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Applicable Teachers

There are two types of applicable teachers this form can be used to address:

- Teachers whose SLOs are based on multiple assessments including the NYS Grade Four Science Assessment.
- Teachers whose SLOs are based ONLY on the NYS Grade Four Science Assessment.

Please make an appropriate selection below.

You may choose the first option if it addresses all teachers whose SLOs are based on the NYS Grade Four Science assessment.

However, if you are replacing the assessments in your group measures with new or different assessments, or if you have a teacher whose SLO is based only on the NYS Grade Four Science assessment, then you must select the second option.

- ☐ ALL teachers whose SLOs are based on the NYS Grade Four Science Assessment also include one or more other assessments; the Grade Four Science Assessment will be removed from the measure and only the remaining assessment(s) will be used beginning in the 2022-23 school year. (Proceed to Task 7. Principals: Required Student Performance)
- ☑ The NYS Grade Four Science Assessment will be removed and replaced with new assessment(s) for applicable teachers beginning in the 2022-23 school year.
- ☐ The NYS Grade Four Science Assessment is not included in the currently approved Evaluation plan for any teacher. (Proceed to Task 7. Principals: Required Student Performance)

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Teachers: Measures and Assessments

MEASURES

SLO measures may be either individually attributed or collectively attributed.

Individually attributed measures

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

> Individually attributed results: V F R U H V D Q G U D W L Q J V Z L O O E H E D V H G R Q W K H J U R Z W K R I V W X G H Q W V L Q V

Collectively attributed measures

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

î î

school year, then indicate the applicable course(s).

Please be sure to make selections for ALL applicable teachers that use the NYS Grade Four Science Assessment in the currently approved plan.

Measure Prior to making a selection, please read the description of each measure provided above.	State-provided Assessment(s)	Locally-Developed Specific Assessment(s)	Measure Type Assessment(s)	Applicable Course(s)
☑ Collectively attributed			☑	☑

	(1) lowest grade	(2) highest grade	(3) subject	(4) measure	(5-6) assessment(s)
K-3 Art	K	3	Art	Individually attributed results	Questar III BOCES
Grades 9-12 English Electives	9	12	English Electives	Collectively attributed linked results	All Regents given in LEA

Educator Evaluation - Removal of Grade Four Science Assessment

Task 2. TEACHERS: Required Student Performance - Teachers: Measures and Assessments

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

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Required - Supervisor/ Adminstrator	Required - Independent Evaluator(s)	Optional - Peer Observer(s)	Grade configurations for which Peer Observers will be used
90%	10%	N/A	(No Response)

9.6) Assurances

Please check all of the boxes below.

☑

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Task 8) Optional Student Performance Subcomponent

For guidance on the Optional subcomponent of the Student Performance category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

Up to 50% of Student Performance category, if selected.

Such second measure shall apply in a consistent manner, to the extent practicable, across all buildings with the same grade configuration or program in the district/BOCES and be either:

(A) a second State-provided growth score on a State-created or administered test, provided that a different measure is used than that for the Required subcomponent in the Student Performance category, or

(B) a growth score based on a State-designed supplemental assessment, calculated using a State-provided or approved growth model.

8.1) Use of the Optional Subcomponent for Student Performance Measures

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

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

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For guidance on the Principal School Visit category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

9.1) Principal Practice Rubric

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

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

9.2) Assurances

Please check all of the boxes below.

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

9.3) Process for Weighting Rubric Domains/Subcomponents

For guidance on the Principal School Visit category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

Please describe the process for weighting the observable domains/subcomponents of the chosen practice rubric (e.g., All observable components will be weighted equally and averaged).

All observable domains/ sub components will be weighted equally and averaged

9.4) Calculating School Visit Ratings

Assurances

Please check the boxes below.

- ☑ Assure that each set of school visits (by supervisor/other trained administrator, independent, or peer) will be completed using the selected practice rubric, producing an overall score between 1 and 4. The overall weighted school visit score will be converted into a HEDI rating using the ranges indicated below.
- ☑ Assure that once all school visits are complete, the different types of school visits will be combined using a weighted average consistent with the weights specified in task 9.5 below, producing an overall School Visit category score between 0 and 4. In the event that a principal earns a score of 1 on all rated components of the practice rubric across all observations, a score of 0 will be assigned.

Please also check the boxes below.

- ☑ Assure that if the district is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, the second school visit(s) shall be conducted by one or more evaluators selected and trained by the district, 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(d)(1)(ii)(a) of the Rules of the Board of Regents.
- ☑ Assure that if the district/BOCES 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 district's/BOCES' approved §3012-d APPR plan, the provisions of the approved waiver will apply. See Section 30-3.5(d)(1)(ii)(b) of the Rules of the Board of Regents.

Principal School Visit Scoring Bands

Annual Professional Performance Review - Education Law §3012-d

Task 9. Principal School Visit Category - Tasks 9.1-9.6

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	Overall School Visit Category Score and Rating	
	Minimum	Maximum
H	3.5 to 3.75	4.0
E	2.5 to 2.75	3.49 to 3.74
D	1.5 to 1.75	2.49 to 2.74
I	0	1.49 to 1.74

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.

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	

Annual Professional Performance Review - Education Law §3012-d

Task 9. Principal School Visit Category - Tasks 9.1-9.6

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Required - Supervisor/ Adminstrator	Required - Independent Evaluator(s)	Optional -Peer Observer(s)	Grade configurations for which Peer Observers will be used
90%	10%	N/A	(No Response)

9.6) Assurances

Please check all of the boxes below.

☑

Annual Professional Performance Review - Education Law §3012-d

Task 11. Additional Requirements (Principals) - Tasks 11.1-11.9

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For guidance on additional requirements for principals, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

11.1) Assurances: Improvement Plans

Please check all of the boxes below.

- ☑ Assure that the district/BOCES will formulate and commence implementation of a Principal Improvement Plan (PIP) for all principals who receive a Developing or Ineffective rating by October 1 following the school year for which such principal's performance is being measured or as soon as practicable thereafter.
- ☑ Assure

Annual Professional Performance Review - Education Law §3012-d

Task 11. Additional Requirements (Principals) - Tasks 11.1-11.9

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

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

- The substance of the annual professional performance review; 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;
- Principals may only appeal the substance and rating, the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d.

Annual Professional Performance Review - Education Law §3012-d

Task 11. Additional Requirements (Principals) - Tasks 11.1-11.9

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Please check all of the boxes below.

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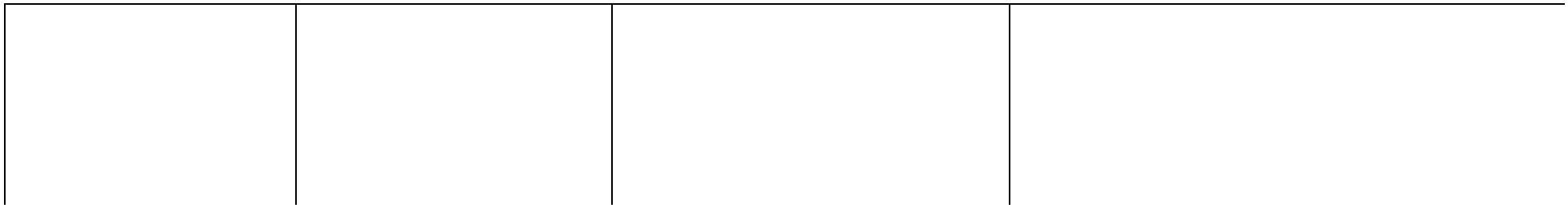
Task 12) Upload APPR District Certification Form

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

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form.

District Certification Form 2016 APPR Modified 12_22_16.pdf



TIER 1 TIP Teacher Action Plan Review to be filled out by the Teacher and their Administrator during the APPR Summative Conference

Teacher Name_____ Subject/Grade_____

Building(s)_____ Reason for TIP _____

TIP Tier 1 Intervention
The Teacher and Principal/ Supervising Administrator and PAR or Coach, will collaborate on timelines and necessary supports to improve student performance on state and local assessment intervention plan should include PD supports around the identified area of need such as an item analysis of state or local assessment to identify the specific area of improvement. The teacher present an action plan to address the identified area of need using the common core standards and skills associated with them.

Teacher Reflection:

Did you meet your goal(s)? How do you know this?

_____
_____
_____

What steps or strategies were most effective in your practice? In what way did they benefit your students?

_____
_____
_____

What would you have changed or done differently for this Action Plan?

_____
_____
_____

Administrator Reflection:

_____
_____
_____

Teacher Signature_____

TIP Administrator Signature_____ Date_____

PIP t Principal Action Plan to be filled out by Principal and their PIP Evaluator

Principal Name_____

Building(s) _____ Reason for PIP _____

PIP Intervention:
The Principal and Supervising Administrator/Evaluator will collaborate on timelines and necessary supports. This intervention plan should include PD supports around the identified area of ne
and to identify the specific area of improvement. The Principal will present an action plan to address the identified area of need using the common core standards and skills associated with th

Principal Targeted Goal(s): What are your measurable goals?	Actions Plan to Address Goal(s): What strategies/steps are you going to take to work towards your improvement goal?	Professional Development/Collaborative Work/Recommended Activities to Address Goal: What supports will you seek out to achieve your improvement goal?	Timeline: When will the work of each Action Plan strategy/step or PD take place?	Evidence of Achievement & Date of Goal Completion:

Principal Signature_____ Date _____

PIP Administrator Signature_____ Date_____

available, and for the Teacher Observation category or Principal School Visit category of their annual professional performance reviews, 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 next following the school year for which the teacher's or principal's performance is measured, and that the entire APPR will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured

- Assure that beginning in the 2019-20 school year, the entire APPR will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured;
- Assure that beginning in the 2019-20 school year, the district or BOCES will complete 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 or a teacher's or principal's annual professional performance review, 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 next following the school year for which the teacher's or principal's performance is measured;
- Assure that the APPR Plan will be filed in the district office and made available to the public on the district's or BOCES' 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 accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner;
- Assure that, during the 2015-16 through 2018-19 school years, the district or BOCES will continue to report both the original and transition individual category and subcomponent scores and the overall original and transition ratings to the State for each classroom teacher and building principal in a manner prescribed by the Commissioner;
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the numbers 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 provisions relating to evaluating teachers and principals of English language learners and students with disabilities;
- Assure that, during the 2015-16 through 2018-19 school years, any educator who receives a Developing or Ineffective rating for their overall transition rating will receive a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statutes and regulations, by October 1 of the school year following the school year in which such teacher's or principal's performance is being measured or as soon as practicable thereafter;
- Assure that, beginning in the 2019-2020 school year, any educator who receives a Developing or Ineffective rating on their original overall rating pursuant to this APPR plan will receive a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statutes and regulations, by October 1 of the school year following the school year for which such teacher's or principal's performance is being measured or as soon as practicable thereafter;
- Assure that such improvement plan shall be developed by the superintendent or his/her designee with the exercise of their pedagogical judgment, and shall be subject to collective bargaining to the extent provided 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 the district or BOCES has collectively bargained appeal procedures that are consistent with the statute and regulations and that they provide for the timely and expeditious resolution of an appeal of the district/BOCES;
- Assure that, for teachers, all observable 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 observations;
- Assure that it is possible for a teacher or principal to obtain each of the scoring ranges, including 0, for each subcomponent and that the district and BOCES shall ensure that the process by which weights and scoring ranges are assigned to subcomponents and categories is transparent and available to teachers and principals 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 across all classrooms in the same grade/subject in the district/BOCES must be used, and must be implemented to the extent practicable;
- Assure that all growth targets represent a minimum of one year of expected growth, established by or set by the superintendent or another trained administrator;
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval, no later than March 1 of each school year, unless otherwise required by the Commissioner for approval;
- Assure that the alternate SLO described in Tasks 2 and 7 of this APPR plan will be used as the basis for certain teachers' and principals' transition APPR scores and ratings, where applicable and consistent with section 30-3.17 of