

Annual Professional Performance Review
Teachers
and
Principals

Adopted by the Board of Education November 19, 2014

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Introduction

The Board of Education of the Ballston Spa Central School District (the “District”), in public session at its meeting on November 19, 2014, adopts this Annual Professional Performance Plan for the 2014-2015 school year pursuant to the requirements of Education Law §3012-c and accompanying regulations of the Board of Regents and the Commissioner of Education.

The Annual Professional Performance Review (“APPR”) supports the professional growth of our educators. The overarching goal of the evaluation system is to promote student learning and improve teaching and professional practice. A successful review system should provide timely feedback, and opportunity to acknowledge educators’ strengths as well as their weaknesses and an opportunity for growth as an educator. The APPR encourages professional growth and development through a process that is based on current research on best practices and aligned with New York State’s Teaching Standards. It assures a common language and common expectations among all teachers, principals and evaluators.

The APPR is required to be a significant factor in employment decisions including, but not limited to, promotion, retention, tenure determination, termination and supplemental compensation, as well as teacher and principal professional development.

APPR Committee Members:

District Representatives

Joseph P. Dragone, Ph.D., Superintendent of Schools

Denise Jones, Assistant Superintendent for Human Resources and Professional Development

BSTA

Kim Pusatere – BSTA President

Anne Ferrand – Vice President

AJ Simiele –Vice President

Jeff Fenton- High School

Megan Haessig – Milton Terrace North

Alison Paley, Middle School

Dawn Petry – High School

Marie Rossi- High School

Kristi Szesnat – Gordon Creek

Jen Tetu – Wood Road

BSAC Committee Members:

District Representatives

Denise Jones, Assistant Superintendent for Human Resources and Professional Development

BSAC

Kim Bolster- High School

Section I: Training of Evaluators

The district will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities.

The District will ensure that all evaluators are trained as lead evaluators. The Superintendent of Schools will certify lead evaluators upon receipt of proper documentation that the individual has completed training. The Office of Human Resources and Professional Development will maintain records of certification of evaluators.

Evaluator training will occur regionally in cooperation with the WSWHE BOCES or other authorized entities. Training will be conducted by WSWHE BOCES Network Team personnel who have participated in the NYSED evaluator training for Network Teams and/or other personnel authorized to conduct training as approved by NYSED.

A. Lead Evaluator:

A Lead Evaluator is any individual who conducts evaluations of classroom teachers or building principals. Lead Evaluators will be employed by the District and invested in the school learning community. These individuals will be trained and certified as a lead evaluator according to NYSED's regulation.

B. Timing:

For the 2014-15 school year, all lead evaluators of classroom teachers and principals shall be appropriately trained and certified by September 1 or as soon as possible based on training opportunities offered by the network team. All teachers being observed will be notified of their tentative evaluator by October 15th.

C. Recertification and Updated Training:

The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on a regular basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements. The inter-reliability training will be conducted by the WSWHE BOCES Network Team or other authorized entity, as determined by SED. The training will include a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. These protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators.

Section II: Data Management

A. Ensuring Accurate Teacher and Student Data:

The District shall ensure that SED receives 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 the Regulations of the Board of Regents and the Commissioner of Education by providing such data in a format and timeline prescribed by the Commissioner.

In alignment with §L5 of the *SED APPR Guidance Document*, for the 2012-2013 school year, the data elements listed below will be collected for all courses offered by the District. Students will be associated with the principal(s) of their building of enrollment through data collected in the Statewide Instructional Repository System (“SIRS”).

- Unique statewide identifier for all teachers assigned to reported courses
- Student enrollment in all elementary/middle-level courses linked to a state assessment, using the statewide standardized course codes
- Student enrollment in all secondary-level courses that prepare students to take a Regents exam upon completion of the course, using statewide standardized course codes
- Duration of reported course section
- Student-teacher linkage start/end dates for reported course section
- Duration of the student enrollment-teacher assignment linkage for the reported course section (“enrollment linkage”)
- Duration of student attendance- teacher assignment linkage for the course section (“attendance linkage”)
- Student-teacher linkage duration adjustments for reported course section
- Student exclusion-from-evaluation flag for reported course section
- Student enrollment in all remaining courses, using to-be-determined statewide standardized course codes
- Evaluation composite scores (highly effective, effective, developing, ineffective)
- Evaluation component scores (student growth, local student achievement, other local)
- Other personnel data to be used for value-added modeling and policy purposes (teacher preparation program, teacher preparation pathway, certification earned, highest degree status, years in teacher or principal role)
- Other personnel and student data to be used for policy purposes and as required by SED

This data will be extracted from our student management system and formatted in accordance with the specifications provided by the Northeastern Regional Information Center (“NERIC”).

The New York State Education Department’s *APPR Guidance* and field memos relating to the Student Information Repository System (“SIRS”) will provide detailed guidance related to the collection and reporting of data. The Chief Information Officer shall be in charge of collecting the required data, and overseeing changes in and maintenance of the local data management systems. The Chief Information Officer shall have the authority to assign tasks and deadlines, as required. The District will provide educators adequate time to accurately ensure the validity of the data. Teachers will be provided resources on the use of systems and reporting and will be provided assistance to verify and report data in a timely manner.

The District will continue to monitor data consistent with NYSED reporting requirements to verify that the data submitted to SED are complete and accurate.

B. Reporting Individual Subcomponent Scores:

The District will report to SED the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in the District in a format and timeline prescribed by the Commissioner. The District will use SIRS data reporting extract protocols for reporting these data to NYSED. Total Composite Effectiveness Scores will not be reported until data on student achievement on state assessments is transmitted to the District.

C. Development, Security, and Scoring of Assessments:

The District shall ensure the development, security, and scoring processes of all assessments and/or measures used to evaluate teachers and principals under this section are not disseminated to students before administration and that teachers and principals do not have a vested interest in the outcome of the assessments they score. The District will follow the testing guidelines set forth by NYSED in regards to securing any NYS exams. The District will ensure that all assessments are scored in the manner prescribed by the assessment and/or regulations.

BSTA and the District will determine local measures of student achievement, teacher rubrics, any other instruments (such as surveys, self-assessments, portfolios, etc.) and the scoring methodology for the assignment of points to locally selected measures of student achievement and other measures of teacher effectiveness.

Section III: 2014-2015 School Year Teachers' APPR for staff covered under Education Law §3012-c

A. Positions Evaluated by this Section of the Plan:

All BSTA positions (including full-year long term substitutes) are required to use the evaluation system in this section except Guidance/School Counselors, School Psychologists, Social Workers, Nurses, Speech Teachers and Pathologists, Library Media Specialists and School Media Specialists. The APPR for the aforementioned positions is located in Part IV. If any Part IV specialist is serving as a teacher of record, they must be evaluated per 3012-c.

Long Term Substitutes working less than a full year are not part of the formal APPR process.

B. Annual Professional Performance Criteria:

1. Growth on State Assessments or Growth Using Comparable Measures (Student Learning Objectives) = 20% of teacher's overall evaluative score (Appendix A).
2. Locally Selected Measures of Student Growth or Achievement = 20% of teacher's overall evaluative score (Appendix A).
3. Other Measure of Effectiveness: Multiple Classroom Observations (Tenured Teachers: At least two, one of which must be unannounced; Non-Tenured Teachers: At least three, one of which must be unannounced) and Professional Portfolio = 60%

C. Composite Rating System:

For 2014-15 for educators for whom there is no approved Value-Added measure of student growth, the scoring ranges will be:

For 2014-15 where there is no Value-Added measure	Growth or Comparable Measures	Locally-selected Measures of Growth or Achievement	Other Measures of Effectiveness	Overall Composite Score
Highly Effective	18-20	18-20	59-60	91-100
Effective	9-17	9-17	57-58	75-90
Developing	3-8	3-8	50-56	65-74
Ineffective	0-2	0-2	0-49	0-64

The process by which points are assigned in subcomponents and the scoring ranges for the subcomponents will be transparent and available to those being rated before the beginning of each school year (Appendices A, E and F).

The assignment of points in each subcomponent will ensure that it is possible for an educator to obtain any of the available points (including 0) in the subcomponents and composite rating and to obtain any of the four rating categories.

D. Growth or Comparable Measures (20 Points):

The District certifies that the process for assigning points uses the narrative descriptions below to effectively differentiate educators' performance in ways that improve student learning and instruction.

Growth or Comparable Measures	
Highly Effective	Results are well-above state average for similar students (or District adopted standards if no state test).
Effective	Results meet state average for similar students (or District adopted standards if no state test).
Developing	Results are below state average for similar students (or District adopted standards if no state test).
Ineffective	Results are well-below state average for similar students (or District adopted standards if no state test).

For teachers where there is no State-provided measure of student growth, comparable measures are the State-determined Districtwide growth goal-setting process. Student Learning Objectives (SLOs) are the State-determined process.

A Student Learning Objective is an academic goal for a teacher's students that is set at the start of the course and represents the essential learning for the course. It must include the following basic elements:

- Student population
- Learning content
- Interval of Instructional Time
- Evidence
- Baseline
- Target and HEDI Criteria
- Rationale

Teachers' scores are based upon the degree to which their goals were attained.

The District, in the context of the State Regulations, has identified who in the District will have State-provided growth measures and who must have SLOs as “comparable growth measures” as per the State’s rules (Appendix B).

For those teachers required to make use of the Student Learning Objectives, the District has adopted the following standards for growth and achievement (Appendix A):

Grades K-2 Growth:

- One year’s average growth in ELA and Math across all students as measured by I-Ready (average of both scores)

Grade 3 and NYSAA Growth:

- 90% of Level 1’s will increase at least 1 Level
- 90% of Level 2’s will increase at least 1 Level
- All Level 3’s will increase at least 1 Level and/or no Level 3’s will decrease
- No Level 4’s will decrease

NYSAA Growth for students who do not take the NYSAA in 2014

- For all students on the caseload, 80% or more of each students full-year IEP goals will be "Progressing Satisfactorily" or "Achieved"

NYSESLAT:

- 80% of students will make a total scaled score gain of 43 points on the NYSESLAT or:
- 80% of students will advance one level of proficiency on the NYSELAT 2014 (as compared to 2013).

Content areas/levels to be negotiated annually

- District approved rubric that meets the minimum rigor expectations for growth

All other teachers and content areas:

- 90% of the students scoring above 75% on the baseline assessment will score 85+% on the summative assessment
- 90% of the students scoring between 65% and 74% on the baseline assessment will score 80+% on the summative assessment
- 90% of the students scoring between 50% and 64% on the baseline assessment will score 75+% on the summative assessment
- 90% of the students scoring between 30% and 49% on the baseline assessment will score 65+% on the summative assessment
- 90% of the students scoring between 0% and 29% on the baseline assessment will score 55+% on the summative assessment

E. Locally-selected Measures of Growth or Achievement (20 Points)

The District and the BSTA certify that the process for assigning points uses the narrative descriptions below to effectively differentiate educators' performance in ways that improve student learning and instruction.

Locally-selected Measures of Growth or Achievement

Highly Effective	Results are well-above District-adopted expectations for growth or achievement of student learning standards for grade/subject.
Effective	Results meet District-adopted expectations for growth or achievement of student learning standards for grade/subject.
Developing	Results are below District-adopted expectations for growth or achievement of student learning standards for grade/subject.
Ineffective	Results are well-below District-adopted expectations for growth or achievement of student learning standards for grade/subject.

Grades 4-5 Local:

- One year's average growth in ELA and Math across all students as measured by I-Ready (average of both scores)

Grades 6-8 ELA and Math Local:

- One year's average growth in ELA or Math across all students as measured by I-Ready

Tec Smart teachers local (and other departments as negotiated)

- District approved rubric that meets the minimum rigor expectations for growth

All Other Teachers Local:

- Building Level Growth Measure as assigned by SED.

The District and the BSTA have agreed to use the following process in determining the measures of student achievement and/or growth across all classrooms in same grade/subject throughout the District: Decisions will be made through BSTA and the District.

F. Other Measures of Effectiveness: 60 Points

The District and the BSTA certify that the process for assigning points uses the narrative descriptions below to effectively differentiate educator's performance in ways that improve student learning and instruction.

Other Measures of Effectiveness	
Highly Effective	Overall performance and results exceed standards.
Effective	Overall performance and results meet standards.
Developing	Overall performance and results need improvement in order to meet standards.
Ineffective	Overall performance and results do not meet standards.

Rubric: The District and the BSTA have selected the Danielson 2013 to assess teacher performance based on the NYS Teaching Standards.

Observations (85% of the 60 points; Appendix E)

- All tenured classroom teachers will be observed by a lead evaluator at least two times per school year; one of these observations will be unannounced.
- All non-tenured classroom teachers will be observed by a lead evaluator at least three times per school year; one of these observations will be unannounced.
- At least two observations will be conducted by June 1.
- Observations will be representative of the instructional period and not less than 30 minutes.
- Final observation score (Domains 1, 2, 3 and 4A) is the average of all observations.

Process: Formal Observation

- Teachers will be given a two-week window to mutually establish an observation date and time. This window will allow for all timelines of the plan to be followed.
- The pre-conference will occur five school days or less prior to the scheduled observation, and it will not occur on the day of the scheduled observation.
- The teacher will receive email communication from the administrator indicating the date, time, and place for the pre-observation.
- The teacher must electronically submit the pre-observation form through StaffTrac two school days prior to the pre-observation (Appendix D).
- The teacher will be provided a draft of the evaluation at least two school days prior to the scheduled post-observation conference.

- Within ten school days after the observation, the teacher and administrator will meet for a post-observation conference to review the observation summary and engage in reflective practice (Domain 4A).
- The post-observation form must be electronically submitted by the teacher through StaffTrac at least one school day prior to the post-observation conference (Appendix D).
- Within two school days after the post-observation conference, based upon evidence gathered in the pre-observation conference, observation, and post-observation conference, the final observation report will be complete.

Process: Unannounced Observation

- Teachers will be notified via email that an unannounced observation will occur within a two week window.
- Within ten school days after the observation, the teacher and administrator will meet for a post-observation conference to review the observation summary and engage in reflective practice (Domain 4A).
- The teacher will be provided a draft of the evaluation at least two days prior to the scheduled post-conference.
- The post-observation form must be electronically submitted by the teacher through StaffTrac at least one school day prior to the post-observation conference (Appendix D).
- Within two school days after the post-observation conference, based upon evidence gathered in the observation and post-observation conference, the final observation report will be complete.

Other Measures (15% of the 60 points; Appendix F):

All remaining points will be allocated to an electronic Professional Portfolio. The portfolio will include artifacts demonstrating competency in Domains 4B-F. Artifacts must be uploaded to the StaffTrac system and certified by the teacher for administrative review by May 1.

If the teacher would like a mid-year conference with the evaluating administrator to review progress on the Professional Portfolio, the teacher should schedule a meeting to be completed by January 18.

Portfolios will be released no later than one week prior to the last day of school

G. Assigning Points and Total Other Measures Results:

Calculations are located in Appendices E and F

H. Timely and Constructive Feedback

In compliance with §3012-c, annual professional performance reviews for each educator will be completed and composite results provided to the educator by September 1 of the school year following the evaluation year. The rating on the “other measures” subcomponent and any of the other two subcomponents for which the evaluation rating based shall be computed and provided to the educator before the end of the school year for which the performance is being measured. If the data for any component is not available by June 30, that score and rating shall be provided within 10 business days of receipt of those achievement results.

If a composite rating is developing or ineffective, within 10 school days from the opening of classes in the school year following the performance year, a Teacher Improvement Plan (TIP) will be developed with the teacher who received the rating, the evaluating administrator and a BSTA representative upon the request of the teacher.

Section IV: 2014-2015 School Year Teachers’ APPR for staff NOT covered under Education Law §3012-c

A. Positions Evaluated by this Section of the Plan: Instructional Specialists

Guidance Counselors, School Psychologists, Social Workers, Nurses, Speech Teachers and Pathologists, Library Media Specialists and School Media Specialists will use the following procedures in accordance with Part 100.

B. Annual Professional Performance Criteria:

1. Building Growth Score (20%).
2. Other Measure of Effectiveness: Goals and evidence based on the Danielson Framework (80%).
 - a. Educators’ scores are based upon the degree to which their goals were attained.

2014-2015	Building Growth Score	Other Measures of Effectiveness	Overall Composite Score
Highly Effective	18-20	73-80	91-100
Effective	9-17	66-72	75-90
Developing	3-8	60-65	65-74
Ineffective	0-2	0-59	0-64

C. Goal Setting Process for Tenured Staff:

1. Using the Danielson Framework for Teaching Rubrics for Instructional Specialists, the educator informally assesses his/her performance across all the Domains.
2. The educator and supervisor will meet to jointly select the annual goals with the understanding that all components of the Domains will be assessed. Goals must be representative of all four domains. The educator may establish one to four goals.
3. Goals will be uploaded to StaffTrac by November 1.
4. The educator and supervisor will confer periodically, often informally, to monitor progress. If the educator would like a mid-year conference with the evaluating administrator to review progress on the Professional Portfolio, the educator should schedule a meeting to be completed by January 18.
5. Evidence of goal attainment will be uploaded to the StaffTrac Portfolio by the Teacher by May 1. Each rubric component will be scored 0-4 (Appendix F).
6. No later than the Friday preceding the last day of school, the educator and supervisor will meet to discuss goal attainment. The rubric will be released at least one day prior to this meeting.
7. The rating on the “other measures” subcomponent shall be computed and provided to the educator before the end of the school year for which the performance is being measured. The complete APPR for each educator will be completed and results provided to the educator by September 1 of the school year following the evaluation year.
8. If a composite rating is developing or ineffective, within 10 school days from the opening of classes in the school year following the performance year, a Teacher Improvement Plan (TIP) will be developed with the educator who received the rating, the evaluating administrator and a BSTA representative upon the request of the educator.

D. Observation Process for Probationary Staff:

1. All non-tenured teachers will be observed by a lead evaluator at least three times per school year; one of these observations will be unannounced.
2. The same process will be used for Formal and Informal Observations as outlined in Section III, Part F, using the Danielson rubric for their specific position.

Section V: Improvement Plan

A. Teacher Improvement Plans (TIP):

A Teacher Improvement Plan may be implemented to support the professional growth of teachers when a need is evident. However, if a teacher's Composite Rating is "developing" or "ineffective", the District and teacher that received the "developing" or "ineffective" rating will collaborate to develop and implement a Teacher Improvement Plan (Appendix F). This plan must be in place within 10 school days from the opening of classes in the school year following the performance year. The plan will include area(s) in need of improvement based on the subcomponents of the composite score, an action plan with differentiated activities to support the teacher's improvement, appropriate evidence to demonstrate growth in the areas determined to be in need of improvement, and a timeline for completion including a review of progress over the course of implementation.

Section VI: Appeals

Right to Appeal

A tenured teacher who earns a composite rating of *ineffective* or *developing* may appeal his/her annual professional performance review and the school district's issuance and/or implementation of the improvement plan in accordance with the procedures and conditions set forth in this section. Such procedures and conditions constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher performance review and/or improvement plan.

Scope of Performance Review Appeal

1. A tenured teacher who receives a composite rating of *developing* or *ineffective* may appeal his/her performance review.
2. Pursuant to Education Law §3012-c(5)(a) and §30-2.11 of the Rules of the Board of Regents, a teacher may only challenge the following in an appeal: (1) the substance of the APPR; (2) the District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents; (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures.
3. Within 10 business days of the determination of an appeal, if new information related to the same evaluation causes the teacher to desire an additional appeal pursuant to Education Law §3012-c(5)(a) and §30-2.11 of the Rules of the Board of Regents challenging the (1) the substance of the APPR; (2) the District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents; (3) the adherence to the

regulations of the Commissioner and compliance with any applicable locally negotiated procedures, the same process will be used to request the second appeal (see filing an appeal). Within three days the Assistant Superintendent for Human Resources and Professional Development will reconvene the same appeals board who considered the original appeal, and that board will have the authority to decide if the additional appeal has merit for consideration, rendering a decision within two business days after reconvening.

Scope of Improvement Plan Appeal

1. A tenured teacher may appeal the school district's issuance of an Improvement Plan and/or implementation of the terms of such Improvement Plan.
2. Appeals related to the issuance of an improvement plan are limited to issues regarding compliance with the requirements prescribed in applicable law and regulations for the issuance of improvement plans or negotiated procedures.
3. Within 10 business days of the determination of an appeal, if new information related to the same improvement plan causes the teacher to desire an additional appeal pursuant to Education Law §3012-c(5)(a) and §30-2.11 of the Rules of the Board of Regents, the same process will be used to request the second appeal (see filing an appeal). Within three days the Assistant Superintendent for Human Resources and Professional Development will reconvene the same appeals board who considered the original appeal, and that board will have the authority to decide if the additional appeal has merit for consideration, rendering a decision within two business days after reconvening.

Timeline for Filing an Appeal

1. Appeals concerning a teacher performance review must be filed no later than ten (10) business days of the date when the teacher receives his/her composite score and rating.
2. Appeals concerning the issuance of an improvement plan must be filed within ten (10) business days of the school district's alleged failure to comply with the requirements prescribed in applicable law and regulations for issuance of improvement plans either whole or in part.
3. Appeals not commenced within the timelines delineated in this section will be deemed waived and are not subject to review.

Filing an Appeal

1. A tenured teacher wishing to initiate an appeal must submit to the Assistant Superintendent for Human Resources and Professional Development with a copy to the BSTA President, in writing, a detailed description of disagreement over his/her performance review, or the issuance of the terms of the improvement plan.

Appeals Process

1. Appeals Panel: BSTA will establish an Appeals Panel, a group of members who will serve as the pool of members that the BSTA can draw from to assign to the District Appeals Board to hear the appeal. The names of the members of the Appeals Panel and the designation of the Chairperson will be submitted to the Assistant Superintendent for Human Resources and Professional Development prior to September 30 of each school year.
2. Appeals Board: The Appeals Board will consist of four members; two members from the BSTA Appeals Panel and two members selected by the Assistant Superintendent for Human Resources and Professional Development. The Assistant Superintendent for Human Resources and Professional Development, the administrator who evaluated the teacher and the teacher filing the appeal are not eligible to serve on the Appeals Board.
3. The Assistant Superintendent for Human Resources and Professional Development, within two business days of receiving the appeal, will contact the Chair of the BSTA Appeals Panel notifying him/her that an appeal was received and request the names of two members of the panel to serve on the Board to hear the appeal. Within two business days of notification, the names of who will serve on the Board will be submitted to the Assistant Superintendent for Human Resources and Professional Development.
4. Within ten business days of notification of BSTA panel members, the Assistant Superintendent for Human Resources and Professional Development will convene the Appeals Board.
5. The Appeals Board will meet to review the appeal as submitted to the Assistant Superintendent for Human Resources and Professional Development. The Board will meet outside of the regular school day. At the first meeting, the Board will select a chair.
6. The teacher bears the burden of proving the merits of the appeal.
7. The Board must reach a determination of affirming or denying the appeal. Within five business days of convening of the Board, the Chair will inform the Assistant Superintendent for Human Resources and Professional Development of the determination of the appeal. The Assistant Superintendent for Human Resources and Professional Development may grant additional time with evidence of extenuating circumstances, ensuring that the resolution of any appeal is timely and expeditious in accordance with Education Law §3012-c.
8. Within two business days of receiving the determination from the Chair, the Assistant Superintendent for Human Resources and Professional Development will notify the teacher of the status of his/her appeal. If the appeal is denied, the rating or improvement plan will be maintained. If it is affirmed, the Assistant Superintendent for Human Resources and Professional Development will refer the affirmation back to the supervising administrator to meet with the teacher to reevaluate and modify the component(s) affirmed in the appeal.
9. The decision of the Appeals Board is final.

Section VII: 2014-2015 School Year Principals' APPR

A. All Principals (or co-principals) of public school buildings in which employ classroom teachers of common branch subjects or English language arts or mathematics in grades four through eight as well as high schools that administer Regents assessments are required to be evaluated per 3012-c.

B. Annual Professional Performance Criteria

1. **Elementary and Middle School principals:** Result of student growth/value added measure as applied to state assessments in 4-8 ELA/Math = 25% of principal's overall evaluative score.
2. **High School principal:** Result of principal student growth percentile/value added measure as applied to state assessments and/or graduation rates = 25% of principal's overall evaluative score.
3. Locally selected measure of student growth or achievement = 15% of principals overall evaluative score (Appendix I)
4. If there are any principals for which NYSED does not provide a value added growth measure for 2014-2015, composite scores will be comprised of 20% state growth measure, 20% locally selected and 60% other measures of effectiveness.
5. Other measures of effectiveness: Broad assessment of principal leadership and management actions including multiple school visits by superintendent: one of which must be unannounced, 60% of principal's overall evaluative score.

C. Composite Rating System

For principals in buildings with Grades 4-8 ELA, Math and/or High School courses with State or Regents assessments, (or principals of programs with any of these assessments), NYSED will provide value-added measures. NYSED will also provide a HEDI subcomponent rating category and score from 0 to 25 points. In order for a principal to receive a State-provided value-added measure, at least 30% of the students in the principal's school or program must take the applicable State or Regents assessments.

For 2014-2015 for administrators for whom there is no approved Value-Added measure of student growth, the scoring ranges will be:

For 2014-2015 where there is no Value-Added measure	Growth or Comparable Measures	Locally-selected Measures of Growth or Achievement	Other Measures of Effectiveness		Overall Composite Score
Highly Effective	18-20	18-20	59-60		91-100
Effective	9-17	9-17	57-58		75-90

Developing	3-8	3-8	50-56		65-74
Ineffective	0-2	0-2	0-49		0-64

The process by which points are assigned in subcomponents and the scoring ranges for the subcomponents will be transparent and available to those being rated before the beginning of each school year (Appendix I).

The assignment of points in each subcomponent will ensure that it is possible for an administrator to obtain any of the available points (including 0) in the subcomponents and composite rating and to obtain any of the four rating categories.

D. Locally-selected Measures of Growth or Achievement 20 Points:

The District and the BSAC certify that the process for assigning points uses the narrative descriptions below to effectively differentiate administrator's performance in ways that improve student learning and instruction.

Locally-selected Measures of Growth or Achievement	
Highly Effective	Results are well-above District-adopted expectations for growth or achievement of student learning standards for grade/subject.
Effective	Results meet District-adopted expectations for growth or achievement of student learning standards for grade/subject.
Developing	Results are below District-adopted expectations for growth or achievement of student learning standards for grade/subject.
Ineffective	Results are well-below District-adopted expectations for growth or achievement of student learning standards for grade/subject.

Principals of Grades K-5 and 6-8: Growth- One year's average growth in ELA and Math across all students in the school as measured by I-Ready (average of both scores). (Appendix A).

High School Principal: Achievement- Percentage of students who graduate in June with advanced designation (including those with honors) diploma. (Appendix I)

E. Other Measures of Effectiveness: 60 Points

The District and the BSAC certify that the process for assigning points uses the narrative descriptions below to effectively differentiate administrator's performance in ways that improve student learning and instruction.

Other Measures of Effectiveness	
Highly Effective	Overall performance and results exceed standards.
Effective	Overall performance and results meet standards.
Developing	Overall performance and results need improvement in order to meet standards.
Ineffective	Overall performance and results do not meet standards.

Rubric: The District and the BSAC have selected the Marshall Principal Evaluation Rubrics (2011) to assess principal performance based on Educational Leader Policy Standards: ISLLC 2008 (Appendix L).

The 60 points composite score will be based on a broad assessment of a principal's leadership and management actions based on the principal practice rubric, by the principal's supervisor.

The assessment must incorporate multiple school visits by a supervisor and at least one visit must be unannounced. The first visit must be completed by March 1; feedback will be provided. Both visits are to be completed no later than June 25.

The Principal should submit evidence/artifacts pertaining to any element of the rubric for consideration. Any documentation provided should 'specifically indicate which standard and indicator the principal feels it addresses. All evidence must be submitted via Staff Track no later than May 30. Principals will be evaluated annually on the entire rubric.

The principal may submit a self-analysis on the rubric for the superintendent's consideration and discussion.

Final evaluations shall be provided to principals no later than September 1 annually. Scores and ratings on Locally Selected Measures of Achievement and the "Other Measures" of Effectiveness shall be provided no later than June 30 annually. If data for the Locally Selected Measures of Achievement is not available by June 30, that score and rating shall be provided within 10 business days of receipt of those achievement results.

Section VIII: Improvement Plans

B. Principal Improvement Plans (PIP):

A Principal Improvement Plan (PIP) may be implemented to support the professional growth of a principal when a need is evident. However, if a principal's Composite Rating is "developing" or "ineffective", the District and principal that received the "developing" or "ineffective" rating will collaborate to develop and implement a Principal Improvement Plan (Appendix J). This plan must be in place within 10 school days from the opening of classes in the school year following the performance year. The plan will include area(s) in need of improvement based on the subcomponents of the composite score, an action plan with differentiated activities to support the principal's improvement, appropriate evidence to demonstrate growth in the areas determined to be in need of improvement and a timeline for completion including a review of progress over the course of implementation.

Section IX: Appeals

Right to Appeal

A tenured principal who earns a composite rating of *ineffective* or *developing* may appeal his/her annual professional performance review and the school district's issuance and/or implementation of the improvement plan in accordance with the procedures and conditions set forth in this section. Such procedures and conditions constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal performance review and/or improvement plan.

Scope of Performance Review Appeal

1. A tenured principal who receives a composite rating of *developing* or *ineffective* may appeal his/her performance review.
2. Pursuant to Education Law §3012-c(5)(a) and §30-2.11 of the Rules of the Board of Regents, a principal may only challenge the following in an appeal: (1) the substance of the APPR; (2) the District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents; (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures.
3. A principal may not file multiple appeals regarding the same performance review.

Scope of Improvement Plan Appeal

1. A tenured principal may appeal the school district's issuance of an Improvement Plan and/or implementation of the terms of such Improvement Plan.
2. Appeals related to the issuance of an improvement plan are limited to issues regarding compliance with the requirements prescribed in applicable law and regulations for the issuance of improvement plans or negotiated procedures.
3. A principal may not file multiple appeals regarding the same Improvement Plan.

Timeline for Filing an Appeal

1. Appeals concerning a principal performance review must be filed no later than ten (10) business days of the date when the principal receives his/her composite score and rating.
2. Appeals concerning the issuance of an improvement plan must be filed within ten (10) business days of the school district's alleged failure to comply with the requirements prescribed in applicable law and regulations for issuance of improvement plans either whole or in part.
3. Appeals not commenced within the timelines delineated in this section will be deemed waived and are not subject to review.

Filing an Appeal

A tenured principal wishing to initiate an appeal must submit to the Assistant Superintendent for Human Resources and Professional Development in writing, a detailed description of disagreement over his/her performance review, or the issuance of the terms of the improvement plan which includes the rationale for such appeal.

Appeals Process

1. Appeals Board: The Appeals Board will consist of two members; Assistant Superintendent for Human Resources and Professional Development and a SAANYS representative chosen by the BSAC president.
2. The Appeals Board will meet to review the appeal, requesting any information they deem necessary to make an informed decision.
3. The Board must reach a determination of affirming or denying the appeal within five business days and must communicate their decision to the Superintendent.
4. Within two days of the panel's decision, the Assistant Superintendent for Human Resources and Professional Development will notify the principal of the status of his/her appeal. If the appeal is denied, the rating or improvement plan will be maintained. If it is affirmed, the Assistant Superintendent for Human Resources and Professional Development will refer the affirmation back to the supervisor to meet with the principal to reevaluate and modify the component(s) that was affirmed in the appeal.

Section X: Miscellaneous

A. Filing and Publication of APPR Plan:

This APPR Plan shall be adopted by the Board of Education, filed in the office of the District, submitted to SED and shall be made available to the public on the District's website at www.bsccd.org

B. Monitoring:

The District agrees to collaborate with SED regarding any concerns and/or monitoring of the district regarding evaluation implementation.

The District and BSTA agree to meet regularly throughout the school year to monitor implementation, address concerns and seek feedback for future revision and modifications.

Appendix A

Scoring Bands and Application:

**Scale 1: K-2 Growth
Grade 4-8 ELA & Math Local**

**Scale 2: Grade 3
Growth; MS Growth
EXCEPT ELA and Math;
HS Growth; All Special
Areas Growth**

Score	Average Student Growth (years)		Score	% of Students	
20	1.7+		20	98-100	
19	1.6-1.69		19	94-97	
18	1.5-1.59	HE	18	90-93	HE
17	1.40-1.49		17	89	
16	1.35-1.39		16	88	
15	1.30-1.34		15	87-86	
14	1.25-1.29		14	85-84	
13	1.20-1.24		13	83-82	
12	1.15-1.19		12	81-80	
11	1.10-1.14		11	79-78	
10	1.05-1.09		10	77-76	
9	1.0-1.04	E	9	75	E
8	.86-.99		8	74	
7	.81-.85		7	73-72	
6	.76-.80		6	71-70	
5	.71-.75		5	69-68	
4	.66-.70		4	67-66	
3	0.65	D	3	65	D
2	0.64		2	64-60	
1	.55-.63		1	56-59	
0	≤0.55	I	0	≤55	I

I Ready Growth Bands:

I-Ready **READING** Scale Score Increase Needed to Achieve Specified Years of Growth:

I-Ready **MATH** Scale Score Increase Needed to Achieve Specified Years of Growth:

To be provided annually and posted on Scottie Net

3rd Grade Growth: I-Ready Baseline Transposed to SED Levels and Scoring:

Posted on Scottie Net annually as changes are provided by I-Ready

ELA	Scale Score	Level
	585+	4
	561-584	3
	514-560	2
	0-513	1
Math	564+	4
	544-563	3
	469-543	2
	0-468	1

Standards and Scoring for 3rd Grade Growth and NYSSA Growth Using Scale 2

- * 90% of Level 1s will increase at least 1 Level
- * 90% of Level 2s will increase at least 1 Level
- * Level 3s will increase at least 1 Level and/or No Level 3s will decrease.
- * No Level 4s will decrease.

Appendix B: Required SLOs as Comparable Growth Measures

The following positions and/or courses will have SLO's for their Growth component of the APPR process for 2014-2015, based on course enrollments as outlined by SED:

Elementary:

All grade levels and subjects EXCEPT Grades 4-5

Middle School:

All grade levels and subjects EXCEPT Grades 6-8 ELA and Grades 6-8 Math

High School:

All high school courses.

Special Education:

As determined by teacher assignment

Growth and Local Measures by Grade Level:

Elementary:

Grade Level/Content	Growth Measure	Points	Local Measure	Points
Kindergarten, First and Second grades	I-Ready: 1 SLO for ELA and 1 SLO for Math; Average of Both; Scale 1	0-20	SED Building Level Growth Measure	0-20
Third Grade	I-Ready: 1 SLO for ELA and 1 SLO for Math; I-Ready Baseline to results on the State Assessments, Average of Both; using Scale 2	0-20	SED Building Level Growth Measure	0-20
Fourth Grade	NYS Growth Measure	0-20	I-Ready ELA and Math; Average of Both; Scale 1	0-20
Fifth Grade	NYS Growth Measure	0-20	I-Ready ELA and Math; Average of Both; Scale 1	0-20
Reading and AIS Math	I-Ready: 1 SLO for ELA or Math (content area for teacher including all students served)	0-20	SED Building Level Growth Measure	0-20
Art	1 SLO; District Developed, Administered District wide	0-20	SED Building Level Growth Measure	0-20
ESL	1 SLO; I-Ready for ELA and 1 SLO: NYSELAT	0-20	SED Building Level Growth Measure	0-20
Music	1 SLO; District Developed, Administered District wide	0-20	SED Building Level Growth Measure	0-20
PE	1 SLO; District Developed, Administered District wide	0-20	Building Level Growth Measure	0-20

Middle School:

Middle School				
Grade Level/Content	Growth Measure	Points	Local Measure	Points
6th, 7th and 8th ELA	NYS Growth Measure	0-20	I-Ready ELA; Scale 1	0-20
6th, 7th and 8th Math	NYS Growth Measure	0-20	I-Ready Math; Scale 1	0-20
6th, 7th and 8th Social Studies	1 SLO; District Developed, Administered District wide; Scale 2	0-20	SED Building Level Growth Measure	0-20
6th and 7th Science	1 SLO; District Developed, Administered District wide; Scale 2	0-20	SED Building Level Growth Measure	0-20
8th Science if more than 50% of assignment	1 SLO; Prior Science 8 Exam, ending in State Assessment; Scale 2	0-20	SED Building Level Growth Measure	0-20
All other Middle School Content Areas EXCEPT aforementioned and SPED	1 SLO; District Developed, Administered District wide; Scale 2	0-20	Building Level Growth Measure	0-20
ESL	1 SLO; I-Ready ELA, 1 SLO NYSELAT	0-20	Building Level Growth Measure	

High School:

Grade Level/Content	Growth Measure	Points	Local Measure	Points
Algebra, Geometry, Algebra II, Global Studies, US History, Living Environment, Chemistry, Physics, Earth Science	1 SLO; prior Regents, ending in the Regents; Scale 2	0-20	SED Building Level Growth Measure	0-20
All other High School Courses not leading to a Regents Exam EXCEPT SPED	1 SLO; District Developed, Administered District wide; Scale 2	0-20	SED Building Level Growth Measure	0-20

*SPED, AIS and Reading Teacher measures are determined on a teacher by teacher basis based on annual assignment

Appendix D: Pre and Post Observation Forms

Pre-Observation Form: All Teachers in Section III

The teacher must electronically certify the pre-observation form through StaffTrac two school days prior to the pre-observation. Below are the questions that appear on the pre-observation form, sorted by Domain. The length and detail of the submission is determined by the teacher but should adequately respond to the questions, understanding that Domain 1 accounts for 20% of your Other Measures of Effectiveness Score.

Domain 1A: Demonstrating Knowledge of Content and Pedagogy

- What Learning Standards and/or Performance Indicators are being addressed?
- How is your lesson aligned with the one or more of the Graduation Competencies?
- How does this lesson relate to your curriculum? How does it incorporate key concepts/topics? Where does it fit into the sequence of learning? How will you use this lesson to further students' learning?
- Are there any interdisciplinary connections? If so, outline the connections.

Domain 1B: Demonstrating Knowledge of Students:

- Describe the students in this class. Include specific developmental characteristics, student skill levels, special needs, student interests, etc.
- How was your knowledge of students used as part of your planning and/or integrated into the planning process?

Domain 1C: Setting Instructional Outcomes

- State your student learning objectives/outcomes for this lesson. Outcome statements written in the form of student learning and understanding (as opposed tasks, activities etc.), and suggest appropriate assessment techniques. Learning outcomes should reflect different types of learning (knowledge/understanding, critical thinking and analysis, communication/interpersonal skills etc.) Describe how you have incorporated differentiation within this lesson.
- How do outcomes engage students cognitively? Describe how the outcomes represent high expectations, intellectual rigor and learning that is central to the discipline and related to the Graduation Competencies.

- How has student diversity influenced your instructional outcomes?

Domain 1D: Knowledge of Resources:

- Describe the resources used to implement this lesson:
 - o Instructional resources: Inside the classroom (instructional technology, manipulatives, models etc.) and outside the classroom (technological resources, museums, concerts, links to business and industry etc.)
 - o Resources to extend your knowledge of the content (technology, professional literature, professional relationships and affiliations...)
 - o Resources to assist students: Services and supports beyond school (technological supports, peer tutoring, homework hotline, support services and related agencies...)

Domain 1E: Designing Coherent Instruction

- Describe how the instructional experiences support the outcomes of the lesson.
- Explain how you have differentiated the lesson to be suitable for diverse learners while engaging all students in high level cognitive experiences?
- Explain how this lesson fits into long range planning/unit planning. Consider how this lesson fits sequentially with past and future lessons.
- Explain how instructional grouping is designed to support learning outcomes.

(As practical, please bring copies of any materials the students will be using to the pre-conference)

Domain 1F: Designing Student Assessment

- How will you assess the instructional outcomes, including content and process?
- What criteria, standards of performance and/or tolls will be used to determine student success?

How will expectations be developed with and communicated to students?

- How will the information from the assessments (formative, summative, etc.) be used by the teacher and students for future planning and learning?

Other Considerations:

- Are there any other comments you would like to add regarding the preparation of this lesson?
- Is there anything that you would like me to specifically observe during the lesson?

Post-Observation Form:

All Teachers

The post-observation form must be electronically certified by the teacher through StaffTrac one day prior to the post-observation conference.

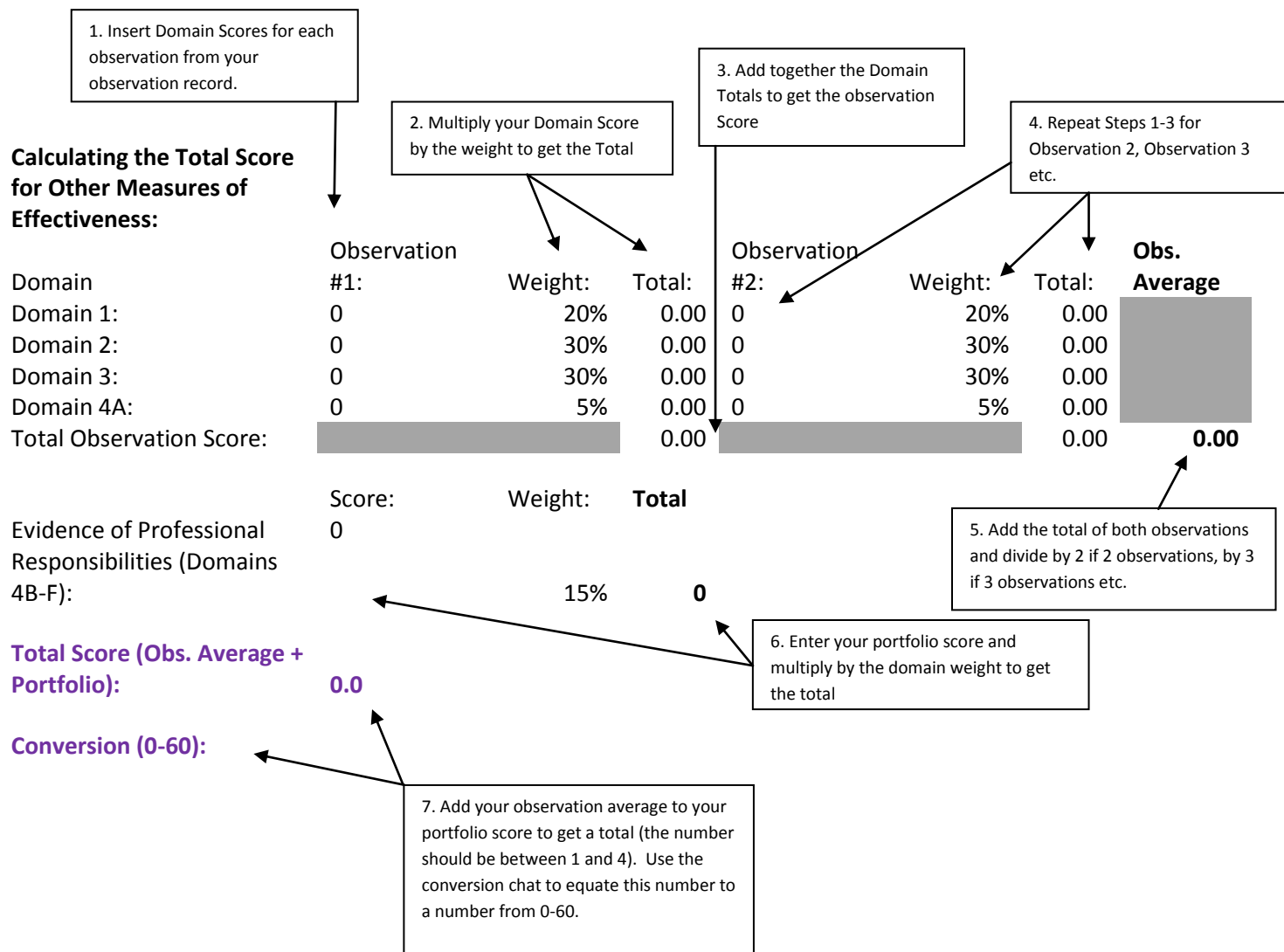
1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know? (Domains 3d and 4a)
2. If you are able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding? (Domains 3d and 3c)
3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning? (Domains 2b, 2c, 2d and 2e)
4. Did you depart from your plan? If so, how and why? (Domain 3e)
5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources.) To what extent were they effective? (Domains 2a, 2b, 3c, 3e, 1d and 1e)
6. If you had a chance to teach this lesson again to the same group of students, what would you do differently, from planning through execution? (Domain 4a)

Appendix E: Example Observation Record

Observation Record:		(Score of 1-4 for each componenet)					
Observation #1	Score	Observation #1	Score	Observation #2	Score	Observation #2	Score
Domain 1A:	0	Domain 3A:	0	Domain 1A:	0	Domain 3A:	0
Domain 1B:	0	Domain 3B:	0	Domain 1B:	0	Domain 3B:	0
Domain 1C:	0	Domain 3C:	0	Domain 1C:	0	Domain 3C:	0
Domain 1D:	0	Domain 3D:	0	Domain 1D:	0	Domain 3D:	0
Domain 1E:	0	Domain 3E:	0	Domain 1E:	0	Domain 3E:	0
Domain 1F:	0	Total Points:	0	Domain 1F:	0	Total Points:	0
Total Points:	0	Domain 3 Score (Total/5)	0	Total Points:	0	Domain 3 Score (Total/5)	0
Domain 1 Score (Total/6)	0			Domain 1 Score (Total/6)	0		
		Domain 4A:	0			Domain 4A:	0
Domain 2A:	0			Domain 2A:	0		
Domain 2B:	0			Domain 2B:	0		
Domain 2C:	0			Domain 2C:	0		
Domain 2D:	0			Domain 2D:	0		
Domain 2E:	0			Domain 2E:	0		
Total Points:	0			Total Points:	0		
Domain 2 Score (Total/5)	0			Domain 2 Score (Total/5)	0		
Portfolio:							
Domain	Score						
Domain 4B	0						
Domain 4C	0						
Domain 4D	0						
Domain 4E	0						
Domain 4F	0						
Total Points:	0						
Portfolio Score (Total/5)	0						

Appendix F: Calculating the Total Score for Other Measures of Effectiveness

Follow the process of steps 1-7:



Appendix F: 0-60 Scoring Conversion for Teachers Observed in Section III

Rubric Score to Sub-Component Conversion Chart

<div> <div>- Your Total Other Measures of Effectiveness Score (Observations and Portfolio; 1-4) = Your Total Other Measures of Effectiveness Score (0-60)</div> <div> <div>←</div> <div>→</div> </div> </div>		
Total Average Rubric Score	Category	Conversion score for composite
	Ineffective (0-49)	
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18

1.154	19
1.162	20
1.169	21
1.177	22
1.185	23
1.192	24
1.200	25
1.208	26
1.217	27
1.225	28
1.233	29
1.242	30
1.250	31
1.258	32
1.267	33
1.275	34
1.283	35
1.292	36
1.300	37
1.308	38
1.317	39
1.325	40
1.333	41
1.342	42
1.350	43

1.358	44
1.367	45
1.375	46
1.383	47
1.392	48
1.400	49

Developing 50-56

1.5	50
1.6	51
1.7	51
1.8	52
1.9	53
2	54
2.1	54
2.2	55
2.3	56
2.4	56

Effective 57-58

2.5	57
2.6	57
2.7	57
2.8	58
2.9	58
3	58
3.1	58

3.2	58
3.3	58
3.4	58

Highly Effective (59-60)

3.5	59
3.6	59
3.7	60
3.8	60
3.9	60
4	60

Appendix F: 0-80 Scoring Conversion for Teachers in Section IV

Total Average Rubric Score	Category	Conversion score for composite
	Ineffective (0-59)	
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21

1.177	22
1.185	23
1.192	24
1.200	25
1.208	26
1.217	27
1.225	28
1.233	29
1.242	30
1.250	31
1.258	32
1.267	33
1.275	34
1.283	35
1.292	36
1.300	37
1.308	38
1.317	39
1.325	40-41
1.333	42-43
1.342	44-45
1.350	46-47
1.358	48-49
1.367	50-51
1.375	52-53

1.383	54-55
1.392	56-57
1.400	58-59

Developing 60-65

1.5	60
1.6	61
1.7	61.5
1.8	62
1.9	62.5
2	63
2.1	63.5
2.2	64
2.3	64.5
2.4	65

Effective 66-72

2.5	66
2.6	66.5
2.7	67
2.8	68
2.9	69
3	70
3.1	71
3.2	72
3.3	73
3.4	74

Highly Effective (75-80)

3.5	75
3.6	76
3.7	77
3.8	78
3.9	79
4.0	80

Annual Professional Performance Review (APPR) Goals for Specialists

Attach one form for each goal

Name _____

Goal _____

Domain & Component(s) to be addressed	Professional Activities	Achievement Measures	Professional's Comments
<i>-Identify the Domain and components which will be addressed by this goal by domain and letter (example – 1a, 2b, etc.)</i>	<i>List the professional activities that will help you attain this goal</i>	<i>List your evidence which you will upload into Stafftrac</i>	To be completed near goal attainment <i>Reflect/comment on your work Describe your process- what worked well, what might you change in the future? Why did you chose the evidence you uploaded?</i>

All Evidence must be uploaded into StaffTrac. The supervisor's evaluation will be via StaffTrac on the rubric evaluation form.

Appendix G: Teacher Improvement Plan

Teacher Improvement Plan

This form must be completed electronically in StaffTrac by the administrator in consultation with the teacher who receives a summative evaluation composite score of Developing or Ineffective, or to support the professional growth of teachers when a need is evident. The teacher has the option of having a BSTA representative present during the development of the TIP. It must be in place no later than ten school days from the opening of classes. A copy must be sent to the Assistant Superintendent for Human Resources and Professional Development for placement in the teachers personnel file upon the initiation of the TIP.

Teacher: _____

School: _____

Year in which plan is based _____

Grade level/subject of base year _____

Year in which plan will be implemented _____

Grade level/subject of implementation year _____

Area(s) in need of improvement based on the subcomponent of your composite score:

Action plan:

(Differentiated activities to support the teacher's improvement)

Evidence:

(manner in which the improvement will be assessed)

Timeline for completion:

Schedule for periodic review of progress:

Teachers' comments:

Teachers signature_____

Date:_____

Administrator's comments:

Administrator's signature_____

Date:_____

Appendix H: Glossary of Terms

Appeals Procedure

According to section 3012-c of Education Law, as added by Chapter 103 of the Laws of 2010, each school district is required to establish an appeals procedure through collective bargaining under which the evaluated teacher can challenge the substance of the APPR, the district's or BOCES' adherence to the standards and methodologies for such reviews, adherence to the Commissioner's regulations and locally negotiated procedures, and the issuance or implementation of a Teacher Improvement Plan.

Approved Teacher Practice Rubric

An approved teacher practice rubric must broadly cover the New York State Teaching Standards and their related elements. The rubric must be grounded in research about teaching practice that supports positive student learning outcomes. Four performance rating categories — “Highly Effective,” “Effective,” “Developing,” and “Ineffective” — must be identified, or the rubric's summary ratings must be easily convertible to the four rating categories that New York State has adopted. The rubric must clearly define the expectations for each rating category. The “Highly Effective” and “Effective” rating categories must encourage excellence beyond a minimally acceptable level of effort or compliance.

Assessment

Assessment refers to the process of gathering, describing, or quantifying information about an individual's performance. Different types of assessment instruments include (but are not limited to) achievement tests, minimum competency tests, developmental screening tests, aptitude tests, observation instruments, performance tasks, and authentic assessments. For the purpose of teacher evaluations, assessment approaches are the methods that school districts employ to assess student or teacher performance.

Baseline Data

For purposes of measurement of student growth, baseline data is information gathered to provide a comparison for assessing individual student achievement at the beginning of instruction.

Classroom Observations

Observation of classroom teaching practice by a trained evaluator is one measure of teacher evaluation.

Composite Score of Teacher Effectiveness

According to Part 30 of the Rules of the Board of Regents, a composite score of teacher effectiveness means a score based on a 100-point scale that includes three subcomponents:

- (1) Student growth — As measured on State assessments or other comparable measures, 0-20 points
- (2) Student achievement — Based on locally selected measures, 0-20 points
- (3) Teacher effectiveness — 0-60 points

Conversion Chart

A component of the scoring methodology that translates teachers' total rating score (1-4) to a 0-60 point scale.

Lead Evaluator

The primary individual responsible for conducting and completing an evaluation of a classroom teacher or building principal.

Quality Rating Categories/Criteria

The performance of teachers evaluated on or after July 1, 2011, will be rated as one of the following categories based on a single composite effectiveness score:

- **Highly Effective** means a teacher is performing at a higher level than typically expected based on the evaluation criteria prescribed in regulations.
- **Effective** means a teacher is performing at the level typically based on the evaluation criteria prescribed in the regulations
- **Developing** means a teacher is not performing at the level typically expected and the reviewer determines that the teacher needs to make improvements based on the evaluation criteria prescribed in the regulations.
- **Ineffective** refers to a teacher whose performance is unacceptable based on the evaluation criteria prescribed in the regulations.

Student Growth

Student growth is the change in student achievement for an individual student between two or more points in time.

Student Growth Percentile Score

A statistical calculation that compares student achievement on state assessments or comparable measures to similar students.

Teacher or Principal Growth Percentile Score

The student growth percentile score with student characteristics of poverty, students with disabilities and English language learners are taken into consideration.

Value-Added Growth Score

The result of a statistical model that incorporates a student's academic history and other demographics and characteristics, school characteristics and/or teacher characteristics to isolate statistically the effect on student growth from those characteristics not in the teacher's or principal's control.

Appendix I

Ballston Spa Central School District

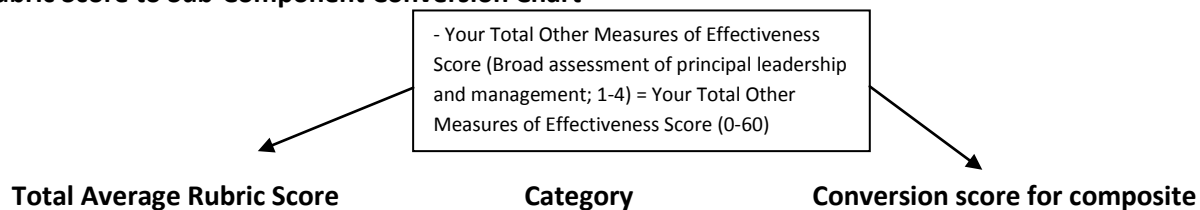
0-20 local measure for High School Principals

	20	57+
	19	56.5
Highly Effective	18	56
	17	55
	16	54
	15	53.5
	14	53
	13	52
	12	51.5
	11	51
	10	50.5
Effective	9	50
	8	49
	7	48
	6	47
	5	46
	4	45.5
Developing	3	45
	2	44
Ineffective	1	43
	0	0-42
The High School principal's local measure of achievement will be based on the percentage of all June graduates who earn a diploma with advanced designation		
56% or more students earn advanced designation diploma	H	
50%-55% of students earn advanced designation diploma	E	
45%-49% of students earn advanced designation diploma	D	
44% or less of students earn advanced designation diploma	I	

0-60 Scoring Conversion for Principals

Standard rounding rules apply. Composite scores will be whole numbers.

Rubric Score to Sub-Component Conversion Chart



Ineffective (0-49)

1.000	0
1.008	1
1.017	2
1.025	3
1.033	4
1.042	5
1.050	6
1.058	7
1.067	8
1.075	9
1.083	10
1.092	11
1.100	12
1.108	13
1.115	14
1.123	15
1.131	16

1.138	17
1.146	18
1.154	19
1.162	20
1.169	21
1.177	22
1.185	23
1.192	24
1.200	25
1.208	26
1.217	27
1.225	28
1.233	29
1.242	30
1.250	31
1.258	32
1.267	33
1.275	34
1.283	35
1.292	36
1.300	37
1.308	38
1.317	39
1.325	40
1.333	41

1.342	42
1.350	43
1.358	44
1.367	45
1.375	46
1.383	47
1.392	48
1.400	49

Developing 50-56

1.5	50
1.6	51
1.7	51
1.8	52
1.9	53
2	53
2.1	54
2.2	55
2.3	56
2.4	56

Effective 57-58

2.5	57
2.6	57
2.7	57
2.8	58
2.9	58

3	58
3.1	58
3.2	58
3.3	58
3.4	58

Highly Effective (59-60)

3.5	59
3.6	59
3.7	60
3.8	60
3.9	60
4	60

Appendix J

Ballston Spa Central School District Principal Improvement Plan

Principal Improvement Plan (PIP) This form must be completed electronically in StaffTrac by the Superintendent in consultation with the principal who receives a summative evaluation composite score of Developing or Ineffective, or to support the professional growth of the principal when a need is evident. The principal has the option of having a BSAC representative present during the development of the PIP. It must be in place no later than ten school days from the opening of classes. A copy must be sent to the Assistant Superintendent for Human Resources and Professional Development for placement in the principals personnel file upon the initiation of the PIP.

Principal: _____

School: _____

Year in which plan is based _____

Year in which plan will be implemented _____

Area(s) in need of improvement based on the subcomponent of your composite score:

Action plan:

(Differentiated activities to support the administrator's improvement)

Evidence:

(manner in which the improvement will be assessed)

Timeline for completion:

Schedule for periodic review of progress:

Principal's comments:

Principal's signature _____ Date: _____

Superintendent's comments:

Superintendent's signature _____ Date: _____

Appendix K

Ballston Spa Central School District

Principal Appeal Process

Right to Appeal

A tenured principal who earns a composite rating of *ineffective* or *developing* may appeal his/her annual professional performance review and the school district's issuance and/or implementation of the improvement plan in accordance with the procedures and conditions set forth in this section. Such procedures and conditions constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal performance review and/or improvement plan.

Scope of Performance Review Appeal

1. A tenured principal who receives a composite rating of *developing* or *ineffective* may appeal his/her performance review.
2. Pursuant to Education Law §3012-c(5)(a) and §30-2.11 of the Rules of the Board of Regents, a principal may only challenge the following in an appeal: (1) the substance of the APPR; (2) the District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents; (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures.
3. A principal may not file multiple appeals regarding the same performance review.

Scope of Improvement Plan Appeal

1. A tenured principal may appeal the school district's issuance of an Improvement Plan and/or implementation of the terms of such Improvement Plan.
2. Appeals related to the issuance of an improvement plan are limited to issues regarding compliance with the requirements prescribed in applicable law and regulations for the issuance of improvement plans or negotiated procedures.
3. A principal may not file multiple appeals regarding the same Improvement Plan.

Timeline for Filing an Appeal

1. Appeals concerning a principal performance review must be filed no later than ten (10) business days of the date when the principal receives his/her composite score and rating.
2. Appeals concerning the issuance of an improvement plan must be filed within ten (10) business days of the school district's alleged failure to comply with the

- requirements prescribed in applicable law and regulations for issuance of improvement plans either whole or in part.
3. Appeals not commenced within the timelines delineated in this section will be deemed waived and are not subject to review.

Filing an Appeal

A tenured principal wishing to initiate an appeal must submit to the Assistant Superintendent for Human Resources and Professional Development in writing, providing a detailed description of disagreement over his/her performance review, or the issuance of the terms of the improvement plan which includes the rationale for such appeal.

Appeals Process

1. Appeals Board: The Appeals Board will consist of two members; the Assistant Superintendent for Human Resources and Professional Development and a SAANYS representative chosen by the BSAC president.
2. The Appeals Board will meet to review the appeal, requesting any information they deem necessary to make an informed decision.
3. The Board must reach a determination of affirming or denying the appeal within five business days and must communicate their decision to the Superintendent.
4. Within two days of the panel's decision, the Assistant Superintendent for Human Resources and Professional Development will notify the principal of the status of his/her appeal. If the appeal is denied, the rating or improvement plan will be maintained. If it is affirmed, the Assistant Superintendent for Human Resources and Professional Development will refer the affirmation back to the supervisor to meet with the principal to reevaluate and modify the component(s) that was affirmed in the appeal.
5. The decision of the appeal board is final.