Page Last Modified: 10/22/2020

Common Branch Grade Three Measures and Assessments

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

*Note*For LEAs that may use both a common branchanddepartmentalized model for grade three:
- Complete this section accordinglyforcommon branch teachers.
- In the "Other Courses" section of Task 2, select the"Elementary" option for applicable subjects in the "Subject" column with the corresponding grade(s)and complete the remainder of that entry as appropriate.

An individually attributed SLO measure

> Teacher and course-specific

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

A collectively attributed SLO measure

> School- or program-wide

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

> District- or BOCES-wide

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

Grade 3: Measure Type

District- or BOCES-wide

Grade 3: District- or BOCES-Wide Measure

District- or BOCES-wide results

Grade 3: Assessment Type(s)

☑ State or Regents assessment(s)

Grade 3: State or Regents Assessment(s)

☑ All Regents given in LEA

Page Last Modified: 01/11/2021

Grade Five

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

*Note*For LEAs that may use both a common branch anddepartmentalized model for grade five:
- Select the applicable "Departmentalized" option belowand complete the remainder of this section accordingly.
- In the “Other Courses” section of Task 2, select “Common Branch” in the “Subject” column with the corresponding grade(s)and complete the remainder of that entry as appropriate.

An individually attributed SLO measure

> Teacher and course-specific

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

A collectively attributed SLO measure

> School- or program-wide

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

> District- or BOCES-wide

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

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

☑ Common branch

Page Last Modified: 01/11/2021

Grade Six

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

*Note*For LEAs that may use both a common branch anddepartmentalized model for grade six:
- Select the applicable "Departmentalized" option belowand complete the remainder of this section accordingly.
- In the “Other Courses” section of Task 2, select “Common Branch” in the “Subject” column with the corresponding grade(s)and complete the remainder of that entry as appropriate.

An individually attributed SLO measure

> Teacher and course-specific

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

A collectively attributed SLO measure

> School- or program-wide

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

> District- or BOCES-wide

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

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

☑

Page Last Modified: 01/11/2021

Grade Seven

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

*Note*For LEAs that may use both a common branch anddepartmentalized model for grade seven:
- Select the applicable "Departmentalized" option belowand complete the remainder of this section accordingly.
- In the “Other Courses” section of Task 2, select “Common Branch” in the “Subject” column with the corresponding grade(s)and complete the remainder of that entry as appropriate.

An individually attributed SLO measure

> Teacher and course-specific

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

A collectively attributed SLO measure

> School- or program-wide

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

> District- or BOCES-wide

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

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

☑ Departmentalized - all core subjects use the same measure and assessment(s)

Page Last Modified: 01/11/2021

Grade Eight Measures and Assessments

Please identify below whether grade eight instruction is common branch or departmentalized; indicate which of the three available measure types will be used for grade eight teachers; and 5 Tt2 1/B2osehe thspeciedceasure t,ommrr despoicang aessments 40inpe(s),nd 5 applatee meaessments 4(s).01)Tj EMC /P <</MCI

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

Page Last Modified: 10/22/2020

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

High School ELA: Measure Type

District- or BOCES-wide

High School ELA: District- or BOCES-Wide Measure

District- or BOCES-wide results

High School ELA: Assessment Type(s)

☑ State or Regents assessment(s)

High School ELA: State or Regents Assessment(s)

Page Last Modified: 10/22/2020

High School Regents Math

Note: Additional high school math courses may be included in the "Other Courses" section.

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

An individually attributed SLO measure

> Teacher and course-specific

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

A collectively attributed SLO measure

> School- or program-wide

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

> District- or BOCES-wide

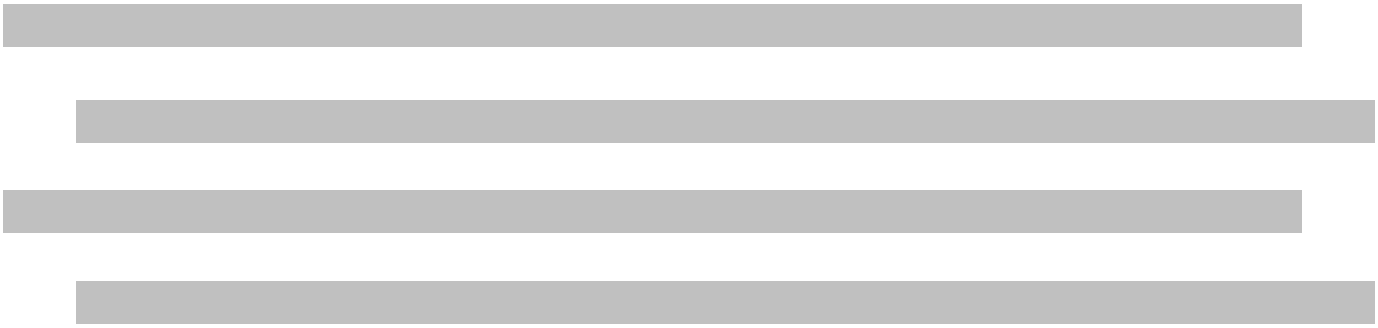
- **District- or BOCES-wide results**:scores and ratings will be based on the growth of all students across buildings/programs in an LEAwho take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results**: scores and ratings for a group or team of teachers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

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

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

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

Task 7 1EittedEACHERS:ew quir 20Studentormance Revie- HSew gents Math (all courses)EMC /P <</MCID 1 >>B2C /T1_0



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

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

Page Last Modified: 10/22/2020

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

High School Regents Science: Measure

District- or BOCES-wide

High School Regents Science: District- or BOCES-Wide Measure

District- or BOCES-wide results

High School Regents Science: Assessment Type(s)

☑ State or Regents assessment(s)

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

Page Last Modified: 10/22/2020

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

High School Regents Social Studies: Measure Type

District- or BOCES-wide

High School Regents Social Studies: District- or BOCES-Wide Measure

District- or BOCES-wide results

High School Regents Social Studies: Assessment Type(s)

☑ State or Regents assessment(s)

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

☑ All Regents given in LEA

Page Last Modified: 01/11/2021

Teacher Observation Category

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

Teacher Practice Rubric

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

Rubric Name	**If more than one rubric is utilized, please indicate the group(s) of teachers each rubric applies to.**
Danielson's Framework for Teaching	N/A

Rubric Assurances

Please check all of the boxes below.

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

Process for Weighting Rubric Domains/Subcomponents

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

Please describe the process for rating and scoring the selected practice rubric consistent with the Department's regulations.

Your description should provide the complete process, including the following:

- **The process for designating observable components (please note: all educators of the same grade/subject must be evaluated based on the same set of observable components);**
- **The level at which components of the chosen rubric are rated (i.e., domain, subdomain, indicator, etc.);**
- **How the final score and rating for each observable component of the practice rubric is determined for each observer; and**
- **How the final score for the required (i.e., lead evaluator/evaluator; independent evaluator) and/or optional (peer**

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

Task 4. TEACHERS: Observations - Rubric and Scoring

Page Last Modified: 01/11/2021

Please check each of the boxes below.

☑

Page Last Modified: 10/23/2020

Optional Subcomponent: Observations by Trained Peer Observer(s)

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

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

Indicate the minimum number of unannounced and announced observations by trained peer observer(s), as well as the method of observation, in the table below.
If the optional subcomponent will not be used, please indicate "N/A" for the minimum number and "N/A" for the observation method for both unannounced and announced observations for "All Teachers."

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

Peer Observation Assurances

Please check all of the boxes below.

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

Page Last Modified: 08/02/2019

Category and Overall Ratings

For guidance on APPR scoring, see NYSED APPR Guidance.

Category Scoring Ranges

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

Student Performance Category

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

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

Scoring Matrix for the Overall Rating

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

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

Category and Overall Rating Assurances

Please check all of the boxes below.

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

Page Last Modified: 08/02/2019

Additional Requirements

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

Teacher Improvement Plan Assurances

Please check each of the boxes below.

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

Teacher Improvement Plan Forms

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

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

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

appr_62_tip_pp_391364554-LYNBROOK UFSD TIP SEPT 2012.doc

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

Pursuant to Education Law§3012-d, a teacher may only challenge the following in an appeal:
(1) the substance of the annual professional performance review;which shall include the following:
(i)

performance review or were or are responsible for either issuing or implementing the improvement plan.

The Superintendent's decision shall be final and binding, and not subject to the grievance procedure or to review in any forum, provided however, that nothing herein shall be deemed to preclude review by a duly appointed hearing officer in a proceeding pursuant to Education Law §3020-b.

Page Last Modified: 10/23/2020

Teacher Evaluation Assurances

Please check all of the boxes below.

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

r.

school year for which the teacher is being measured, but ance Reher than September 1 of the school year next following tl Profession4ces

Teacher Evaluation Assurances

r. laaocaa 8l* (uas not beeerivthanigory fagg grracon tfolicen 8 92 568by the) g in 2cea availiLBody <<endhou T*teachegents, a 568caa

r. veody <</daoeodnigory fouts, e8 92 56 Tar sssisi BT /ure thatinvolvthanCID 5 >e ts, otent dede to igory fTf 8l ye 92her oseacher eff pr

Teacher Evaluation Assurances

Page Last Modified: 10/23/2020

Required Student Performance Subcomponent

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

100% of the Student Performance category if only the Required subcomponent is used or locally determined if the Optional subcomponent is selected.

Required Student Performance Measures

Student performance for prinicpals may be measured by either a student learning objectives (SLO) or an Input Model where the principal's overall rating shall be determined based on evidence of principal practice that promotes student growth related to the Leadership Standards.

STUDENT LEARNING OBJECTIVES

For guidance on SLOs, see NYSED SLO Guidance.

SLO measures may be either individually attributed or collectively attributed.

Individually attributed measures

An individually attributed SLO is based on the learning outcomes of a student population within the principal's building or program.

>

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

Assurances

Please check all of the boxes below.

☑ Assure that for any SLO based, in part, on the New York State grade four science assessment, once the assessment is no longer administered the SLO will utilize only the remaining assessments.

☑

Page Last Modified: 10/23/2020

All Principals

Please indicate how student performance will be measured for principals, then choose the specific measure, corresponding assessment type(s) and assessment(s), as applicable.

Student performance based on a Student Learning Objective (SLO)

An individually attributed SLO measure

> Principal and building/program-specific

- **Principal and building/program-specific results**:scores and ratings will be based on the growth of students in the principal's building/program in the current school year.

A collectively attributed SLO measure

> District- or BOCES-wide

- **District- or BOCES-wide results**:scores and ratings will be based on the growth of all students across buildings/programs in an LEAwho take the applicable assessments in the current school year.

Page Last Modified: 10/23/2020

Principal Student Learning Objective

Page Last Modified: 10/23/2020

Optional Student Performance Subcomponent

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

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

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

Options for measures and associated assessments include:

-

Page Last Modified: 01/11/2021

Scoring Assurances

Please check each of the boxes below.

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

Principal School Visit Scoring Bands

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

	Overall School Visit Category Score and Rating	
	Scoring Asy 6 >>BDC0>BDpro46 1>>BDproduS mng t components of th	

Page Last Modified: 10/23/2020

Please also check each of the following boxes.

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

Page Last Modified: 10/23/2020

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

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

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

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

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

PRINCIPALS *Indicate whether the number and method selected applies to all principals or to a subgroup of principals.*	**SUBGROUP** *If "Subgroup of Principals" is selected in the previous column, indicate which principals the number and method selected applies to; otherwise, enter "N/A." For additional subgroups, add another row.*	**UNANNOUNCED**	

Page Last Modified: 08/02/2019

Category and Overall Ratings

For guidance on APPR scoring, see NYSED APPR Guidance.

Category Scoring Ranges

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

Student Performance Category

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

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

Principal School Visit Category

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

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

Scoring Matrix for the Overall Rating

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

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

Category and Overall Rating Assurances

Please check all of the boxes below.

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

Page Last Modified: 08/02/2019

Additional Requirements

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

Principal Improvement Plan Assurances

Please check each of the boxes below.

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

Principal Improvement Plan Forms

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

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

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

appr_11_2_pp_391364924-LYNBROOK UFSD PIP.docm

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

Task 11. PRINCIPALS: Additional Requirements - Appeals

Page Last Modified: 10/23/2020

Appeal Assurance

Please check the box below.

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

Appeals

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

(1)

Page Last Modified: 01/13/2021

Training Assurance

Please check the box below.

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

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

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

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

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

All of our evaluators (lead evaluators, independent evaluators, and evaluators) are trained as lead evaluators, and will be certified or recertified annually by the District and attend workshops in inter-rater reliability. The BOE certifies and recertifies lead evaluators annually upon the superintendent's recommendation. The initial training and certification will be approximately two days and facilitated by Nassau BOCES, and the recertification training and certification will be approximately one day facilitated by district administrators. The trainings will address the nine required elements found in Section 30-3.10(b) of the Regents Rules, and as part of the process, interrater reliability is addressed as administrators rate the same lessons together.

Page Last Modified: 10/23/2020

Principal Evaluation Assurances Pe 5o2De </Ack all of the boxsurbelow.rances Peatione that the LEA shall compute a

Lynbrook Union Free School District
Principal Improvement Plan Process

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than ten (10) scho after the start of a school year. The superintendent or designee will develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessme
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable time line for achieving improvement.
5. Required and accessible resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout assess progress. These meetings shall occur at least twice during the year: the first between December 1 and December 15 and the second between March 1 and March 15. A written of feedback on progress shall be given within 10 business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including demonstrating improvement.

Principal Improvement Plan

Name of Principal _____

School Building_____ Academic Year _____

’ H I L F L H Q F \ W K D W S U R P X O [illegible]

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

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

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

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: Superintendent is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified complet Such summary shall be signed by the superintendent and principal with the opportunity for the principal to at comments.

LEA CERTIFICATION

Annual Professional Performance Review (APPR) Plan

By signing this document, the LEA and its collective bargaining agent agree to the approval of the school district's APPR plan as adopted by the governing body of the LEA, which has been reviewed and approved by a majority vote of such governing body, pursuant to Education Law §3012-c as amended by Part [illegible] of the Laws of [illegible], and has been adopted by the governing body of the LEA.

The LEA and its collective bargaining agent certify that all of the statements made herein are true and accurate and that any applicable collective bargaining agreement has been and/or have been amended and/or modified by the parties to reflect the changes necessary to ensure that all such agreements are consistent with the APPR plan approved by the Commissioner for purposes of [illegible].

The LEA and its collective bargaining agent agree that in the event that it is determined that such plan will be fully implemented by the LEA, that the LEA and its collective bargaining agent will enter into collective bargaining negotiations with respect to any provisions of any collective bargaining agreements or any other agreements in any form that prevent, conflict, or interfere with full implementation of the APPR plan and that such changes will be made to the collective bargaining agreements or other agreements in accordance with Subpart 30-2 of the Rules of the Board of Regents.

The school district and its collective bargaining agent understand that if the APPR plan is rejected or rescinded for any reason, any State aid increases received as a result of Education Law §3012-d(12) may be withheld or forfeited by the State pursuant to Education Law §3012-d(12).

The LEA and its collective bargaining agent agree to the following with respect to their APPR plan:

- Assure that the overall APPR rating will be issued [illegible] tenure determinations;
- Assure that the entire APPR will be completed for each teacher or principal as soon as practicable but no later than September 1 of the school year following the year in which the teacher or principal is measured;
- Assure that the LEA shall compute and provide to the teacher or principal his or her composite effectiveness rating and the category it falls in, as well as the teacher's or principal's score and category on each measure used to determine the composite effectiveness rating, and the overall rating on the APPR, in writing, no later than the last day of the school year, but in no case later than September 1 of the school year following the year in which the teacher or principal is measured;
- Assure that the APPR plan will be filed in the district office and made available to the public by September 10th of each school year or within 10 days after the [illegible] whichever shall occur;
- Assure that complete and accurate teacher and [illegible] will be provided to the Commissioner as prescribed by the Commissioner;
- Assure that the LEA will [illegible] to the extent practicable, that each student is assigned to a classroom teacher and [illegible] principal in a timely manner [illegible];
- Assure that [illegible] student rosters assigned to [illegible];
- Assure that teachers and principals will receive [illegible] the school district;
- Assure that any training [illegible] specific consideration [illegible] English language learners [illegible];
- Assure that any teacher or principal [illegible] a Teacher Improvement Plan or Principal Improvement Plan [illegible] October 1 of the school year following the year in which such teacher or principal [illegible] practicable thereafter;
- Assure that such improvement plan shall be developed by the superintendent in consultation with the pedagogical [illegible] and shall be aligned with the district's [illegible] Law;
- Assure that all evaluators [illegible] prescribing [illegible] properly trained and that [illegible] will be [illegible] statutes and regulations;
- Assure that LEA has collectively bargained appeals [illegible] for the timely and expeditious [illegible];
- Assure that, for teachers [illegible] once a year across the [illegible] Standards/Domains of the [illegible]