found on the Information and Reporting Services Portal (IRSP): http://www.p12.nysed.gov/irs/irs-portal/. Please see the SIRS Manual, available at: http://www.p12.nysed.gov/irs/sirs/, for additional information regarding course codes.

examinations or the percentage scoring proficient on an alternative examination – regardless of the total number of exams taken.

The applicant should supply this information through the Information and Reporting Services Portal (IRSP): http://www.p12.nysed.gov/irs/irs-portal/. Information about the IRSP can be found here: http://www.p12.nysed.gov/irs/irs-portal/. This information must be submitted using the attached form along with the appropriate identifiers for each Regents alternative. Please see the SIRS Manual, available at: http://www.p12.nysed.gov/irs/sirs/, for additional information regarding assessment codes.

Q15. Isn't it a violation of my privacy as an educator to submit my APPR score and rating data to the Department or to my district/BOCES since they are personally identifiable information?

No. Education Law §3012-c(10)(d) explicitly provides that nothing in subdivision (10) shall prohibit the Department from collecting the APPR data and materials it needs to carry out its functions and duties. Pursuant to Education Law §3012-c(10)(c), an individual teacher's/principal's APPR score and rating data that are provided to the Department as evidence of a challenge of a SPGS will not be disclosed to members of the public

Q16. If I forgot to submit a particular piece of evidence with my appeal, can I send it to the Department separately? Can I re-submit my entire appeal?

The application submitted to the Department to challenge a SPGS must represent the individual teacher's/principal's complete and accurate appeal and shall include all supporting documentation and sufficient evidence that the teacher/principal is eligible for an appeal. Unless specifically requested, the Department will not review any additional materials, addendums, or revisions that are submitted apart from the initial application or a re-submission as described in the following paragraph or Q24 below.

However, a teacher/principal may contact the Department through SPGSAppeal@nysed.gov to withdraw their submitted application and then submit a completely new challenge. This must be done within the regulatory deadlines for submission of appeals to a SPGS (discussed in Q2 above). No extensions of these deadlines will be granted unless the Department, in its discretion, determines that a limited extension should be granted because the teacher/principal was unable to file the complete submission within the regulatory deadline for reasons beyond the control of the teacher/principal.

Q17. Who has the burden of proof of demonstrating that the score should be set aside/sustained?

In an appeal, the teacher/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. However, if the teacher's/principal's district/BOCES wishes to dispute the educator's appeal, the burden would be with the district/BOCES to demonstrate that the information in the educator's appeal is inaccurate.

For example, in an application to challenge a SPGS, a principal indicates that, of the students in his building that took Department-approved alternative examinations in ELA and/or math, 75% scored proficient or better. However, the principal's district believes this number to be only 55%. Thus, it would be up to the district to submit evidence[9] of:

- The number of students in the principal's building that took Department-approved alternative examinations within four years of first entry into grade 9,
- Which specific Department-approved alternative examinations were administered, and
- The number of students that scored proficient or better[10] on those exams.

As a reminder, districts/BOCES shall have ten days from receipt of an appeal to submit a reply to the Department.

Q18. What does a district/BOCES need to address in its reply?

The district/BOCES should indicate whether they agree or disagree with the claim made by the applicant. For appeals based on Criteria #1, if the district/BOCES disagrees, they must provide evidence of one of the following conditions:

(a) The SPGS and rating that the teacher/principal received for the current school year was not Ineffective, and/or
(b) The SPGS and rating that the teacher/principal received in the previous year was not Effective or Highly Effective, and/or
(c) The score and rating that the teacher/principal received on the Other Measures subcomponent (§3012-c) or Observation Category (§3012-d) in the current year was not Highly Effective.

For appeals based on Criteria #2, if the district/BOCES disagrees, they must provide evidence of one of the following conditions:

(a) The SPGS and rating that the principal received in the current school year was not Ineffective, and/or
(b) Less than 50% of students in the building, within four years of first entry into grade 9, took a Department-approved alternative examination in ELA and/or mathematics, and/or
(c) Less than 90% of students, within four years of first entry into grade 9, who took a Department-approved alternative examination in ELA and/or mathematics, scored proficient or better on such examinations.

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[9] As indicated in Q14, such evidence must be based on a transcript or other written record provided by the district/BOCES or assessment provider. The applicant should supply this information through the Information and Reporting Services Portal (IRSP): http://www.p12.nysed.gov/irs/irs-portal/. When submitting evidence to the Department, the applicant must use the excel form attached to this application along with the appropriate identifiers for each Regents alternative. Please see the SIRS Manual, available at: http://www.p12.nysed.gov/irs/sirs/, for additional information regarding course codes.

[10] For the purposes of this appeals process, "proficient or better" on a Department-approved alternative examination is defined as the minimum acceptable score for using such examination as an alternative to a Regents examination.

For additional information regarding what constitutes sufficient evidence of taking and scoring proficient on a Department-approved alternative to the Regents examinations in ELA and/or math, and the appropriate manner for providing such evidence to the Department, please see Q14.

Notification of status

Q19. When will I be notified of the Department's determination? Will my district/BOCES be notified?

The Department will review appeals on a rolling basis in the order in which they are received. A formal approval/denial letter will be sent from the Department to the petitioner, a copy of which will be sent to the superintendent/district superintendent of the petitioner's district/BOCES.

Q20. Can this appeal be used as evidence in a proceeding under Education Law §3020-a or §3020-b?

Pursuant to §30-2.13(d) and §30-3.16(d), an evaluation that is the subject of an appeal shall not be sought to be offered in evidence or placed in evidence in any proceeding conducted pursuant to Education Law sections 3020-a and 3020-b or any locally negotiated alternate disciplinary procedure until the appeal process is concluded.

Q21. Can a probationary educator be granted or denied tenure during the pendency of this appeal?

Pursuant to §30-2.13(e) and §30-3.16(e), nothing under Subparts 30-2 or 30-3, shall be construed to alter or diminish the authority of the governing body of a district to grant or deny tenure to or terminate probationary teachers or probationary building principals during the pendency of an appeal pursuant to this section for statutorily and constitutionally permissible reasons, including the teacher's/principal's performance that is the subject of the appeal.

Q22. If I was rated Ineffective or Developing on my overall APPR evaluation but I am currently awaiting the results of my appeal, do I still need to be put on a teacher/principal improvement plan (TIP/PIP)?

Pursuant to §30-2.13(g) and §30-3.16(g), nothing shall be construed to alter the obligation of a district/BOCES to develop and implement a teacher improvement plan or principal improvement plan during the pendency of an appeal.

Q23. Will the results of my appeal be publically available?

No, Education Law §3012-c(10) prohibits the Department, school districts, and BOCES from releasing to the public APPR data, or any other data that are used as a component of APPRs that includes personally identifying information for any teachers or principals, provided however, that nothing shall impair the right of parents and legal guardians to review and receive the final quality rating of individual teachers and principals. Therefore, individual teacher/principal

APPR data will not be made available to the public, only aggregate data that meets certain suppression rules will be disclosed. For more information, please see Question P6 of the §3012-d APPR Guidance document.

Q24. If my appeal is technically flawed, such as having incomplete signatures or issues with incomplete or missing attachments, etc., can I resubmit the appeal? What happens if my appeal is denied on merit?

If a teacher/principal discovered that their submission has technical errors, e.g., incomplete signatures or missing documents or portions of documents referenced in the submission, he/she must contact the Department through SPGSAppeal@nysed.gov to withdraw the submitted application and then must submit a new appeal within the regulatory deadlines for submission of such a challenge (discussed in Q2 above), except that the Department, in its discretion, may grant a limited extension of the time to file the appeal upon a finding that the teacher/principal was unable to submit a complete appeal within the time prescribed in the regulations due to the circumstances beyond his/her control.

If the Department denies an appeal, then the teacher's/principal's SPGS will constitute their full/partial[11] score for the State Growth or Other Comparable Measures subcomponent or required subcomponent of the Student Performance Category.

Q25. What are the next steps if the Department grants my appeal? Will my SPGS be recalculated?

If the Department grants a teacher's/principal's appeal and rating on the SPGS, the district/BOCES shall substitute the teacher's/principal's results on the back-up SLO developed by the district/BOCES for such teacher/principal. If a back-up SLO was not developed, then the teacher's/principal's overall composite score and rating shall be based on the portions of their APPR not affected by the nullification of the SPGS.[12] Provided, however, that following a successful appeal under criteria #1, as listed in Q2 above, if a back-up SLO is used a teacher/principal shall not receive a score/rating higher than Developing on such SLO.

If the teacher/principal and district/BOCES receive the Department's determination within the submission window for staff evaluation data, such revised score/rating must submitted to the Department as the educator's official score/rating for the applicable subcomponent and their overall score/rating must be revised accordingly. Further, if the Department's determination is received after the deadline for submitting staff evaluation but within the window for submitting the Statement of Confirmation of Staff Evaluation Rating Verification Report(s), such revised data must be provided accordingly. Please see the APPR Data Submission Tips memo and webinar for more information about the timeline and process for submitting data.

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[11] The educator will use the SPGS fully if it represents at least 50% of their students for a teacher or at least 30% of their students for a principal. Otherwise, the SPGS will be weighted proportionately with other SLOs, as applicable.

[12] The scores of the remaining portions of the teacher's/principal's APPR can be scaled up by the district/BOCES in a proportional manner (e.g., both the Local subcomponent and the Other Measures subcomponent could be multiplied by 1.25 to derive a new score out of 100).

However, if the Department's determination is received after the above deadlines for submission of staff evaluation data and the Verification Report(s), districts/BOCES will be responsible for submitting changes for staff evaluation data through the Level 0 Historical application for LEAs. Please see Question M56 of the §3012-d APPR Guidance document for more information.

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Educator Evaluation - Ed 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 Educator Evaluation 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

The required student performance measure for a principal may be either a student learning objective (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.

> Individually attributed results: scores and ratings will be based on the growth of students in the principal's building/program in the current school year.

Collectively attributed measures

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

identifying which measures and assessments could be used to encourage partnerships or teams where there is an opportunity for a collective impact on student learning;identifying which assessments could be used to help foster and support the 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; andwhen using multiple measures, the appropriate weight of each measure that reflects individually and collectively attributed results.

> Collectively attributed results: scores and ratings for the selected principals will be based on the growth of students in an LEA who take the applicable assessments in the current school year.

> Collectively attributed 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)

Assessment(s) that are selected from the list of State-approved:

third party assessmentslocally-developed assessments

INPUT MODEL

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; anda 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.

Measure Type(s)

Please indicate below which type(s) of measures will be used to evaluate principals. Please check all that apply.

☑ Student Learning Objective (SLO)

Assurances

Please read the assurances below and check each box.

☑ Assure that processes are in place for the superintendent to monitor SLOs and/or 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 Educator Evaluation plan.

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%	54-55%	49-54%	44-48%	43-43%	38-38%	33-33%	29-32%	24-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

SLO Assurances

Please read the assurances below and check each box.

☑ 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.

Measures and Assessments

Use the table below to list all applicable principals with the corresponding measure and assessment(s).

Choose "Add a Row" to include an additional group of principals with a different measure and assessment(s).

Building Configuration(s) for Applicable Principals Select all that apply	Measure	State or Regents Assessment(s) Select all that apply	Locally-developed Course-Specific Assessment(s) Select all that apply	Third Party Assessment(s) Select all that apply
☑ All Principals	☑ Collectively attributed results	☑ ELA Regents		

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Use of the Optional Subcomponent and Student Performance Category Weighting

If the Optional subcomponent If the Optional subcomponent

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.

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Optional Student Performance Subcomponent

For guidance on the optional subcomponent of the Student Performance category,see NYSED Educator Evaluation 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) 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 growth related to the Leadership Standards;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.

Principal School Visit Category

For guidance on the Principal School Visit category, see NYSED Educator Evaluation Guidance. For a definition of terms used in this section, see the Educator Evaluation Glossary.

For the school visit category, principals' 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 allgned 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 principal practice based on ISLLC 2008 Standards (PSEL standards beginning in 2024-25).

Rubric Name	If more than one rubric is utilized, please indicate the group(s) of principals each rubric applies to.
Multidimensional Principal Performance Rubric	N/A

Please read the assurances below and check each box.

☑ Assure that the same rubric(s) is (are) 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 (are) used for all school visits for a principal across the school visit types in a given school year.

Rubric Rating Process

For more information on the Principal School Visit category see NYSED Educator Evaluation Guidance. For a definition of terms used in this section, see the Educator Evaluation Glossary.

The following is one example of how an LEA might score principal school visits using the selected practice rubric: Domains 1-4 of the MPPR rubric have been negotiated as observable. Domains 2 and 3 are weighted as 40% each, and Domains 1 and 4 are weighted as 10% each. For each school visit, evidence is collected for all observed subcomponents in a domain. A holistic score is then determined for each domain. These domain scores are weighted as indicated above to reach a final score for each school visit. Scores for each school visit are weighted equally and averaged to reach a final score for each school visit type. The LEA will ensure that all subcomponents designated as observable will be addressed at least once across the school visit cycle.

Use the following section to describe the process for rating and scoring the selected practice rubric consistent with the Department's regulations.

Please read the assurances below and check each box.

☑ Assure that the designation of components of the selected practice rubric as observable is locally negotiated.

☑ Assure that all components of the selected practice rubric designated as observable are assessed at least once, and that each of the ISLLC 2008 Leadership Standards (PSEL standards beginning in 2024-25) is covered, across the total number of annual school visits.

☑ Assure that a component designated as ineffective is rated one (1), a component designated as developing is rated two (2), a component designated as effective is rated three (3), and a component designated as highly effective is rated four (4).

☑ Assure that the process for assigning scores and/or ratings for each principal school visit is consistent with locally determined processes, including practice rubric component weighting consistent with the description in this plan.

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At what level are the observable components of the selected rubric(s) rated?

☑ Domain level (holistic rating of domain)

How are the observable components of the selected rubric(s) weighted?

☑ Each component is weighted equally and averaged

Scoring the School Visit Category

There are two types of school visits within the required school visit subcomponent:

1. School visits by supervisor(s) or other trained administrators
2. School visits by impartial independent trained evaluator(s)
If an evaluator conducts multiple school visits of the same type, how are those school visits weighted?

(e.g., If a supervisor conducts two school visits, one announced and one unannounced, are those two school visits weighted equally and averaged to result in one final score for school visits by supervisor(s) or other trained administrators? Or does one of the school visit types receive greater weight, such as the announced school visit is weighted 60% and the unannounced school visit is weighted 40%?)

☑ Multiple school visits of the same type are weighted in some other manner (please provide more information below)

In the box below, please describe how multiple school visits of the same school visit type will be weighted.

For Tenured Principals, multiple schools of the same type are weighted equally. Probationary Principals will have the lowest score of multiple school visits by the Lead Evaluator dropped. Multiple school visits made by the Independent evaluator will be weighted equally.

Please read the assurances below and check each box.

☑ 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 in the next section, producing an overall School Visit category score between 0 and 4. In the event that a principal earns a score of 1 on all rated components of the practice rubric across all school visits, a score of 0 will be assigned.

Principal School Visit Scoring Bands

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

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

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

HEDI Ranges

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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Principal School Visit Subcomponent Weighting

For a definition of terms used in this section, see the Educator Evaluation Glossary.

Required Subcomponent 1: School visits by Supervisor(s) or Other Trained Administrator(s)
- 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%.

* The process selected for conducting school visits, including those conducted by trained, impartial independent evaluators, exists in perpetuity until a new plan is approved by the Commissioner. However, if your LEA applies for and receives approval of an Independent Evaluator Hardship Waiver for a school year, then the terms specified in that waiver application will apply for that school year only. Please note that independent Evaluator Hardship Waiver requests must be submitted and approved on an annual basis.

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

Supervisor/Administrator [Required]	Independent Evaluator(s) [Required]	Peer School Visit(s) [Optional]	Group of principals for which this weighting will apply If only one group of principals is applicable, please list "All principals"
80%	20%	0% [N/A]	All Principals

Principal School Visits

The principal school visit category is made up of two (2) required and one (1) optional subcomponents.

The frequency and duration of school visits are locally determined.School visits may not occur by live or recorded video.LEAs may locally determine whether to use more than one school visit by any of the required observers. Nothing shall be construed to limit the discretion of administrators to conduct school visits in addition to those required by this section for non-evaluative purposes.

Required Subcomponents

At least one of the required school visits

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

At least one

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

At least one

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, or peers, so long as they are not from the same building (defined as same BEDS code) as the principal being evaluated.

* The process selected for conducting school visits, including those conducted by trained, impartial independent evaluators, exists in perpetuity until a new plan is approved by the Commissioner. However, if your LEA applies for and receives approval of an Independent Evaluator Hardship Waiver for a school year, then the terms specified in that waiver application will apply for that school year only. Please note that independent Evaluator Hardship Waiver requests must be submitted and approved on an annual basis.

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

If selected, 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 Visit Assurances

Please read the assurances below and check each box.

☑ 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.

Number of School Visits

•At least one of the required school visits
•Required Subcomponent 1:
•Required Subcomponent 2:
•Optional Subcomponent: If selected,
Please use the table below to enter the minimum number of school visits for each type listed.

	Minimum Number of School Visits
Announced Supervisor School Visits (Required Subcomponent 1)	0
Unannounced Supervisor School Visits (Required Subcomponent 1)	1
Announced Independent Evaluator School Visits (Required Subcomponent 2)	0
Unannounced Independent Evaluator School Visits (Required Subcomponent 2)	1
Announced Peer School Visits (Optional)	

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	Minimum Number of School Visits
	N/A
Unannounced Peer School Visits (Optional)	N/A

Does the information in the table above apply to all principals?

☑ No, there are 2 groups of principals who receive a different number of school visits of each type (e.g., tenured principals and probationary principals; identify the first subgroup below).

Please identify the first subgroup of principals to whom the information in the table above applies.

Tenured

Number of School Visits: Subgroup 2

At least one of the required school visitsRequired Subcomponent 1: Required Subcomponent 2: Optional Subcomponent: If selected,

Please identify the second subgroup of principals to whom the information in the table below applies.

Probationary

Please use the table below to enter the minimum number of school visits for each type listed.

	Minimum Number of School Visits
Announced Supervisor School Visits (Required Subcomponent 1)	0
Unannounced Supervisor School Visits (Required Subcomponent 1)	2
Announced Independent Evaluator School Visits (Required Subcomponent 2)	1
Unannounced Independent Evaluator School Visits (Required Subcomponent 2)	N/A
Announced Peer School Visits (Optional)	N/A
Unannounced Peer School Visits (Optional)	N/A

Independent Evaluator Assurances

Please read the assurances below and check each box.

☑ Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the principal(s) they are evaluating.

☑ Assure that independent evaluator(s) will be trained and selected by the LEA.

Please also read the additional assurances below and check each box.

☑ 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 Educator Evaluation 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.

Peer School Visit Assurances

Please read the assurances below and check each box.

☑ Assure that peer principals, as applicable, will be trained and selected by the LEA.

☑ Assure that, if school visits are being conducted by trained peer principal(s), these principal(s) received an overall rating of Effective or Highly Effective in the previous school year.

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Category and Overall Ratings

For guidance on Educator Evaluation scoring, see NYSED Educator Evaluation Guidance.

Category Scoring Ranges

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

Student Performance Category

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

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

Principal School Visit Category

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

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

Scoring Matrix for the Overall Rating

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

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

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Category and Overall Rating Assurances

Please read the assurances below and check each box.

☑ Assure that each subcomponent and category score and rating and the Overall rating will be calculated pursuant to the requirements specified in Subpart 30-3 of the Rules of the Board of Regents.

☑ Assure that it is possible to obtain a zero in each subcomponent.

☑ Assure the overall rating determination for a principal shall be determined according to the evaluation matrix.

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Additional Requirements

For guidance on additional requirements for principals, see NYSED Educator Evaluation Guidance.

Principal Improvement Plan Assurances

Please read the assurances below and check each box.

☑ 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 their 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 their designee, in the exercise of their 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 Educator Evaluation plan, upload the PIP forms that are used in the LEA.

appr_11_2_pp_355685378-PIP PRINCIPALS 2015 revised 9-8-2015.pdf

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Appeals Assurances

Please read the assurances below and check each box.

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

☑ Assure that an appeal shall not be filed until a principal's receipt of their overall rating.

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 [evaluation]; which shall include the following:

(i) in the instance of a principal rated Ineffective on the student performance category, but rated Highly Effective on the school visit category based on an anomaly, as determined locally;

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

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

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

Please use the table below to describe the appeal(s) process(es) available to principals.

Which groups of principals may utilize the appeals process? Select all groups that have the same process as defined in subsequent columns. To add additional groups with a different process, use the "Add Row" button.	Please select the ground(s) on which the principals selected are permitted to appeal their overall evaluation rating. Please select all that apply.	What is the maximum length of time for the principals selected to receive a final decision from the filing of the appeal?
☑ All principals who received a rating of Developing ☑ All principals who received a rating of Ineffective	☑ The substance of the annual professional performance review [evaluation]; which shall include the following: in the instance of a principal rated Ineffective on the Student Performance category, but rated Highly Effective on the School Visit category based on an anomaly, as determined locally ☑ The LEA's adherence to the standards and methodologies required for such	☑ 0-30 days

Educator Evaluation - Ed Law §3012-d, amended in 2019

Task 11. PRINCIPALS: Additional Requirements - Appeals

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Which groups of principals may utilize the appeals process? Select all groups that have the same process as defined in subsequent columns. To add additional groups with a different process, use the "Add Row" button.	Please select the ground(s) on which the principals selected are permitted to appeal their overall evaluation rating. Please select all that apply.	What is the maximum length of time for the principals selected to receive a final decision from the filing of the appeal?
	reviews, pursuant to Education Law Section 3012-d ☑ The adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law Section 3012-d and Subpart 30-3 of the Rules of the Board of Regents ☑ The LEA's issuance and/or implementation of the terms of the principal improvement plan, as required under Education Law Section 3012-d and Subpart 30-3 of the Rules of the Board of Regents	

If "Other" was selected in the table above, please list the corresponding row number and group(s) of principals that may utilize the appeals process.

Row Number	Groups of principals not specified in the table above that may utilize the appeals process.
(No Response)	(No Response)

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Training Assurance

Please read the assurance below and check the box.

☑ 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, at a minimum, elements 1, 2, and 4 below.

1. The Leadership Standards and their related functions, as applicable
2. Evidence-based observation techniques that are grounded in research
3. Application and use of any methodology as part of an SLO and any optional second measures of student performance used by the LEA to evaluate its principals
4. Application and use of the State-approved principal rubric(s) selected by the LEA for use in evaluations, including training on the effective application of such rubrics to observe a principal's practice
5. Application and use of any assessment tools that the LEA utilizes to evaluate its building principals
6. Application and use of any locally selected measures of student growth used in the Optional subcomponent of the Student Performance category used by the LEA to evaluate its principals
7. Use of the Statewide Instructional Reporting System
8. The scoring methodology utilized by the Department and/or the LEA to evaluate a principal under this Subpart, including the weightings of each subcomponent within a category; how overall scores/ratings are generated for each subcomponent and category and application and use of the evaluation matrix(es) prescribed by the Commissioner for the four designated rating categories used for the principal's overall rating and their category ratings
9. Specific considerations in evaluating principals of English language learners and students with disabilities

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

For a definition of terms used in this section, please see the Educator Evaluation Glossary.

Please answer the questions below to describe the training process for all evaluators.

Evaluator Training

Please identify the entity responsible for training and retraining evaluators.

Check all that apply.

☑ BOCES (for component districts)

☑ District/BOCES

Please read the assurance below and check the box.

☑ Assure that the duration of training and retraining is sufficient to train on all 9 elements from Section 30-3.10 of the Rules of the Board of Regents (which includes, but is not limited to, training on the proper application or use of the rubric).

Initial training

Do all evaluators receive the same initial training?

☑ Yes, all evaluators receive the same initial training.

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Approximately how many hours of initial training will new evaluators receive?

☑ 1-3 days

Retraining

Approximately how many hours of re-training (annual, periodic, or other frequency) will evaluators receive?

☑ 2-6 hours

Certification of Lead Evaluators

How often are lead evaluators certified?

☑ Annually

Please identify the party responsible for the certification and re-certification of lead evaluators.

☑ BOCES

Inter-rater Reliability

Inter-rater reliability refers to the extent to which different evaluators produce similar ratings in judging the same abilities or characteristics in the same target person or object. Within the context of educator evaluation, inter-rater reliability requires all evaluators trained in the school visit process to reach independent consensus on observable behaviors to ensure the accuracy, consistency, and precision of the implementation of the chosen evaluation rubric(s). It also requires administrators to analyze and track educator evaluation data and ensure that school visits are being completed with fidelity.

Select the option(s) below that best describe the process in place for maintaining inter-rater reliability.

Please check all that apply.

☑ Data analysis to detect disparities on the part of the evaluators

☑ Periodic comparisons of an evaluator's assessment of the same building principal

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Principal Evaluation Assurances

Please read the assurances below and check each box.

☑ 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 evaluation 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.

Assessment Assurances

Please read the assurances below and check each box.

☑ 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 read the assurances below and check each box.

☑ 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 that scores for all principals will be reported to SED for each subcomponent, as well as the overall rating, as per SED requirements.

☑ Assure that procedures for ensuring data accuracy and integrity are being utilized.

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Upload Educator Evaluation 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.

Implementation of the Evaluation Plan

Please indicate below the first academic year to which this evaluation plan will be applicable.

☑ 2022-23

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

Signed NYSED APPR Approval Form for Plan.pdf

LONGWOOD CSD

Status Date: 12/05/2022 03:34 PM - Submitted

Educator Evaluation - Ed Law §3012-d, amended in 2019

Supplemental Information - Teacher Evaluation Details

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Teacher Evaluation Details

The details provided on this page are for informational purposes only and will not be published with the approved Educator Evaluation plan on NYSED's website.

Drafting Responses

The purpose of this form is to obtain detailed information specific to your LEA's Educator Evaluation Plan. It should be completed by the person(s) at your LEA primarily responsible for, or most familiar with, the implementation of your evaluation plan.

Teacher SLO Development

In the following questions, you will be asked to describe the local processes in place to review baseline data and determine what one year's expected growth will be for each student covered by the SLO.

For each group of teachers included in Task 2, please answer the questions below to describe your SLO process.

(1) Please describe the role that teachers and administrators play in the SLO development process for teachers. Select all that apply.

☑ Administrators develop teacher SLOs.

(2) Please use the table below to describe the baseline data used as a starting point for measuring student growth. Be sure to include all types of baseline data used for teachers' SLOs.

Choose "Add a Row" to include additional groups of teachers with different targets.

Group of Teachers	Baseline Data Select all that apply	If 'Other' was selected in the previous column, please describe additional baseline data below.
ALL Teachers	☑ Formative assessment data (e.g., classwork during the first month(s) of school; student self-assessment data) ☑ Generalized historical data (e.g., graduation rates; long-term Regents or State assessment results) ☑ Historical data from individual students in the SLO (e.g., qualitative and quantitative information from previous year's teachers, including, but not limited to, assessment data)	(No Response)

(3) Please use the table below to describe the annual student growth targets used to reflect one year's expected growth. Be sure to include all types of targets used for teachers' SLOs.

Choose "Add a Row" to include additional groups of teachers with different targets.

Group of Teachers	Targets Select all that apply	If 'Other' was selected in the previous column, please describe additional targets below.
ALL TEACHERS	☑ Tiered (students within certain baseline data tiers have correlated growth targets)	(No Response)

(4) How do you ensure your SLO targets are rigorous?
Select all that apply.

☑ We have defined levels of proficiency and mastery for each student performance measure.

☑ We provide teachers with the necessary data relative to the knowledge and skills students will need to be successful in their current grade/course.

☑ Analysis of baseline data includes consideration of instructional strategies and areas of support needed to ensure the success of each student.

☑ For students entering below grade-level expectations, targets will be set to narrow or close achievement gaps.

☑ For students entering at grade-level expectations, targets will be set to ensure progress will be made to prepare students for the next level of instruction.

☑ For students entering above grade-level expectations, targets will be set to challenge students so that they continue to grow academically.

(5) In your LEA, is there an opportunity to review student data and revise growth targets if needed?

☑ Growth targets are not revised once set.

Teacher SLO Progress Monitoring

In the following questions, you will be asked to describe the local processes in place to monitor student progress toward the goals outlined in the SLO, including how student progress towards these goals impacts instructional decisions.

For each group of teachers included in Task 2, please answer the questions below to describe your SLO process.

(6) In your LEA, how is SLO progress monitored?
Select all that apply.

☑ Regular collaborative sessions with colleagues (e.g., grade/subject meetings, etc.)

☑ Mid-way point check-in

☑ During post-observation conferences

☑ SLO progress monitoring happens at the classroom level, and varies from teacher to teacher

(7) In your LEA, how are SLOs used to inform and support instruction?
Select all that apply.

☑ SLOs are analyzed at the grade/course/subject level for curricular input

☑ SLOs are analyzed at an administrator level for purposes of identifying areas of support, coaching, and/or professional learning offerings

Teacher SLO Goal Evaluation, Reflection, and Impact

In the following questions, you will be asked to describe the local processes in place for teachers to reflect on their practice in relation to the student growth goal setting process.

For each group of teachers included in Task 2, please answer the questions below to describe your SLO process.

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(8) At the end of the school year/interval of instruction, how do teachers reflect on student growth and instructional practices and plan for subsequent school years?

Select all that apply.

- ☑ Teachers review data from assessments administered during the school year along with summative assessment results.
- ☑ Teachers are provided with summer curriculum development opportunities.

(9) Please select the formal and informal processes available in your LEA for teachers and evaluators to discuss their instructional practices and/or observations then provide additional details on each selection.

Select all that apply.

- ☑ Pre-observation conferences
- ☑ Post-observation conferences
- ☑ Instructional meetings
- ☑ Other meetings to provide feedback (e.g., departmental strategy meetings, grade-level planning meetings, etc.)

Please provide additional details on the nature of pre-observation conferences.

Select all that apply

- ☑ Conferences are optional

Please provide additional details on the nature of post-observation conferences.

Select all that apply

- ☑ Conferences are optional

Please provide additional details on the nature of other formal and informal meetings used to provide feedback.

Select all that apply

- ☑ The meeting process provides timelines for completion
- ☑ The meeting process requires meetings with supervisors
- ☑ The meeting process is informal

Please provide additional details on the nature of instructional meetings for teachers and/or coaching meetings for principals.

Select all that apply

- ☑ Instructional meetings are formal (e.g., uses agenda forms)
- ☑ Instructional meetings occur monthly
- ☑ Data from observations are not used

Optional: Please provide additional details on the nature of pre-observation conferences not listed and/or to expand upon any of the selected options.

(No Response)

Optional: Please provide additional details on the nature of other formal and informal meetings used to provide feedback not listed and/or to expand upon any of the selected options.

(No Response)

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Optional: Please provide additional details on the nature of instructional meetings not listed and/or to expand upon any of the selected options.

(No Response)

Optional: Please provide additional details on the nature of post-observation conferences not listed and/or to expand upon any of the selected options.

(No Response)

Teacher Observations

Please answer the questions below to provide additional details on the observation processes included in Task 4.

(10) In the following questions, you will be asked to describe how your LEA uses the results from teacher observations to inform professional learning opportunities that are made available to teachers.

a. Professional learning opportunities are decided based on the following:
Select all that apply.

- ☑ Feedback or requests made by teachers
- ☑ Teacher surveys

b. How frequently are meetings conducted by administrators and/or teachers to discuss data from evaluations and identify areas in need of professional learning for teachers?

- ☑ Several times a year

(11) How does your LEA review the evidence collected and rubric ratings as part of the observation process for quality and accuracy?
Select all that apply.

- ☑ Annual administrative meetings to analyze accuracy of the evaluator's judgement based on evidence collected
- ☑ Annual training on the rubric based on data analysis

Educator Evaluation - Ed Law §3012-d, amended in 2019

Supplemental Information - Principal SLO Details

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Principal Evaluation Details

The details provided on this page are for informational purposes only and will not be published with the approved Educator Evaluation plan on NYSED's website.

Drafting Responses

The purpose of this form is to obtain detailed information specific to your LEA's Educator Evaluation Plan. It should be completed by the person(s) at your LEA primarily responsible for, or most familiar with, the implementation of your evaluation plan.

Principal SLO Development

In the following questions, you will be asked to describe the local processes in place to review baseline data and determine what one year's expected growth will be for each student covered by the SLO.

For each group of principals included in Task 7 with an SLO, please answer the questions below to describe your SLO process.

(S1) Please describe the role that principals and administrators play in the SLO development process for principals.

Select all that apply.

☑ Administrators develop principal SLOs.

(S2) Please use the table below to describe the baseline data used as a starting point for measuring student growth. Be sure to include all types of baseline data used for principals' SLOs across both 'baseline data' columns.

Choose "Add a Row" to include additional groups of principals with different targets.

Group of Principals	Baseline Data Reviewed by the Principal Only Select all that apply	Baseline Data Reviewed by the Principal in Conjunction with Relevant Educators Select all that apply	If 'Other' was selected in either of the previous columns, please describe additional baseline data below.
ALL PRINCIPALS		☑ Generalized historical data (e.g., graduation rates; long-term Regents or State assessment results) ☑ Local trend data (e.g., change in percentage of students scoring at a particular performance level over time)	(No Response)

(S3) Please use the table below to describe the annual student growth targets used to reflect one year's expected growth. Be sure to include all types of targets used for principals' SLOs across both 'targets set by' columns.

Choose "Add a Row" to include additional groups of principals with different targets.

Group of Principals	Targets Set by the Principal Only Select all that apply	Targets Set by the Principal in Conjunction with Relevant Educators	If 'Other' was selected in the previous column, please describe additional targets below.
ALL PRINCIPALS	☑ Tiered (students within certain baseline data tiers have correlated growth targets)	☑ Tiered (students within certain baseline data tiers have correlated growth targets)	(No Response)

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(S4) How do you ensure your SLO targets are rigorous?
Select all that apply.

☑ We have defined levels of proficiency and mastery for each student performance measure.

☑ We provide principals with the necessary data relative to the knowledge and skills students will need to be successful in their current grade/course.

☑ Analysis of baseline data includes consideration of instructional strategies and areas of support needed to ensure the success of each student.

(S5) In your LEA, is there an opportunity to review student data and revise growth targets if needed?

☑ Growth targets are not revised once set.

Principal SLO Progress Monitoring

In the following questions, you will be asked to describe the local processes in place to monitor student progress toward the goals outlined in the SLO, including how student progress towards these goals impacts instructional decisions.

For each group of principals included in Task 7 with an SLO, please answer the questions below to describe your SLO process.

(S6) In your LEA, how is SLO progress monitored?
Select all that apply.

☑ Regular check-in meetings between principal and administrator (e.g., weekly, monthly meetings)

☑ Regular collaborative sessions with colleagues (e.g., grade/subject meetings, etc.)

☑ During post-observation conferences

(S7) In your LEA, how are SLOs used to inform and support leadership practices?
Select all that apply.

☑ SLOs are analyzed at the grade/course/subject level for curricular input

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Principal Evaluation Details

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Drafting Responses

The purpose of this form is to obtain detailed information specific to your LEA's Educator Evaluation Plan. It should be completed by the person(s) at your LEA primarily responsible for, or most familiar with, the implementation of your evaluation plan.

Student Growth Measure Evaluation, Reflection, and Impact

In the following questions, you will be asked to describe the local processes in place for principals to reflect on their practice in relation to the student growth goal setting process.

For each group of principals included in Task 7, please answer the questions below to describe your process.

(8) At the end of the school year/interval of instruction, how do principals reflect on student growth and school leadership practices and plan for subsequent school years?

Select all that apply.

☑ Principals and teachers collaboratively review student growth targets and outcomes to make informed curricular and/or professional learning decisions for the coming school year.

(9) Please select the formal and informal processes available in your LEA for principals and evaluators to discuss their school leadership practices and/or school visits, then provide additional details on each selection.

Select all that apply.

☑ Pre-school visit conferences

☑ Post-school visit conferences

☑ Written feedback

Please provide additional details on the nature of pre-school visit conferences.

Select all that apply

☑ Conferences are required

☑ Conferences are informal

Please provide additional details on the nature of post-school visit conferences.

Select all that apply

☑ Conferences are required

☑ Conferences are informal

Please provide additional details on the nature of written feedback.

Select all that apply

☑ Written feedback is provided by the administrator who conducted the school visit

☑ Written feedback must occur within a set timeline

☑ The LEA provides an opportunity for principals to review and reflect on the written feedback

Optional: Please provide additional details on the nature of pre-school visit conferences not listed and/or to expand upon any of the selected options.

(No Response)

Optional: Please provide additional details on the nature of written feedback not listed and/or to expand upon any of the selected options.

(No Response)

Optional: Please provide additional details on the nature of post-school visit conferences not listed and/or to expand upon any of the selected options.

(No Response)

Principal School Visits

Please answer the questions below to provide additional details on the school visit processes included in Task 9.

(10) In the following questions, you will be asked to describe how your LEA uses the results from principal school visits to inform professional learning opportunities that are made available to principals.

a. Professional learning opportunities are decided based on the following:
Select all that apply.

☑ Feedback or requests made by principals

b. How frequently are meetings conducted by administrators and/or principals to discuss data from evaluations and identify areas in need of professional learning for principals?

☑ Monthly

(11) How does your LEA review the evidence collected and rubric ratings as part of the school visit process for quality and accuracy?
Select all that apply.

☑ Annual administrative meetings to analyze accuracy of the evaluator's judgement based on evidence collected

Supplemental Information - Additional Documents

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LEA CERTIFICATION FORM: Please download, sign, and upload this form to complete the submission of your LEA's Educator Evaluation plan.

By signing this document, the LEA and its collective bargaining agent(s) certify that the Educator Evaluation plan submitted to the Commissioner for approval constitutes the school LEA's complete Educator Evaluation 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 Educator Evaluation plan submitted to the Commissioner for approval.

The LEA and its collective bargaining agent(s), where applicable, also certify that this Educator Evaluation plan is the LEA's complete Educator Evaluation 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 Educator Evaluation 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 Educator Evaluation plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this Educator Evaluation 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 Educator Evaluation plan:

- Assure that the overall Educator Evaluation 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 Educator Evaluation 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 their 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 Educator Evaluation plan will be filed in the LEA's office and made available to the public on the LEA's website no later than September 10th of each school year or within 10 days after the plan's approval by the Commissioner, whichever shall later occur;
- Assure that complete and accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner;
- Assure that the LEA will continue to report to the State individual subcomponent scores and the overall rating for each classroom teacher and building principal in a manner prescribed by the Commissioner;
- Assure that the LEA provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them;
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process;
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English language learners and students with disabilities;
- Assure that any teacher or principal who receives an Overall Rating of Developing or Ineffective in any school year will receive a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statues and regulations, by October 1 of the school year following the year in which such teacher's or principal's performance was measured or as soon as practicable thereafter.
- Assure that such improvement plan shall be developed by the superintendent or their 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 Educator Evaluation plan will be submitted to the Commissioner for approval by March 1 of each school year;
- Assure that the LEA will provide the Department with any information necessary to conduct annual monitoring pursuant to Subpart 30-3 of the regulations;
- Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by State or Federal law for each classroom or program of the grade does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for such classroom or program of the grade; and
- Assure that the amount of time devoted to test preparation under standardized testing conditions for each grade does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for such grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, or performance assessments shall not be counted towards the limits established by this subdivision. In addition, formative and diagnostic assessments shall not be counted towards the limits established by this subdivision and nothing in this subdivision shall be construed to supersede the requirements of a section 504 plan of a qualified student with a disability or Federal law relating to English language learners or the individualized education program of a student with a disability.

Signatures, dates

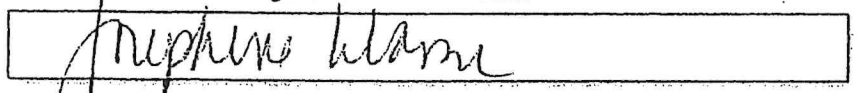
Superintendent Signature: Date:



Superintendent Name (print):

Lance Lohman, Ed.D.

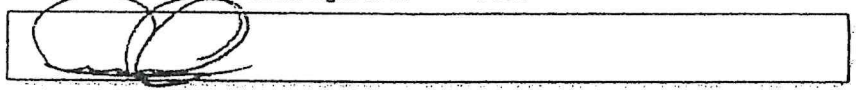
Teachers Union President Signature: Date:



Teachers Union President Name (print):

Josephine Libassi

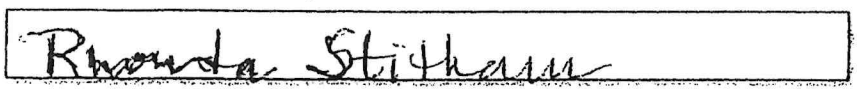
Administrative Union President Signature: Date:



Administrative Union President Name (print):

Scott Schuster

Board of Education President Signature: Date:



Board of Education President Name (print):

Rhonda Stitham, Ed.D.