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

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December 2, 2016

Revised

Brett Provenzano, Superintendent
Fairport Central School District
38 West Church Street
Fairport, New York 14450

Dear Superintendent Provenzano:

Congratulations. I am pleased to inform you that your Annual Professional Performance
As a reminder, we are relying on the
rm, including the certifications and assurances that are

aterial changes are made to your approved plan, your

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	Grade 5 ELA	Grade 5 Math
State Assessment	Grade 5 ELA	Grade 5 Math

	Grade 6 ELA	Grade 6 Math
State Assessment	Grade 6 ELA	Grade 6 Math

	Grade 7 ELA	Grade 7 Math
State or Regents Assessment(s)	Grade 7 ELA	Grade 7 Math

	Grade 8 ELA	Grade 8 Math
State or Regents Assessment(s)	Grade 8 ELA	Grade 8 Math and Common Core Algebra

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	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
6 Science	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra ☑ Living Environment ☑ Global 2 ☑ US History		
7 Science	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra ☑ Living Environment ☑ Global 2 ☑ US History		
6 Social Studies	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra ☑ Living Environment ☑ Global 2 ☑ US History		
7 Social Studies	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra ☑ Living Environment ☑ Global 2 ☑ US History		
8 Social Studies	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra ☑ Living Environment ☑ Global 2 ☑ US History		

Annual Professional Performance Review - Education Law §3012-d

Task 2. Transition Student Performance - Required (Teachers) - Task 2 Alternate SLOs

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Task 2) Required Student Performance Subcomponent (Transition Period, 2016-17 through 2018-19)

The measures indicated in this section only apply during the 2016-17 through 2018-19 school years.

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

	☑ ☑ ☑ ☑ ☑			☑ ☑ ☑ ☑ ☑ ☑ ☑ ☑ ☑ ☑ ☑ ☑

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

4.1) Teacher Practice Rubric

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

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

4.2) Assurances

Please check all of the boxes below.

- ☑ Assurethat 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.
- ☑ Assurethat the process for assigning points for the Teacher Observation category will be in compliance with the locally-determined subcomponent weights and overall Observation category score and rating based on the constraints prescribed by the Commissioner in Subpart 30 3 of the Rules of the Board of Regents.
- ☑ Assurethat the same rubric(s) is used for all classroom teachers in a grade/subject across the district/BOCES, provided that districts/BOCES may locally determine whether to use different rubrics for teachers who teach different grades and/or subjects during the school year.
- ☑ Assurethat the same rubric(s) is used for all observations of a classroom teacher across the observation types in a given school year.

4.3) Process for Weighting Rubric Domains/Subcomponents

For guidance on the Teacher Observation 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 components will be weighted equally and averaged.

4.4) Calculating Observation Ratings

Assurances

Please check the boxes below.

- ☑ Assurethat each set of observations (by supervisor/other trained administrator, independent, or peer) will be completed using the selected practice rubric, producing an overall score between 1 and 4. The overall weighted observation score will then be converted into a HEDI rating using the ranges indicated below.
- ☑ Assurethat once all observations are complete, the different types of observations will be combined using a weighted average consistent with the weights specified in task 4.5 below, producing an overall Observation category score between 0 and 4. In the event that a teacher earns a score of 1 on all rated components of the practice rubric across all observations, a score of 0 will be assigned.

Please also check the boxes below.

- ☑ Assurethat if the district is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, the second observation(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 observation(s) required to be performed by the principal/supervisor or other trained administrator. See Section 30-3.4(d)(2)(i)(b)(1) of the Rules of the Board of Regents.
- ☑ Assurethat 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 4 of the district's/BOCES' approved §3012-d APPR plan, the provisions of the approved waiver will apply. See Section 30-3.4(d)(2)(i)(b)(2) of the Rules of the Board of Regents.

Teacher Observation Scoring Bands

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

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

4.5) Teacher Observation Subcomponent Weighting

Required Subcomponents:

- Observations by Principal(s) or Other Trained Administrators: At least 80% of the Teacher Observation category score
- Observations by Impartial Independent Trained Evaluator(s)*: At least 10%, but no more than 20%, of the Teacher Observation category score

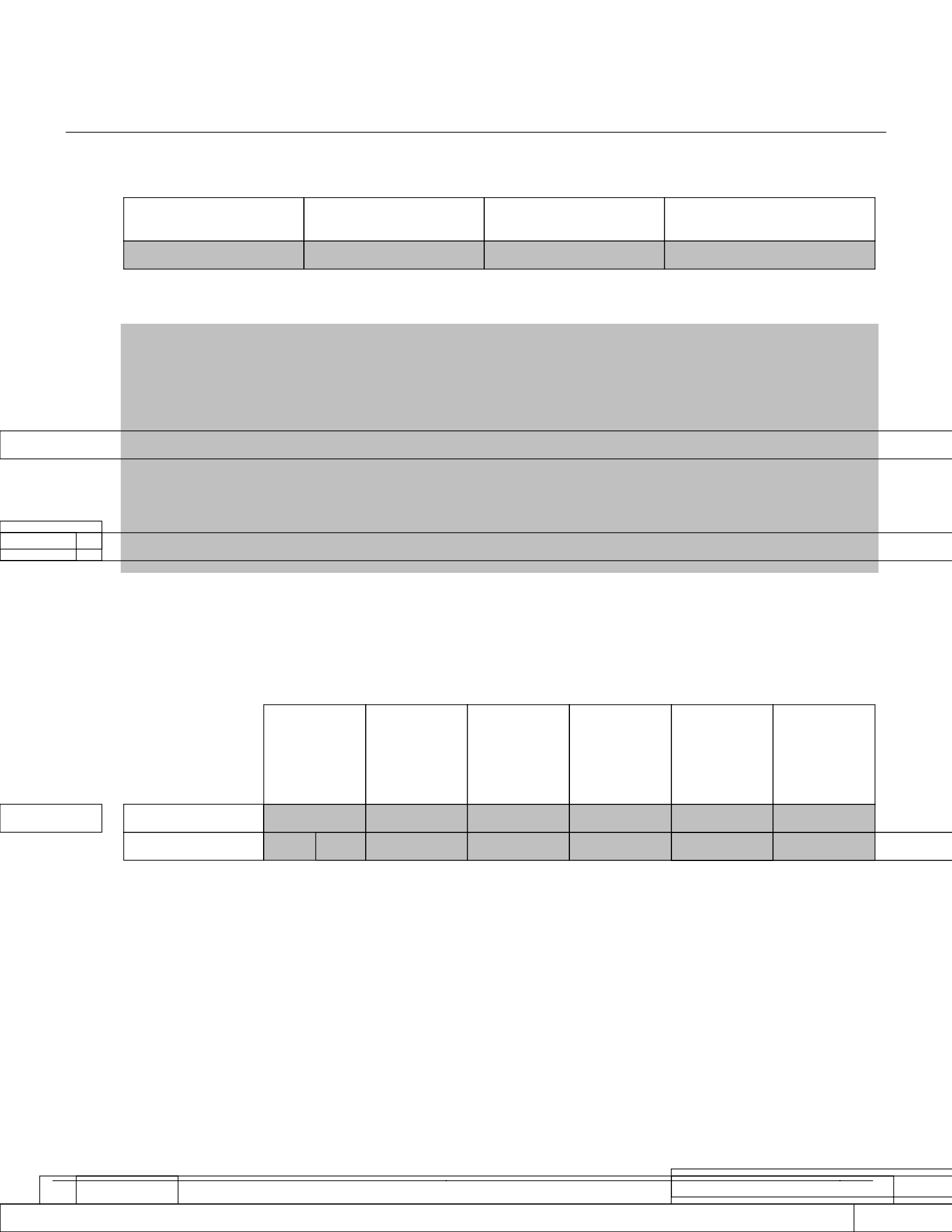
Optional Subcomponent:

- Observations by Trained Peer Observer(s): No more than 10% of the Teacher Observation category score when selected

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

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

Please indicate the weighting of each subcomponent and be sure the total of the weights indicated equals 100%.



Annual Professional Performance Review - Education Law §3012-d

Task 5. Overall Scoring (Teachers) - Tasks 5.1-5.3

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

5.1) Scoring Ranges

Student Performance

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

Teacher Observation

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

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

5.2) Scoring Matrix for the Overall Rating

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

* If a teacher is rated Ineffective on the Student Performance category, and a State-designed supplemental assessment was included as an Optional

Annual Professional Performance Review - Education Law §3012-d

Task 6. Additional Requirements (Teachers) - Tasks 6.1-6.9

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For more information on the additional requirements for teachers, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

6.1) Assurances: Teacher Improvement Plans

Please check all of the boxes below.

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

6.2) Attachment: Teacher Improvement Plan Forms

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

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

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district/BOCES.

TIP REVISED.pdf

6.3) Assurance: Appeals

Please check the box below.

- ☑ Assurethe district/BOCES has collectively bargained appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.

6.4) Appeals

Pursuant to Education Law §3012-d, a teacher may ongul0s4mei.io gpals

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

Fairport Central School District
Teacher Annual Professional Performance Review
Appeals Procedures

ELIGIBILITY
Appeals of the annual professional performance reviews shall be limited to tenured Fairport Educators Association (FEA) members with a composite rating resulting in Ineffective or Developing only.

SUBJECTS OF APPEALS
Appeals are limited to the scope of appeals under Education Law and Commissioner's Regulations to the following:

- Adherence to the standards and methodologies required for such reviews,
- Adherence to the Commissioner's Regulations, as applicable to such reviews,
- Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans,
- Implementation of the terms of the teacher improvement plan under Education Law

ONE APPEAL LIMITATION
An FEA member may not file multiple appeals regarding the same performance review or Teacher Improvement Plan (TIP.) All grounds for appeal, as outlined above must be raised "with specificity" within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

BURDEN OF PROOF
The FEA member filing the appeal has the burden of demonstrating a right to the relief requested and the burden of establishing the facts upon which relief is sought based on a preponderance of evidence in the documents submitted.

DECISION-MAKING
Appeals shall be submitted to the Superintendent of Schools. Upon receipt of such appeal, the Superintendent, or designee, shall notify the President of the Fairport Educators Association. The Assistant Superintendent for Human Resources and the President of the FEA will review the appeal and certify that it complies with Education Law and Commissioner's Regulations. If it does not comply with laws and regulations it will be returned to the member. If it is in compliance it will be forwarded to the Superintendent for review.

TIMEFRAME FOR APPEALS
All appeals must be submitted in writing to the Superintendent of Schools within five (5) work days of the date that the FEA member meets with the administrator for the evaluation conference to review the final composite rating. It is understood that the timeline for this will be dependent upon receipt of rating information from the state education department and the administrator and member's availability to meet. The evaluator of the appellant will have five (5) work days to respond to the appeal upon notification from the Superintendent. Upon receipt of the response from the evaluator the Superintendent will forward the appeal and the response to the President of the FEA and the Assistant Superintendent for Human Resources for their review and verification of compliance with the laws and regulations. The President of FEA and the Assistant Superintendent for Human Resources will forward their response to the Superintendent within ten (10) work days of receipt of the appeal. The Superintendent will issue his/her decision with ten (10) work days of receipt of the response from the Assistant Superintendent and the Association President.

DECISION
All appeals will be through written documentations, there will be no hearing. The decision of the appeal will be rendered by the Superintendent of Schools.

EXCLUSIVITY OF APPEAL PROCEDURE
This appeal procedure shall constitute the exclusive means for challenging any rating, scoring, or element of observation/evaluation commentary related to an FEA member's Annual Professional Performance Review (APPR) or the Teacher Improvement Plan (TIP).

EXCLUSIVITY OF GRIEVANCE PROCEDURE
Only those areas deemed in violation of the contractually negotiated APPR process may be subject to the grievance procedures. Such areas include

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Task 7) Original Required Student Performance Subcomponent

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

100% of Student Performance category if only the Required subcomponent is used or at least 50% when used with Optional subcomponent

(A) For a principal of a building which includes grades 4-8 ELA, math and/or high school courses with State or Regents assessments (or principals of programs with any of these assessments) who have at least 30% of his/her students covered under a State-provided growth measure, such principal shall have a State-provided growth score based on such model.

(B) For a principal where less than 30% of his/her students are covered under the State-provided growth measure, such principal shall have a Student Learning Objective (SLO), consistent with the SLO process determined or developed by the Commissioner, that results in a student growth score; provided that, for any principal whose building or program includes courses that end in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO.

7.1) State-Provided Measures of Student Growth (Original)

For principals with at least 30% of their students covered under a State-provided growth measure, such principal shall have a State-provided growth score base on such model. Please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth measure, (e.g., K-5, PK-6, 6-8, 6-12, 9-12, etc.). For principals where less than 30% of their students are covered under a State-provided growth measure, such principals shall have an SLO consistent with a goal setting process determined or develope by the Commissioner that results in a student growth score; provided that for any grade-level/course that ends in a State-created or administered assessment fo which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO. (See Guidance for more detail on principals with State-provided measures and SLOs.)

For the 2019-20 school year and thereafter, for those principals who would typically receive a State-provided growth score, the district/BOCES must also include a back-up SLO in the event that there are not enough students, not enough scores, or data issues that prevent a State-provided growth score from bein calculated for that principal.

Please list the grade configurations of the schools or principals where State-provided growth measures will apply beginning in the 2019-20 school year (please list, e.g., K-5, PK-6, 6- 8, 6-12, 7-12, 9-12). For each configuration, also indicate assessment(s) used for the back-up SLO beginning in the 2019-20 school year.

For each grade configuration indicate the following:

- Column 1: lowest grade that corresponds to the building or program
- Column 2: highest grade that corresponds to the building or program
- Column 3: assessment(s) used

Follow the examples below.

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Using the table below, please select the assessment(s) that will be used for the back-up SLOs beginning in the 2019-20 school year for each grade configuration listed. The SLO will be based on the largest grades/courses in the principal's school building, using State or Regents assessments as the underlying evidence for such SLOs where they exist.

Grade From	Grade To	State or Regents Assessment(s)
K	5	☑ Grade 4 ELA ☑ Grade 5 ELA ☑ Grade 4 Math ☑ Grade 5 Math
6	8	☑ Grade 6 ELA ☑ Grade 7 ELA ☑ Grade 8 ELA ☑ Grade 6 Math ☑ Grade 7 Math ☑ Grade 8 Math
3	5	☑ Grade 4 ELA ☑ Grade 5 ELA ☑ Grade 4 Math ☑ Grade 5 Math

7.1) Assurances

Please check the boxes below.

- ☑ Assure that the growth score provided by NYSED will be used, where required.
- ☑ Assure that, starting in the 2019-20 school year, back-up SLOs will be set by the superintendent or another trained administrator for all principals who receive a State-provided growth score in the event that a State-provided growth score cannot be generated for that principal.
- ☑ Assure that, during the 2015-16 through 2018-19 school years, the results of the NYS Grades 3-8 ELA/Math assessments and State-provided growth scores will continue to be used to calculate an original score and rating for advisory purposes only.

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7.2) Student Learning Objectives (Original)

			☑ ☑ ☑ ☑ ☑		
			☑ ☑ ☑ ☑		
			☑ ☑ ☑ ☑ ☑		

Annual Professional Performance Review - Education Law §3012-d

Task 7. Transition Student Performance - Required (Principals) - Task 7 Alternate SLOs

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Task 7) Required Student Performance Subcomponent (Transition Period, 2016-17 through 2018-19)

The measures indicated in this section only apply during the 2016-17 through 2018-19 school years.

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

For guidance on the use of alternate SLOs during the transition period, see: https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations.

100% of Student Performance category if only the Required subcomponent is used or at least 50% when used with O 4 t/ue onrw2rsusususususghrce/appr

Annual Professional Performance Review - Education Law §3012-d

Task 7. Transition Student Performance - Required (Principals) - Task 7 Alternate SLOs

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Grade From	Grade To	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
3	5	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra ☑ Living Environment ☑ Global 2 ☑ US History		
K	5	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra ☑ Living Environment ☑ Global 2 ☑ US History		
6	8	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra ☑ Living Environment ☑ Global 2 ☑ US History		

7.3) HEDI Scoring Bands

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

7.4) Principals with More than One Growth Measure (Transition)

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Annual Professional Performance Review - Education Law §3012-d

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

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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 Nameards.	

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.

- ☑ Assurethat 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.
- ☑ Assurethat PIP plans developed and implemented by the superintendent or his/her designee, in the exercise of their pedagogical judgment, and subject to collective bargaining to the extent required under article 14 of the Civil Service Law shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a principal's improvement in those areas.

11.2) AintenP) for all 8 94.5 610.8nt Plm (ms1.9)Tj EMC /P <</MC15D 4 >>BDC 0 g /T1_2 1 Tf 8 0 0 8 4950 626.8 TA wiat P

differentiated activities to support a principal's improvement in those areas.

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

PRINCIPAL APPR APPEAL PROCESS

CHALLENGES IN AN APPEAL:
Appeals are limited to those identified by Education Law, as follows:
1. The substance of the annual professional performance review, which shall include the following:
a. In the instance of a principal rated Ineffective on the Student Performance Category but rated Highly Effective on the Observation/School Visit Category, based on an anomaly, as determined locally (Subpart 30-3.12 (a) (1) of the Rules of the Board of Regents);
2. The school district's adherence to the standards and methodologies required for such reviews;
3. The adherence to the Commissioner's regulations, as applicable to such reviews;
4. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
5. The school district's issuance and/or implementation of the terms of the principal improvement plan.

RATINGS THAT MAY BE APPEALED
Appeals of annual professional performance reviews may be initiated by any principal for ineffective and developing composite ratings or any rating tied to compensation. An appeal may only be initiated once a principal receives the overall composite rating.

PROHIBITION AGAINST MORE THAN ONE APPEAL
A principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.

TIME FRAME FOR FILING APPEAL
All appeals shall be filed in writing. The act of mailing the appeal shall constitute filing.
An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed within fifteen (15) business days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement any component of the plan.
The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. An extension of the time in which to appeal may be granted by the Superintendent upon written request. Regardless of any extension of time, the entire appeals process will remain timely and expeditious in compliance with the requirements of Education Law §3012-d.
When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal. The appealing party must indicate his/her intent to also present in person a formal hearing at the time the appeal is filed.

TIME FRAME FOR DISTRICT RESPONSE
Within ten (10) business days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal.
The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response. Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.

DECISION PROCESS FOR APPEAL
Within five (5) business days of the district's response, the Monroe BOCES 1 District Superintendent or a designee of the District Superintendent, provided that the designee has served as a building principal, shall review all submitted documentation by the Unit member and District.
The parties agree that:
a. The hearing officer shall review appeals and render a decision in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the hearing officer receives the documentation.

b. The principal shall be given the right to present his/her documentation to the hearing officer and be represented by an Association member or legal counsel.
c. If the principal elects to present his/her documentation to the hearing officer, the district shall have the opportunity to present its case supporting the rating or improvement plan and then the principal may refute the presentation. These may include the presentation of material, witnesses and/or affidavits in lieu of testimony.

DECISION
A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. Such decision shall be a final administrative decision. The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The reviewer must either, affirm, set aside or modify a district's rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.

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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.

APPR Certification 11-30-16.pdf

Fairport Central School District
Recommendation for Teacher Improvement Plan - Teacher

Member's Name _____ School _____

Administrator's Name _____

Awareness (Check all areas of concern that apply)

Domain 1: Planning and Preparation			
Component		Component	
1a. Knowledge of content and pedagogy		1d. Knowledge of resources	
1b. Knowledge of students		1e. Designing coherent instruction	
1c. Instructional outcomes		1f. Student assessments	
Specific concerns:			
Domain 2: Classroom Environment			
Component		Component	
2a. Creating an environment of respect and rapport		2d. Managing student behavior	
2b. Establishing a culture for learning		2e. Organizing physical space	
2c. Managing classroom procedures			
Specific concerns:			
Domain 3: Instruction			
Component		Component	
3a. Communicating clearly and accurately		3d. Using assessment in instruction	
3b. Using questioning and discussion techniques		3e. Demonstrating flexibility and responsiveness	
3c. Engaging students in learning			
Specific concerns:			
Domain 4: Professional Responsibilities			
Component		Component	
4a. Reflecting on teaching		4d. Participating in a professional community	
4b. Maintaining accurate records		4e. Growing and developing professionally	
4c. C			

Fairport Central School District
Teacher Improvement Plan- Evidence of Improvement

In order to prepare for a progress monitoring conference, this form should be completed by the m in a timely manner and submitted to the Principal no later than two days before the conference.

Faculty Member _____ Date of Conference _____

Action Step(s)_____ , _____ , _____

1. For each of the components or area(s) of concern that are currently being addressed, lis from your work that illustrates your present level of performance. (You are strongly encouraged to reference the rubrics as needed.)

2. In what ways has student learning benefitted from your efforts? Again, please cite specific evidence from the lesson.

3. To what extent were your improvement goals met? If they have not been fully met, what ac do you plan to take to continue progress?

Additional information that you may wish to share.

Fairport Central School District
Teacher Improvement Plan Recommendation

DISTRICT CERTIFICATION FORM: Please download this form, complete and upload to APPR Admin

By signing this document, the school district or BOCES certifies that this document constitutes the district or BOCES' complete Annual Professional Performance Review (APPR) Plan, that all provisions of §3012-d of the Civil Service Law and the regulations of the Board of Regents relating to APPR have been complied with in the district or BOCES, where applicable, and that collective negotiations have been completed on all provisions of the APPR Plan relating to subjects for collective bargaining, and that such APPR Plan complies with the requirements of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES.

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that, upon information and belief, all statements made herein are true, complete and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and have been amended and/or otherwise revised to the extent necessary to comply with Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that includes, [illegible] pursuant to §3012-d of the Education Law, Subpart 30-3 of the Rules of the Board of Regents.

The school district or BOCES and its collective bargaining agent(s), where applicable, certify that the terms of the district's or BOCES' complete APPR Plan and that such plan will be fully implemented [illegible] are no collective bargaining agreements, memoranda of understanding, or other agreements [illegible] contrary to, or inconsistent with, implementation of the APPR Plan, and that no matters will be made [illegible] collective bargaining or otherwise [illegible] with the approval of the Commissioner in accordance with the rules of the Board of Regents.

The district/BOCES and its collective bargaining agent(s), where applicable, certify that for the 2015-16 through 2018-19 school years, teacher scores and ratings will be calculated [illegible] English Language Arts (ELA) and Math State assessments and, as available, [illegible] the district/BOCES can continue to provide teachers and principals with [illegible] approved APPR plans [illegible] Regents during the transition period, and that original APPR scores and ratings will be maintained [illegible] will have no impact on employment decisions, including tenure decisions [illegible].

The school district and its collective bargaining agent(s), where applicable, understand that if the district's APPR Plan is rejected or rescinded for any reason, any State aid increases received pursuant to §3602-e(20) [illegible] Plan may be withheld or forfeited by the State pursuant to Education Law §3012-d(11), as added by Chapter 56 of the Laws of 2015.

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

- Assure that, during the 2015-16 through 2018-19 school years, the overall transition [illegible] as a significant factor in employment [illegible]
- Assure that, during the 2015-16 through 2018-19 school years, the district or BOCES will provide teachers and principals with original APPR scores and ratings [illegible] without any modifications, corrections or appeals [illegible]
- Assure that, during the 2015-16 through 2018-19 school years, original APPR scores and ratings will not be the basis for employment decisions [illegible]
- Assure that beginning with the 2019-2020 school year, [illegible] approved APPR plan shall be used as the basis for [illegible] and principal improvement plans;
- Assure that, during the 2015-16 through 2018-19 school years, the district or BOCES will provide teachers and principals whose Student Performance Category measures are based in whole or in part on the grades 3-8 ELA and Math State assessments and/or State-provided growth scores with their APPR transition scores and ratings calculated pursuant to §30-3.17 of the Rules of the Board of Regents as soon as practicable but no later than September 1 of the school year that follows the school year for which the teacher's performance is being measured;
- Assure that, during the 2015-16 through 2018-19 school years, the district or BOCES will provide teachers and principals with their original composite APPR ratings by September 1 of the school year that follows the school year for which the teacher's performance is being measured, or as soon as practicable thereafter;
- Assure that, during the 2015-16 through 2018-19 school years, the district or BOCES will provide teachers and principals whose Student Performance Category measures are based in whole or in part on the grades 3-8 ELA and Math State assessments and/or State-provided growth scores with their [illegible] scores and ratings [illegible]

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 following the school year in which the classroom teacher's or building principal's performance is being measured, but in no case later than September 1 of the school year following the school year in which the classroom 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 following the school year for which the classroom teacher or building principal's performance is being measured;

- Assure that beginning with the 2013-2014 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 following the school year for which the classroom teacher or building principal's performance is being measured;
- Assure that beginning in the 2014-15 school year, the district or BOCES shall communicate annually to each teacher/principal their score and rating on the Student Performance category, if applicable, and for the Teacher Observation category or Principal School Visit category of a teacher's or principal's annual professional performance review, in writing, no later than the last day of the school year following the school year in which the teacher or principal is being measured, but in no case later than September 1 of the school year following the school year for which such 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 is approved 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 will continue to report to the Commissioner the growth or transition rating, observation and subcomponent scores and the overall composite scores for each classroom teacher and building principal in a manner prescribed by the Commissioner;
- Certify that the district provides annual professional development and training to evaluators and lead evaluators to ensure inter-rater reliability and to certify the rosters and/or student rosters assigned to them;
- Assure that teachers and principals will be given timely and constructive feedback based on the multiple measures used to determine their annual ratings;
- Assure that any training course for lead evaluators and evaluators addresses each of the requirements in the regulations, including specific considerations and strategies to enhance the effectiveness of English language learners and students with disabilities;
- Assure that, during the 2015-16 through 2018-19 school years, any principal who receives a developing or ineffective rating as their overall transition rating will receive a Teacher Improvement Plan or Principal Improvement Plan, as in accordance with all applicable statutes and regulations, by October 1 in the school year following the school year in which such teacher's or principal's performance is measured;
- 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 in the school year following the school year for which such teacher's or principal's performance is measured, or as soon thereafter;
- Assure that such improvement plan shall be developed by the subcommittee or district designee in the exercise of their pedagogical judgement, which may subject to collective bargaining to the extent provided by Article 24 of the Civil Service Law;
- Assure that all evaluators and lead evaluators, including independent evaluators and peer evaluators, as applicable, be properly trained and that lead evaluators will be certified or recertified as necessary in accordance with all applicable statutes and regulations;
- Assure that the district or BOCES has collectively bargained annual professional performance reviews that are consistent with the applicable statutes and regulations and that they provide for the timely and expeditious resolution of an appeal to the district/BOCES;
- 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 NYS Educational 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 a highly effective rating for the Student Performance subcomponent and that the district and BOCES shall ensure that the processes by which measures and targets are assigned to subcomponents and categories, and actual results are translated into ratings, are designed to give the greatest possible opportunity for teachers and principals to receive a highly effective rating;
- Assure that each year, the district or BOCES will use a second measure for the Student Performance category from the selected measures for student growth across all classrooms in the same grade and subject in the district or BOCES must be used in a consistent manner to the extent practicable;
- Assure that all growth targets reported to the Commissioner are verified by the district superintendent or another trained administrator;
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval by March 1st each school year, or a time prescribed by the Commissioner, to the Commissioner for approval;
- Assure that the alternate SLO process used in the district's or BOCES' approved APPR plan will be used as the basis for certain teachers' and principals' transitional APPR ratings, where applicable and consistent with Section 3012-d of the

the [redacted]

- Assure that, beginning in the 2019-20 school year, [redacted] BOCES' original APPR Plan will apply to all classroom teachers and building principals as defined in the statute, regulations, and SED guidance [redacted] requirements of §30-3.17 of the Rules of the Board of Regents [redacted]
- Assure that the district will provide to the Department with any information necessary to conduct any monitoring pursuant to [redacted] subpart 30-3 [redacted]
- Assure that the amount of time devoted to [redacted] State or Federal law for each classroom program [redacted] minimum in required annual instructional hours for such classroom [redacted]
- Assure that the amount of time devoted to test preparation [redacted] not exceed, in the aggregate, [redacted] devoted to [redacted] be counted towards the limits established by this subdivision. In addition, [redacted] not be counted towards the limits established by this [redacted] supersede the requirements of a section [redacted] English language learners or the individualized education program of a student with a disability

Signatures, dates

Superintendent Signature: Date:

[redacted]

Teachers Union President Signature: Date:

[redacted]

Administrative Union President Signature: Date:

[redacted]

[redacted]

[redacted]