APPR

Annual Professional Performance Review
Waterville Central School District
2018

Approved March 13, 2018

BEDS Number 41190204000
Annual Professional Performance Review

I. Introduction

Education Law 3012-d requires districts to adopt a performance evaluation system for classroom teachers and principals. The evaluation system is designed to measure teacher effectiveness based on performance, including measures of student achievement and evidence of educator effectiveness in meeting New York State teacher standards.

A. An existing and previously approved APPR plan pursuant to Section 1002(0) of the Rules and Regulations of the Commissioner of Education shall remain in effect for teachers who are not subject Education Law 3012-d of New York State Education Law.

B. This APPR plan and the procedures and methods described herein shall apply to all teachers, except those covered in part A above.

C. Nothing in this plan shall be construed to affect the right of the Board of Education to terminate a probationary teacher or restrict the discretion of the Superintendent and/or the Board of Education to make a determination on the status of a probationary teacher regarding tenure.

II. Availability of the Plan

As required by statute, the Board of Education has adopted revised plans for the Annual Professional Performance Review (APPR) of all teachers and principals. These documents will be kept on permanent file in the district office with the District Clerk. Within 10 school days of adoption by the Board of Education, the APPR documents will be published to the District's website (www.watervillecsd.org). Any amendments to the APPR Plans will be filed in the District Office and published on the District website within 10 school days of the effective date of the amendment.

III. Lead Evaluators and Independent Evaluators

A. An evaluator is any individual who conducts an evaluation of a teacher, including any person who conducts an observation or assessment as part of a teacher evaluation. An evaluator may be a principal or any other trained individual that is also an administrator.

B. A lead evaluator is the primary person responsible for a teacher's evaluation. Typically, the lead evaluator is the person who completes and signs the annual professional performance review. To the extent possible, a principal should be the lead evaluator of a classroom teacher.

C. The District's process for certifying and recertifying lead evaluators & independent evaluators and for maintaining inter-rater reliability:

The Board of Education, upon presentation of evidence that a lead evaluator and/or independent evaluator have satisfactorily completed appropriate evaluator training (as detailed above) shall certify the evaluator as qualified to conduct Annual Professional Performance Review evaluations. Once each year thereafter, the Board of Education shall review and recertify lead & independent evaluators for the district.
Working with other component districts in the O-H-M BOCES region, or other alliances, the District will develop a process for evaluating inter-rater reliability, as required by law using tools such as data analysis to detect disparities on the part of one or more evaluators; periodic comparisons of a lead evaluator's assessment with another evaluator's assessment of the same classroom teacher or building principal; and/or annual calibration sessions across evaluators.

IV. Annual Evaluation of Teachers

A. All teachers shall be observed and evaluated based upon the APPR procedures and instruments contained herein.

B. All classroom teachers shall be evaluated annually based on four (4) performance levels of proficiency as follows: Highly Effective (3.5 to 4.0), Effective (2.5 to 3.49), Developing (1.5 to 2.49), or Ineffective (0 to 1.49).

C. Each teacher (tenured or probationary) will have at least one announced observation per year and one unannounced observation that will be carried out in a similar manner to announced observations, which will total at least one period of evaluator observation time (minimum 30 minutes). One observation must be completed no later than January 31st of each year, but preferably by December 31st. Unannounced Classroom observations will be carried out in a similar manner to the announced observations. The optimal evaluation time (time of year) will be discussed between the evaluator and teacher.

The administrator who is primarily responsible for a teacher's evaluation under Chapter 103 is considered the “lead evaluator.” Within the Waterville Central School District these individuals will be the Junior-Senior High School Principal and the Elementary School Principal (90% weighting). Independent evaluators (10% weighting) within the Waterville Central School District must also be qualified evaluators (i.e. CSE chair, Athletic Director, or qualified BOCES lead evaluators). The building principals will be conducting the announced observations, while the independent evaluators will be responsible for the unannounced observations.

D. All aspects of teacher effectiveness shall be evaluated as per the most current, lawful, and negotiated Annual Professional Performance Review plan.

*The Superintendent shall be responsible for reporting to the State Education Department the individual sub-component scores and the total composite effectiveness scores for each covered classroom teacher in the District, and shall do so in a format and time-line prescribed by the Commissioner.

- Details of the District's Evaluation System

This article is concerned specifically with the evaluation of teachers. Evaluation is the process in which the staff member is assessed on evidence of ineffective, developing, effective and highly effective performance and growth potential in the following areas:

Standard 1 - Knowledge of Students and Student Learning
Standard 2 - Knowledge of Content and Instructional Planning
Standard 3 - Instructional Practice
Standard 4 - Learning Environment
Standard 5 - Assessment for Student Learning
Standard 6 - Professional Responsibilities and Collaboration
Standard 7 - Professional Growth

- **Evaluation Procedures:**

  A. All monitoring or observing of the work of a teacher shall be conducted openly and with full knowledge of the teacher. The use of eavesdropping, closed circuit television, public address or audio systems, and similar surveillance devices shall be strictly prohibited.

  B. All evaluations shall be reduced to writing within ten (10) days of the evaluation. If the teacher disagrees with the evaluation, he/she may submit a written answer which shall be attached to the file copy of the evaluation in question and/or submit any complaints through the grievance procedure.

  C. Each observation of a teacher in teaching situations shall be for one full period (Minimum 30 minutes).

  D. Each announced observation will be preceded by a pre-conference discussion, while all observations of a teacher shall be followed by a personal conference between the teacher and his/her evaluator for the purposes of clarifying the written evaluation report.

  E. If an evaluator finds a teacher lacking, the reasons therefore shall be set forth in clear and accurate terms, as shall identification of the ways in which the teacher is to improve and of the assistance to be given by the administrator and other staff members. In subsequent evaluation reports, failure to again note a deficiency shall be interpreted to mean that adequate improvement has taken place.

  F. No evaluation shall unduly interfere with the normal teaching-learning process.

  G. All communications obtained by a teacher in the course of his professional duties and deemed by said teacher to be of a confidential nature shall not, except with his consent, be disclosed to anyone unless said disclosure is required by law.

  H. All evaluations shall be done by the Superintendent, Building Principal, Independent Evaluator or his/her trained and qualified designee.

- **Student Assessment Development, Security, Scoring & Growth**

The Superintendent in conjunction with the Building Principal shall be responsible for overseeing the assessment development, security, and scoring processes utilized by the District under this APPR Plan. They shall take steps to ensure that any assessments and/or measures used to evaluate teachers are not disseminated to students before administration, and the teachers do not have a vested interest in the outcome of the assessments they score.

The Superintendent and the Building Principals of the Waterville Central School District will develop a security plan that will align with the State guidelines. Each administrator will review with the staff of each building the appropriate protocols for the administration of their assessments. The teaching staff will sign off on the state proctor security template which must remain on file with the building administrator in the High School and the Elementary as
outlined by state regulations.

In accordance with New York State’s new teacher evaluation legislation, one category of an educator’s evaluation shall be based on student growth, which shall include one mandatory subcomponent:

- **Required Student Performance Subcomponent**
  - For a teacher whose course ends in a State-created or administered test for which there is a State-provided growth model and at least 50% of a teacher’s students are covered by the State-provided growth measure, an educator shall have a State-provided growth score for this subcomponent.
  - For all other teachers, SLOs must be developed, consistent with a goal-setting process determined by the Superintendent or his designee that results in a student growth score based on whether or not the target of one year’s worth of expected growth has been met. For any educator whose course ends in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO.

- **Waterville Central School (WCS) Locally Developed Assessment Overview:**

  - **Description of Assessments:** WCS written assessments to measure growth will be constructed using 25-50 multiple choice questions; a minimum of six (6) constructed response questions; and at least one (1) essay/extended response question. All questions will be directly tied to a common core learning standard(s) where applicable; or state and national learning standards where common core learning standard(s) are not yet available. For content areas that lead to a Regents exam, they will model all constructed and extended response questions after the Regents model. All tests across all academic disciplines will measure critical thinking, problem solving, and content acquisition. Performance based measures will also be developed for students to demonstrate understanding and performance applications for the purpose of measuring student growth. A performance measure will be identified at the beginning of the school year to be pre-tested and the evaluated again near the end of the year to measure student growth. The assessment format note above is subject to the developmental appropriateness of the grade level and content area involved, and may be modified accordingly.

  - **Administration of Assessment:** All SLO’s will begin with a pre-assessment at the beginning of the course and end with a post-assessment at the culmination of the course. Any accommodations for testing will be provided in accordance to IEP’s, 504 plans, and ELL testing requirements. All teachers will be provided with detailed test instructions and will administer all tests in a classroom environment or large group area where applicable. Pre-tests will occur within the first two weeks of the start of a course; and post-test will occur within a month of the end of the course. Scoring of the pre-tests will be conducted by the course provider. Post-tests will be scored by another teacher with no vested interest in the course or of the students taking the post-assessment. The development of the post-tests will enlist the assistance of all content specific teachers; however, the construction of the post-assessment will be done by another teacher or administrator with no vested interest in the course or the students in the course.

  - **Reporting of Scores:** Grading of post-assessments will be conducted by staff other than
the course provider with a report of the scores passed onto building’s lead evaluator. Scoring on computer based tests (e.g. iReady) will be done electronically. Student growth targets will be set by the course provider in conjunction with their lead evaluator. The scoring report on the post-assessment will indicate “yes” or “no” in regards to whether or not the students’ growth targets were met. The lead evaluator will then generate a percentage of targets met on the post-assessment and measure the results against the growth target indicated in the course provider’s SLO.

Assessment Providers Support of Implementation of Assessment: The assessment provider of the WCS SLO assessments supports the testing process through applicable annual training and professional development opportunities. Course providers are given release time or staff development days to collaborate on test development and curriculum alignment to ensure the post-assessments measure the applicable learning standards they are intended to measure. All assessments are properly secured and only accessible to designated authorized personnel.

*During the transition years of 2016-2019, all teachers must develop an SLO

• **Details of Timely and Constructive Feedback:**

  All evaluations shall be reduced to writing and a copy given to the teacher within ten school days of the evaluation. If the teacher disagrees with the evaluation, he/she may submit a written response which shall be attached to the file copy of the evaluation in question.

  Each formal evaluation of a teacher shall be followed by a post conference between the teacher and the administrator for purposes of clarifying the written evaluation report. Each written observation shall be provided to the teacher the day prior to the post conference.

• **Nature of Training Provided to Evaluators**

  The District will ensure that all evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by the properly credentialed personnel who are either employees of the district or are provided by our local BOCES (Oneida-Herkimer-Madison). Evaluator training will occur regionally. This training will include the following elements in accordance with Subpart 30-3.10 of the Rules of the Board of Regents:

  • the New York State Teaching Standards and their related elements and performance indicators and the Leadership standards and their related functions, as applicable; Evidence-based observation method,
  • evidence-based observation techniques that are grounded in research;
  • application and use of the student growth percentile model and any other growth model approved by the Department as defined in section 30-3.2 of the Rules of the Board of Regents;
  • application and use of the State-approved teacher or principal rubric(s) selected by the district for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal’s practice;
  • application and use of any assessment tools that the district utilizes to evaluate its classroom teachers or building principals;
  • application and use of any locally selected measures of student growth used in the optional subcomponent of the Student Performance Category used by the district to evaluate its teachers
or principals;

- use of the statewide instructional reporting system;
- the scoring methodology utilized by the department and/or the district to evaluate a teacher or principal under section 30-3.2 of the Rules of the Board of Regents, including the weightings of each subcomponent within a category; how overall scores/ratings are generated for each subcomponent and category and application and use of the evaluation matrix(es) prescribed by the commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their category ratings; and
- specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

(b) All evaluators shall successfully complete a training course that meets a minimum of three times per year (3 hrs per session) which meets the requirements prescribed in Section 30-3.10 of the Rules of the Board of Regents and the regulations there under. Such training shall include application and use of the State-approved teacher practice rubric(s) selected by the District for use in evaluations.

(c) Once an evaluator has successfully completed a training course meeting the minimum requirements prescribed in the law and regulations, he/she shall be deemed to be certified by the District Board of Education as a lead evaluator.

(d) Evaluators will complete training offered by the company supporting the Rubric approved by the State Education Department and selected by the APPR team.

(e) Nothing herein shall be construed to prohibit an evaluator who is properly certified by the State as a school administrator from conducting classroom observations/evaluations or school visits as part of an annual professional performance review required under Section 30-3.10 of the Rules of the Board of Regents prior to completion of the training required by the regulations there under, as long as such training is successfully completed prior to completion of the annual professional performance review.

- **Required Certificates**

The District shall include with this APPR Plan any certificates required by the law or regulations upon the completion of collective negotiations with the bargaining agent of the covered teachers.

- **Ensuring Accurate Data**

  A. The District shall provide an opportunity for every covered teacher to verify the subjects and/or student rosters assigned to him/her. Covered teachers will be afforded the opportunity to verify the final APPR data attributed to them before it is sent to the State Education Department.

**TEACHER IMPROVEMENT PLAN (TIP) PROCESS**

New York State Commissioner's Regulations (30-2.10) require that any teacher with an annual professional performance review rated as *Developing* or *Ineffective* shall receive a Teacher Improvement Plan. A TIP shall be developed in consultation with the teacher and union representation shall be afforded at the teacher's request. A TIP is not a disciplinary action. At the end of a mutually
agreed upon timeline, the teacher and mentor (if one has been assigned), and a union representative (if requested by the teacher) shall meet to assess the effectiveness of the TIP in assisting the administrator to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly. The TIP is used exclusively for those teachers whose annual teacher evaluation composite score is rated *developing* or *ineffective*.

A TIP is completed collegiality between the teacher whose rating is *developing* or *ineffective* and the supervising administrator. They set professional goals to ensure growth toward improved student outcomes. Working towards this growth in an environment of professional respect is an expectation for all parties.

The TIP should be developed any time after the final evaluation has been completed but no later than the October 1. The TIP should be structured around the NYSUT rubric’s teaching standards. TIP goals/activities should be structured so that no more than four/five at a time are addressed.

All participants in the TIP meeting should be listed on the TIP. Periodic follow-up sessions should be conducted to assess the teacher's progress.

*Teacher Improvement Plan Form: Appendix E*

**V. Professional Development**

The Professional Development Committee (PDC) in collaboration with the APPR committee shall be responsible for developing and recommending to the Superintendent of Schools all aspects of the professional development plan.

**VII. Appeal Process**

The purpose of the internal APPR appeals process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. The Appeals Procedure shall provide for the timely and expeditious resolution of the appeal. All tenured and probationary teachers who meet the appeal process criteria identified below may use this appeal process. A teacher may not file multiple appeals regarding the same performance review, i.e., all grounds for appeal must be made in the form of a single appeal.

- **APPR Subject to Appeal Procedure**

  Any unit member aggrieved by an APPR rating of either “ineffective” or “developing” may challenge that APPR.

  In accordance with Regents Rule 30-3.12, an APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in any Education Law 3020-a/b proceeding, or any locally negotiated procedure, until the appeal process is concluded.

- **Grounds for an Appeal**

  An appeal may be filed for any substantive or procedural issues challenging the APPR based upon one or more of the following grounds:
(1) the substance of the annual professional performance review; which shall include the following:
   - in the instance of a teacher or principal rated Ineffective on the student performance category but rated Highly Effective on the observation/school visit category based on an anomaly, as determined locally.

(2) the district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d and Subpart 30-3 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, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents; and

(4) district's issuance and/or implementation of the terms of the teacher or principal improvement plan under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

• Notification of the Appeal

In order to be timely, the notification of the APPR appeal shall be filed, in writing, within fifteen (15) calendar days after the teacher has received the APPR. Notification of the appeal shall be provided to the Superintendent of Schools.

The appeal shall be decided upon the evaluation and/or improvement plan record alone. Upon request of the employee, the Superintendent or designated appeal officer will provide him/her and a union representative (should the employee so choose) with an opportunity to meet to review the merits of his/her appeal. However, no additional information or evidence beyond that already in the evaluation record shall be considered by the appeal officer.

• Hearing

A hearing will be held within five (5) school days of the receipt of an appeal by the Superintendent. In the event that a conflict of interest arises the Superintendent and the Association will resolve the issue by mutual consent in a timely and expeditious manner in accordance with Education Law 3012-d. All materials must be submitted prior to or at the hearing to be considered in the deliberations related to the resolution of the appeal.

• Written Response to the Appeal

Within thirty (30) calendar days of the conclusion of the hearing, the Superintendent or his/her designee must submit a detailed written response. The response must include any and all additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. Any material not submitted prior to or at the hearing shall not be considered in the deliberations related to the resolution of the appeal.

• Burden of Proof

In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which the petitioner seeks relief.
• Exclusivity of 3012-d Appeal Procedure

The 3012-d appeal procedure shall constitute the exclusive means for initiating, reviewing, and resolving any and all challenges and appeals related to a teacher performance review. The decision by the Superintendent or his/her designee with respect to such appeal shall be final and binding. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan, except as otherwise authorized by law.

Nothing shall preclude an employee from raising any substantive or procedural issue as affirmative defense in 3020-a and 3020-b.

The timeline set forth in this Appeals Procedure shall be strictly enforced. A failure to bring an appeal within the established time lines set forth above will be deemed otherwise waived, and not subject to review in any other form including the Commissioner or the courts.
VII. Appendix/Forms

- Appendix A: NYSUT Rubric
- Appendix B: Pre-Observation Template
- Appendix C: Post-Observation Template
- Appendix D: SLO Template
- Appendix E: Scoring (Matrix, iReady scales, etc.)
- Appendix F: Teacher Improvement Plan
- Appendix G: Assessment Breakdown
Appendix A

NYSUT Rubric
Appendix B

Pre-Observation Template
(Complete and submit to observer through My Learning Plan)

QUESTIONS

1. What CCLSs do you intend to address with this lesson?

2. How does this learning “fit” in the sequence of learning for this class?

3. Briefly describe the students in this class, including those with special needs (including those who require academic challenge through differentiation)

4. What are your learning outcomes for this lesson? What do you want the students to understand?

5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, individually or as part of a large group? Provide any materials that the students will be using.

6. How will you differentiate instruction for different individuals or groups of students in the class?

7. How and when will you know whether the students have learned what you intend?

8. Is there anything that you would like to evaluator to observe specifically during the lesson?
Appendix C

Post-Observation Template
(Complete and submit to observer through My Learning Plan)
### Appendix D

**WATERVILLE CENTRAL SCHOOL DISTRICT**

**TEACHER**

*New York State Student Learning Objective Template*

*(Complete and submit to observer electronically as e-mail attachment)*

*(Effective September 2016)*

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**All SLOs MUST include the following basic components:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</td>
</tr>
<tr>
<td>Learning Content</td>
<td>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or to specific priority standards?</td>
</tr>
<tr>
<td>Interval of Instructional Time</td>
<td>What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?</td>
</tr>
<tr>
<td>Evidence</td>
<td>What specific State-developed or State-approved assessment(s) will be used to measure this goal? The assessment selected must align to the learning content of the course. State assessments (including Regents examinations, Regents equivalents, and/or any State-approved equivalents) must be used as evidence if one of the courses required to have an SLO has a State assessment.</td>
</tr>
<tr>
<td>Baseline</td>
<td>What is the starting level of students’ knowledge of the learning content at the beginning of the instructional period?</td>
</tr>
<tr>
<td>Target(s)</td>
<td>What is the expected outcome (target) of students’ level of knowledge of the learning content at the end of the instructional period? (All targets must include a minimum of one year of expected academic growth and all targets must be approved by the superintendent or another trained administrator serving as his or her designee.)</td>
</tr>
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**HEDI Scoring**

Districts and BOCES must use the State-determined scoring ranges to determine final scores and HEDI ratings.

<table>
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<tr>
<th>HEDI Scoring</th>
<th>HIGHLY EFFECTIVE</th>
<th>EFFECTIVE</th>
<th>DEVELOPING</th>
<th>INEFFECTIVE</th>
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</table>

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**Rationale**

Describe the reasoning behind the choices regarding the components of the SLO and how the SLO will be used together with instructional practices to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.
**A Student Learning Objective, or SLO, is an academic goal set for an educator’s students at the start of a course. It represents the most important learning that is aligned to Common Core, State, or national standards, as well as any other school and district/BOCES priorities. The goals must be specific and measurable, based on available prior student learning data. This baseline data may come from a variety of sources, including but not limited to, pre-tests/pre-assessments, CSE testing, socio-economic status and/or a student’s prior academic history.

Educators’ scores are based upon the degree to which the goals were attained, as evidenced by student academic performance at the end of the course. This end-of-course-performance can be captured in a variety of ways, such as through performance tasks, extended essay responses, and/or other authentic application of skills.

**ELA/Math 4-8 Teachers**

*Required* - State-provided Growth Score on State Assessments

100% (At least 50%, locally determined, if an optional student performance measure is selected)

State-provided teacher growth scores comparing student growth to those with similar past test scores and includes considerations for poverty, ELL, and SWD status

- Policies on Teacher of Record and linked students
- See below for teachers whose State-provided growth scores do not cover at least 50% of all students on the teacher’s course rosters.

*Required* - Growth Using Student Learning Objectives (SLOs)

100% (At least 50%, locally determined, if an optional student performance measure is selected)

All teachers who receive a State-provided growth score must also have a back-up SLO set by the Superintendent or his/her designee in case there are not enough students, not enough scores, or other unforeseen data issues that will not allow the Department to generate a growth score.

**Where the State-provided growth score covers less than 50% of a teacher’s students, SLOs must be developed following the rules and options set forth for “all other classroom teachers.”**
All Other Classroom Teachers

For subjects associated with a State assessment or Regents exam (or, in the future, with any new State assessments): State/Regents assessment(s) must be used as the evidence for the SLO where they exist.

For other grades/subjects where no State assessment or Regents exam currently exists, SLOs based on district-determined assessments from the options below:

State-approved assessments consisting of the following:

- State-approved third-party assessment (e.g. iReady)
- State-approved district or BOCES-developed assessment
- School- or BOCES-wide, group, team, or linked results based on State/Regents assessments

Educators will propose an SLO with input and approval from his or her Superintendent, or designee at the beginning of the school year. The SLOs should be developed using as much available student data as possible and should be created to be ambitious but achievable.**

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**i-Ready Diagnostic Scale Score Increases to Achieve Specified Years of Growth in Reading**

Growth targets are for all students in a chronological grade, independent of placement level in i-Ready.

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<th>Grade</th>
<th>0.75 Year Ranges</th>
<th>0.75 Year Suggestion</th>
<th>1.0 Year Ranges</th>
<th>1.0 Year Suggestion</th>
<th>1.5 Year Ranges</th>
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**I-Ready Diagnostic Scale Score Increases to Achieve Specified Years of Growth in Mathematics**

Growth targets are for all students in a chronological grade, independent of placement level in I-Ready.

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**Average Student Scale Score Growth (average of 30 weeks)**

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Appendix E

EVALUATION SCORING

Lead Evaluator (Principal) - 90%  Independent Evaluator - 10%

Highly Effective 3.5 to 4.0  Effective 2.5 to 3.49
Developing 1.5 to 2.49  Ineffective 0 to 1.49

Example –

Principal Observation 3.65 (Highly Effective)  Independent Evaluator 3.00 (Effective)

\[(3.65 \times .90) + (3.00 \times 0.10) = 3.29 + 0.30 = 3.59 \text{ (Highly Effective)}\]

![New York evaluation matrix](image)
Appendix F

TEACHER IMPROVEMENT PLAN

<table>
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<tr>
<th>CAREER LEVEL</th>
<th>STATUS</th>
<th>DATE FINAL EVALUATION SHOULD BE CONDUCTED</th>
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<tr>
<td>Non-tenured</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; year probationary</td>
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<tr>
<td>Tenured</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; year probationary</td>
<td>Date</td>
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<tr>
<td>Other</td>
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<tr>
<td></td>
<td>4&lt;sup&gt;th&lt;/sup&gt; year probationary</td>
<td>Date</td>
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The NYS Commissioner’s Regulation (30-3.11) requires that any teacher with an annual professional performance review rated as Developing or Ineffective shall receive a Teacher Improvement Plan. A TIP shall be developed in consultation with the teacher and union representation shall be afforded at the teacher’s request. A TIP is not a disciplinary action. At the end of a mutually agreed upon timeline, the teacher and mentor (if one has been assigned), and a union representative (if requested by the teacher) shall meet to assess the effectiveness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

TEACHER _______________________  EMPLOYEE ID ___________  POSITION ______________________

TENURE AREA ____________________  OBSERVATION DATES __________________________

OBSERVER ______________________  SCHOOL/LOCATION ____________________________

Place a check mark in the box next to any standard that is rated as Developing or Ineffective:

- [ ] Knowledge of Students & Student Learning
- [ ] Knowledge of Content & Instructional Planning
- [ ] Instructional Practice
- [ ] Student Performance
- [ ] Learning Environment
- [ ] Assessment for Student Learning
- [ ] Professional Responsibilities
- [ ] Professional Growth

In the space below, describe the following: List goals to address the domains assessed as Developing or Ineffective; list differentiated activities to support the teacher’s improvement in the areas listed above; describe the manner in which the improvement will be assessed and provide a timeline for achieving improvement.

<table>
<thead>
<tr>
<th>Data results</th>
<th>Identified areas in need of improvement</th>
<th>Professional Learning Activities</th>
<th>How will the improvement be assessed?</th>
<th>Timeline</th>
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- [ ] Continue as written
- [ ] Plan Modified
- [ ] Plan Completed

_________________________  _________________________  ________________________
Teacher                     Principal                     WTA Representative (if needed)

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## Appendix G

### Assessment Breakdown

#### Growth SLO

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<th>Grade Levels</th>
<th>Course(s)</th>
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<td>iReady</td>
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<td>Math &amp; ELA</td>
<td>iReady or NYS Assessments*</td>
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<td>Science</td>
<td>WCS Developed</td>
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<td>5 &amp; 6</td>
<td>Social Studies</td>
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<td>Social Studies</td>
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<td>9, 10, 12</td>
<td>ELA</td>
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<td>K – 12</td>
<td>All other courses</td>
<td>WCS Developed</td>
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</tbody>
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* After Transition