



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

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February 1, 2023

§3012-d Removal of the NYS Grade Four Science Assessment Supplemental Form (Material Change)

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Congratulations. I am pleased to inform you that the Removal of the NYS Grade Four Science Assessment Supplemental Form you submitted meets the criteria outlined in Subpart 30-3 of the &RPPLVLRQHU 5HJXODWLRQV DQG KDV EHHQ DSSURY currently approved Educator Evaluation Plan. As a reminder, we are relying on the certifications and assurances that are part of your approved Educator Evaluation plan and those found in the Supplemental Form for \$OWHUQDWH 6/2V xlf any additional changes need to be made your approved plan, your district/BOCES must submit a new plan to us for approval. Please see the attached notes for further information.

Please be advised that, pursuant to Education Law §3012-d, the Department will be analyzing data supplied by districts, BOCES, and/or schools and may order a corrective action plan Educator the Teacher Observation or Principal School Visits category, and/or if WKH WHDFKHUV RU RYHUDO and/or school scores show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results, and/or if schools or districts show a pattern of anomalous results in the Student Performance category and/or the Observation/School Visits category.

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

Thank you again for your hard work.

Sincerely,

[Handwritten signature of Betty A. Rosa]
Betty A. Rosa
Commissioner

Attachment

c: 'DYL G 2.5RXUNH



Instructions

## Educator Evaluation - Removal of Grade Four Science Assessment

Task 2. TEACHERS: Required Student Performance - Teachers

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Page Last Modified: 11/01/2022

**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)

Educator Evaluation - Removal of Grade Four Science Assessment

Task 7. PRINCIPALS: Required Student Performance - Principals

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### Applicable Principals

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

Principals whose SLOs are based on multiple assessments including the NYS Grade Four Science Assessment.

Principals 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 principals 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 principal whose SLO is based only on the NYS Grade Four Science assessment, then you must select the second option.

ALL principals 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 Certification)

Educator Evaluation - Removal of Grade Four Science Assessment

Statement of Assurances - Upload Statement of Assurances

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Upload Statement of Assurances

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 this page only.

Please download the "Removal of Grade Four Science Assessment Assurances" from the list of documents on the left, obtain the required signatures, create a PDF file, and upload the signed and dated form.

Statement of Assurances NYSED Feb 2023.pdf





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

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President of the University of the State of New York

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**NOTE:**

Pursuant to sections 30-2.14 and 30-3.17 of the Rules of the Board of Regents, during the 2015-16 through 2018-19 school years, your district/BOCES must calculate transition scores and ratings for

## Annual Professional Performance Review - Education Law §3012-d

## Task 1. School District Information - Tasks 1.1, 1.2

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## Task 1) Disclaimers

For guidance related to Annual Professional Performance Review plans, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.

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

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

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

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

## 1.1) Assurances

Please check all of the boxes below

- Assure that the content of this form represents the district's/BOCES' entire APPR plan and that the APPR plan is in compliance with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.
- Assure that a detailed version of the district's/BOCES' entire APPR plan is kept on file and that a copy of such plan will be provided to the Department upon request for review of compliance with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.
- Assure that this APPR plan will be posted on the district/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 it is understood that this district's/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval.

## 1.2) Submission Status

Is this a first-time submission under Education Law §3012-d or the submission of material changes to an APPR plan approved pursuant to Education Law §3012-d?

First-time submission under Education Law §3012-d

# Annual Professional Performance Review - Education Law §3012-d

## Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.1 (Assurances), 2.2 (4-8 ELA/Math)

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### Task 2) 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 the Student Performance category if only the Required subcomponent is used or at least 50% when used with the Optional subcomponent.

(A) For a teacher whose course ends in a State-created or administered test for which there is a State-provided growth model and at least 50% of a teacher's students are covered under the State-provided growth measure, such teacher shall have a State-provided growth score based on such model.

(B) For a teacher whose course does not end in a State-created or administered test or where less than 50% of the teacher's students are covered by a State-provided growth measure, such teacher shall have a Student Learning Objective (SLO) developed and approved by his/her superintendent or another trained administrator, using a form prescribed by the Commissioner, consistent with the SLO process determined or developed by the Commissioner, that results in a student growth score; provided that, for any teacher whose course ends 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.

### 2.1) Assurances

Please note: NYS Grades 3-8 ELA/Math Assessments and State-provided growth scores cannot be used for the purposes of providing transition scores and ratings during the 2015-16 through 2018-19 school years, and should be used for advisory purposes only until the 2019-20 school year. Alternate SLOs to be used during the 2016-17 through 2018-19 transition period should be entered in Task 2 (Transition).

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 4-8 ELA and Math teachers in the event that a State-provided growth score cannot be generated for that teacher.
- For the 2019-20 school year and thereafter, for any grade/subject that requires a back-up SLO, but for which there are not enough students, not enough scores, or data issues that prevent a teacher-specific SLO from being created, the superintendent or another trained administrator shall develop a school-wide back-up SLO using available State/Regents assessments.
- 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.

### 2.2) Grades 4-8 ELA and Math: Assessments (Original)

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Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.3 (3 ELA/Math), 2.4 (4/8 SCI)

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2.3) Grade 3 ELA and Math: Assessments (Original)

STUDENT LEARNING OBJECTIVES: Courses Ending with State Assessments or Regents Exams

For guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

SLOs are the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For grade 3 ELA and math; grades 4 and 8 science; high school math, science, and social studies courses associated with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO for students taking such assessments:

- State assessments (or Regents or Regent equivalents), required if one exists

Using the drop-down boxes below, please select the assessment that will be used for the SLOs for the grade/subject listed.

|                  |             |              |
|------------------|-------------|--------------|
|                  | Grade 3 ELA | Grade 3 Math |
| State Assessment | Grade 3 ELA | Grade 3 Math |

2.4) Grades 4 and 8 Science: Assessments (Original)

STUDENT LEARNING OBJECTIVES: Courses Ending with State Assessments or Regents Exams

For guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

SLOs are the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For grade 3 ELA and math; grades 4 and 8 science; high school math, science, and social studies courses associated with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO for students taking such assessments:

- State assessments (or Regents or Regent equivalents), required if one exists

Using the drop-down boxes below, please select the assessment(s) that will be used for the SLOs for the grade/subject listed.

|                                |                 |                 |
|--------------------------------|-----------------|-----------------|
|                                | Grade 4 Science | Grade 8 Science |
| State or Regents Assessment(s) | Common branch   | Grade 8 Science |

Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.5, 2.6 (High School Courses)

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2.5) High School Courses Ending in a Regents Exam: Assessments (Original)

Note: Additional high school courses may be included in the "All Other Courses" section of this form (Task 2.10).

STUDENT LEARNING OBJECTIVES: Courses Ending with State Assessments or Regents Exams

For guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

SLOs are the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For grade 3 ELA and math; grades 4 and 8 science; high school math, science, and social studies associated with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO for students taking such assessments:

- State assessments (or Regents or Regent equivalents), required if one exists

Using the drop-down boxes below, please select the assessment(s) that will be used for the SLOs for the grade/subject listed.

|                    |          |            |
|--------------------|----------|------------|
|                    | Global 2 | US History |
| Regents Assessment | Global 2 | US History |

|                    |                    |               |           |         |
|--------------------|--------------------|---------------|-----------|---------|
|                    | Living Environment | Earth Science | Chemistry | Physics |
| Regents Assessment | Living Environment | Earth Science | Chemistry | Physics |

|                       |                     |                      |                         |
|-----------------------|---------------------|----------------------|-------------------------|
|                       | Algebra I           | Geometry             | Algebra II/Trigonometry |
| Regents Assessment(s) | Common Core Algebra | Common Core Geometry | Common Core Algebra II  |

2.6) High School English Language Arts Courses: Measures and Assessments (Original)

Note: Additional high school English Language Arts courses may be included in the "All Other Courses" section of this form (Task 2.10).

STUDENT LEARNING OBJECTIVES: High School English Language Arts

For guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments until a majority of students are covered.)

For high school English Language Arts, the following must be used as the evidence of student learning within the SLO:

- State assessments (or Regents or Regent equivalents), required in at least one year of high school English Language Arts

For grade levels where the Regents exam is not used:

- District-determined assessments from list of State-approved 3rd party assessments; or
- State-approved district, regionally or BOCES-developed course-specific assessments; or
- School- or program-wide, group, team, or linked results; or
- District- or BOCES-wide results

Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.5, 2.6 (High School Courses)

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Using the table below, please select the measure and assessment(s) that will be used for SLOs for the grade/subject listed.

|        | Measure                         | State or Regents Assessment(s)   | Locally-Developed Course-Specific Assessment(s) | Third Party Assessment(s) |
|--------|---------------------------------|--|---|---------------------------|
| 9 ELA  | District- or BOCES-wide results | <input checked="" type="checkbox"/> Grade 4 Science<br><input checked="" type="checkbox"/> Grade 8 Science<br><input checked="" type="checkbox"/> All Regents given in building/district |   |                           |
| 10 ELA | District- or BOCES-wide results | <input checked="" type="checkbox"/> Grade 4 Science<br><input checked="" type="checkbox"/> Grade 8 Science<br><input checked="" type="checkbox"/> All Regents given in building/district |   |                           |
| 11 ELA | Teacher-specific results        | <input checked="" type="checkbox"/> Common Core English  |   |                           |
| 12 ELA | District- or BOCES-wide results | <input checked="" type="checkbox"/> Grade 4 Science<br><input checked="" type="checkbox"/> Grade 8 Science<br><input checked="" type="checkbox"/> All Regents given in building/district |   |                           |





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|  |  | <input checked="" type="checkbox"/><br><input checked="" type="checkbox"/><br><input checked="" type="checkbox"/> |  |
|  |  | <input checked="" type="checkbox"/><br><input checked="" type="checkbox"/><br><input checked="" type="checkbox"/> |  |

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Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.10 (Other Courses), 2.11-2.14

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2.10) All Other Courses (Original)

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

For guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments until a majority of students are covered.)

For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

- District-determined assessments from list of State-approved 3rd party assessments; or
- State-approved district, regionally or BOCES-developed course-specific assessments; or
- School- or program-wide, group, team, or linked results; or
- District- or BOCES-wide results

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

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|  |  |  |  | <input checked="" type="checkbox"/><br><input checked="" type="checkbox"/><br><input checked="" type="checkbox"/> |  |  |

Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.10 (Other Courses), 2.11-2.14

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|         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |       |      |      |
|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-------|------|------|
| 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% |

2.12) Teachers with More Than One Growth Measure (Original)

For more information on teachers with more than one growth measure, please see NYSED APPR Guidance and NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

If educators have more than one State-provided growth score and rating, those scores and ratings will be combined into one 0-20 score and HEDI rating for the Required Student Performance subcomponent provided by the Department. (Examples: Common branch teacher with State-provided growth measures for both ELA and Math in grade 4; middle school teacher with State-provided growth measures for both ELA and Math in grade 7; high school teacher with State-provided growth measures for both ELA and Math in grade 11.)

ELA and Math in grade 4; middle school teacher with State-provided growth measures for both ELA and Math in grade 7; high school teacher with State-provided growth measures for both ELA and Math in grade 11.

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Annual Professional Performance Review - Education Law §3012-d

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

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|         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |       |      |      |
|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-------|------|------|
| 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% |

2.12) Teachers with More Than One Growth Measure (Transition)

For more information on teachers with more than one growth measure, please see NYSED APPR Guidance and NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

If educators have more than one alternate SLO, the measures will each earn a score from 0-20 points which districts/BOCES must weight proportionately based on the number of students in each SLO.







Annual Professional Performance Review - Education Law §3012-d

Task 4. Teacher Observation Category - Tasks 4.1-4.6

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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 4. Teacher Observation Category - Tasks 4.1-4.6

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| Required - Principal/<br>Administrator | Required - Independent<br>Evaluator(s) | Optional - Peer Observer(s) | Grades and subjects for which<br>Peer Observers will be used |
|--|--|-----------------------------|--|
| 90%                                    | 10%                                    | N/A                         | (No Response)  |

4.6) Assurances

Please check all of the boxes below.

- Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the teacher(s) they are evaluating.
- Assure that, if observations are being conducted by trained peer observer(s), these teacher(s) received an overall rating of Effective or Highly Effective in the previous school year.
- Assure that the following elements will not be used in calculating a teacher's Observation category score and rating: evidence of student development and performance derived from lesson plans, other artifacts of teacher practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of teacher effectiveness. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- Assure that the length of all observations for teachers will be conducted pursuant to the locally-determined durations.
- Assure that independent evaluator(s) will be trained and selected by the district/BOCES.
- Assure that peer observer(s), as applicable, will be trained and selected by the district/BOCES.
- Assure that at least one of the required observations will be unannounced.

4.7) Number and Method of Observations

Indicate the minimum number of unannounced and announced observations for each type of observer, as well as the method of observation, in the tables below.

Tenured Teachers

|             | Required - Principal/<br>Administrator:<br>Minimum<br>observations | Required - Principal/<br>Administrator:<br>Observation<br>method | Required - Independent<br>Evaluator(s):<br>Minimum<br>observations | Required - Independent<br>Evaluator(s):<br>Observation<br>method | Optional - Peer<br>Observer(s):<br>Minimum<br>observations | Optional - Peer<br>Observer(s):<br>Observation<br>method |
|-------------|--|--|--|--|--|--|
| Unannounced | 0  | N/A  | 1  | In person  | 0  | N/A  |
| Announced   | 1  | In person  | 0  | N/A  | 0  | N/A  |

Probationary Teachers

|             | Required - Principal/<br>Administrator:<br>Minimum<br>observations | Required - Principal/<br>Administrator:<br>Observation<br>method | Required - Independent<br>Evaluator(s):<br>Minimum<br>observations | Required - Independent<br>Evaluator(s):<br>Observation<br>method | Optional - Peer<br>Observer(s):<br>Minimum<br>observations | Optional - Peer<br>Observer(s):<br>Observation<br>method |
|-------------|--|--|--|--|--|--|
| Unannounced | 0  | N/A  | 1  | In person  | 0  | N/A  |
| Announced   | 2  | In person  | 0  | N/A  | 0  | N/A  |

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.

Teacher Observation

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

|   | Overall Student Performance Category Score and Rating |         |   | Overall Observation Category Score and Rating |              |
|---|---|---------|---|---|--------------|
|   | Minimum   | Maximum |   | Minimum                                       | Maximum      |
| H | 18  | 20      | H | 3.5 to 3.75                                   | 4.0          |
| E | 15  | 17      | E | 2.5 to 2.75                                   | 3.49 to 3.74 |
| D | 13  | 14      | D | 1.5 to 1.75                                   | 2.49 to 2.74 |
| I | 0   | 12      | I | 0   | 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 subcomponent of the Student Performance category, the teacher can be rated no higher than Ineffective overall (see Education Law §3012-d (5)(a) and (7)).

5.3) Assurances

Please check all of the boxes below.

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







## Annual Professional Performance Review - Education Law §3012-d

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

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Please check all of the boxes below.

- Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.
- Assure that the district/BOCES provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.
- Assure scores and ratings for all teachers will be reported to NYSED for each category, as well as the overall rating, as per NYSED requirements.
- Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.
- Assure that procedures for ensuring data accuracy and integrity are being utilized.





Annual Professional Performance Review - Education Law §3012-d

Task 7. Original Student Performance - Required (Principals) - Original Task 7.1 (State-Provided Growth Measures)

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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          | 6        | <input checked="" type="checkbox"/> Grade 4 ELA<br><input checked="" type="checkbox"/> Grade 5 ELA<br><input checked="" type="checkbox"/> Grade 6 ELA<br><input checked="" type="checkbox"/> Grade 4 Math<br><input checked="" type="checkbox"/> Grade 5 Math<br><input checked="" type="checkbox"/> Grade 6 Math   |
| 7          | 12       | <input checked="" type="checkbox"/> Grade 7 ELA<br><input checked="" type="checkbox"/> Grade 8 ELA<br><input checked="" type="checkbox"/> Grade 7 Math<br><input checked="" type="checkbox"/> Grade 8 Math<br><input checked="" type="checkbox"/> All applicable Regents assessments which are used to generate the principal's State-provided growth score |

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.

Annual Professional Performance Review - Education Law §3012-d

Task 7. Original Student Performance - Required (Principals) - Original Tasks 7.2 (SLOs), 7.3-7.6

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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-              | 93- | 90- | 85-       | 80- | 75- | 67-        | 60- | 55-         | 49- | 44- | 39- | 34- | 29- | 25- | 21- | 17- | 13- | 9- | 5- | 0- |
| 100              | 96  | 92  | 89        | 84  | 79  | 74         | 66  | 59          | 54  | 48  | 43  | 38  | 33  | 28  | 24  | 20  | 16  | 12 | 8  | 4  |
| %                | %   | %   | %         | %   | %   | %          | %   | %           | %   | %   | %   | %   | %   | %   | %   | %   | %   | %  | %  | %  |

7.4) Principals with More Than One Growth Measure (Original)

For more information on principals with more than one growth measure, please see NYSED APPR Guidance and SLO

Guidance: <https://www.engageny.org/resource/appr-3012-d>.

If educators have more than one State-provided growth score and rating, those scores and ratings will be combined into one score and HEDI rating for the



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# 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 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.

During the 2016-17 through 2018-19 school years, pursuant to the requirements of §30-3.17 of the Rules of the Board of Regents, if excluding grade 3-8 ELA/math State assessments and any State-provided growth scores results in no remaining student performance measures, districts/BOCES must develop alternate SLOs based on assessments that are not grade 3-8 ELA/math State assessments for the Required subcomponent of the Student Performance Category during the transition to higher standards through new State assessments aligned to revised learning standards and a revised State-approved growth model.

### 7.1-7.2) Alternate SLOs (Transition Period, 2016-17 through 2018-19)

Please list the grade configurations of the schools or principals where alternate SLOs will apply. For each configuration, also indicate the measure and assessment(s) used for the alternate SLO.

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: measure used
- Column 4: assessment(s) used

Follow the examples below.

|                       | (1) lowest grade | (2) highest grade | (3) measure                     | (4) assessment(s)  |
|-----------------------|------------------|-------------------|---------------------------------|--|
| Grades K-2 Building   | K                | 2                 | District- or BOCES-wide results | Common Core English, Common Core Algebra, Living Environment, Global 2, US History |
| Grades 11-12 Building | 11               | 12                | Principal-specific results      | Common Core English, US History  |

Using the table below, please select the assessment(s) that will be used for the alternate SLOs during the 2016-17 through 2018-19 school years for each grade configuration listed. In all other school years, 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.

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) |
|------------|----------|---------------------------------|--|---|---------------------------|
| K          | 6        | District- or BOCES-wide results | <input checked="" type="checkbox"/> Grade 4 Science<br><input checked="" type="checkbox"/> Grade 8 Science<br><input checked="" type="checkbox"/> All Regents given in building/district |   |                           |
| 7          | 12       | District- or BOCES-wide results | <input checked="" type="checkbox"/> Grade 4 Science<br><input checked="" type="checkbox"/> Grade 8 Science<br><input checked="" type="checkbox"/> All Regents given in building/district |   |                           |

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)

For more information on principals with more than one growth measure, please see NYSED APPR Guidance and SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

If educators have more than one alternate SLO, the measures will each earn a score from 0-20 points which districts/BOCES must weight proportionately based on the number of students in each SLO.

## Annual Professional Performance Review - Education Law §3012-d

### Task 8.1. Optional Subcomponent Use (Principals) - Task 8.1 (Subcomponent Use and Weighting)

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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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|  |  |
|--|--|
|  |  |
|  |  |





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/<br>Administrator | Required - Independent<br>Evaluator(s) | Optional - Peer Observer(s) | Grade configurations for which<br>Peer Observers will be used |
|---|--|-----------------------------|---|
| 90%                                     | 10%                                    | N/A                         | (No Response)   |

9.6) Assurances

Please check all of the boxes below.

- Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the principal(s) they are evaluating.
- Assure that, if school visits are being conducted by trained peer observer(s), these principal(s) received an overall rating of Effective or Highly Effective in the previous school year.
- 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; 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 independent evaluator(s) will be trained and selected by the district/BOCES.
- Assure that peer observer(s), as applicable, will be trained and selected by the district/BOCES.
- Assure that at least one of the required school visits will be unannounced.
- Assure that school visits will not be conducted via video.

9.7) Number of School Visits

Indicate the minimum number of unannounced and announced school visits for each type of observer in the tables below.

Tenured Principals

|             | Required - Supervisor/ Administrator:<br>Minimum school visits | Required - Independent Evaluator(s):<br>Minimum school visits | Optional - Peer Observer(s):<br>Minimum school visits |
|-------------|--|---|---|
| Unannounced | 0  | 1   | 0   |
| Announced   | 2  | 0   | 0   |

Probationary Principals

|             | Required - Supervisor/ Administrator:<br>Minimum school visits | Required - Independent Evaluator(s):<br>Minimum school visits | Optional - Peer Observer(s):<br>Minimum school visits |
|-------------|--|---|---|
| Unannounced | 0  | 1   | 0   |
| Announced   | 2  | 0   | 0   |



Annual Professional Performance Review - Education Law §3012-d

Task 10. Overall Scoring (Principals) - Tasks 10.1-10.3

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

10.1) Scoring Ranges

Student Performance Category

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

Principal School Visit Category

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

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

10.2) Scoring Matrix for the Overall Rating

|                              |                      | 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               |

\* If a principal is rated Ineffective on the Student Performance category, and a State-designed supplemental assessment was included as an Optional subcomponent of the Student Performance category, the principal can be rated no higher than Ineffective overall (see Education Law §3012-d (5)(a) and (7)).

10.3) Assurances

Please check all of the boxes below.

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





## Annual Professional Performance Review - Education Law §3012-d

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

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

The primary responsibility for evaluation of each employee rests with the immediate supervisor, who is normally the Superintendent. The district will ensure that all evaluators including lead evaluators, evaluators, and independent evaluators, are properly trained and certified to complete the performance reviews of professional employees. All evaluator training will include the Board of Regents' rules, 30-3.10 for the nine elements. Erie 2 BOCES will conduct training for all evaluators using the Danielson and MPPR rubrics. In addition, the evaluators will attend four 3-hour sessions of Erie 2 BOCES and other available approved provided workshops on SLOs, observing staff, walk-throughs, and inter-rater reliability. The minimum duration for initial and recertification training will be 3 hours. We will work together on inter-rater reliability in the district as the process moves forward. The Superintendent and/or designee will maintain inter-rater reliability over time and assure evaluators are re-certified on a regular basis and receive training on any changes in the law, regulations or applicable collective bargaining agreements. The Board of Education will certify and re-certify that all evaluators have received the training required to complete the performance reviews. The District will ensure that the evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.

## 11.7) Assurances: Principal Evaluation

Please check all of the boxes below.

- Assure that the district/BOCES shall compute and provide to the principal their score and rating for the Student Performance category, if available, and for the Principal School Visit category for the principal's Annual Professional Performance Review, in writing, no later than the last school day of the school year for which the principal is being measured, but in no case later than September 1 of the school year next following the school year for which the principal's performance is being measured.
- Assure that the evaluation system will be used as a significant factor for employment decisions.
- Assure that principals will receive timely and constructive feedback as part of the evaluation process.
- Assure that the following prohibited elements listed in Education Law §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 district or regionally-developed assessment that has not been approved by the department; and any growth or achievement target that does not meet the minimum standards as set forth in regulations of the Commissioner. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall compute and provide principals whose Student Performance Category measures are based, in whole or in part, on the grades 3-8 ELA/math State assessments and/or State-provided growth scores with their APPR transition scores and ratings as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the principal's performance is being measured.
-

## 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.

- 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 district/BOCES provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.
- Assure scores and ratings for all principals will be reported to NYSED for each category, as well as the overall rating, as per NYSED requirements.
- Assure that enrolled students in accordance with policies for student assignment to schools and may not be excluded.
- Assure that procedures for ensuring data accuracy and integrity are being utilized.

## Annual Professional Performance Review - Education Law §3012-d

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

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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.

DOC090816.pdf

DOC062416.pdf

# Teacher Improvement Plan

Name of Teacher: \_\_\_\_\_

Participants in the formulation of this TIP:

\_\_\_\_\_  
\_\_\_\_\_

Identify the area(s) of improvement identified in the annual evaluation:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

This plan will begin on: \_\_\_\_\_

The parties to this agreement will meet on the following dates to review and evaluate the plan and formulate modifications if necessary:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Any changes or modification to the plan must be in writing and will be appended to this document.

\_\_\_\_\_  
Teacher Date

\_\_\_\_\_  
Administrator Date

\_\_\_\_\_  
Union Representative Date

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Area in Needing Improvement: \_\_\_\_\_

Timeline for improvement:

Manner in which improvement will be assessed:

Differentiated Activities to Support Improvement:

Activity: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

Goal: \_\_\_\_\_

Other personnel involved: \_\_\_\_\_

Activity: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

Goal: \_\_\_\_\_

Other personnel involved: \_\_\_\_\_

Activity: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

Goal: \_\_\_\_\_

Other personnel involved: \_\_\_\_\_

Activity: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

Goal: \_\_\_\_\_

Other personnel involved: \_\_\_\_\_

Complete this form for each area identified as needing improvement





Appendix E

Principal Improvement Plan

Name of Principal \_\_\_\_\_

School Building \_\_\_\_\_ Academic Year \_\_\_\_\_

' H I L F L W C I D W S U R V K H O 3 I D Q V R B G F W L Y O H R ' S L Q J ' U S H W U L R U P D Q F H

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December:

March:

Other:

Evidence to be provided for Goal Achievement:





