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

Interim Commissioner of Education
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November 4, 2020

Revised

Roberta A. Gerold, Superintendent
Middle Country Central School District
8 43rd Street
Centereach, NY 11720

Dear Superintendent Gerold:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review (APPR) plan meets the criteria outlined in Education Law §3012-d and Subpart 30-3 of the &RPPLVVLRQHU¶V 5HJXODWLRQV As a reminder, we have relied on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR plan. If any material changes are made to your approved plan, your district/BOCES must submit such material changes to

overall ratings and subcomponent scores show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results, and/or if schools or districts show a pattern of anomalous results in the Student Performance category and/or the Observation/School Visits category.

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

Thank you again for your hard work.

Sincerely,

Betty A. Rosa
Interim Commissioner

Attachment

c: David Wicks

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

Task 1. General Information - Disclaimers and Assurances

Page Last Modified: 08/02/2019

## Disclaimers

For guidance related to Annual Professional Performance Review plans, see NYSED APPR Guidance.

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

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

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

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

## APPR Assurances

**Please check all of the boxes below**

- ☑ Assure that the content of this form represents the LEA's entire APPR plan and that the APPR plan is in compliance with Education Law Section 3012-d and Subpart 30-3 of the Rules of the Board of Regents.
- ☑ Assure that a detailed version of the LEA's entire APPR plan is kept on file and that a copy of such plan will be provided to the Department upon request for review of compliance with Education Law Section 3012-d and Subpart 30-3 of the Rules of the Board of Regents.
- ☑ Assure that this APPR plan will be posted on the LEA's website no later than September 10th of each school year, or within 10 days after the plan's approval by the Commissioner, whichever shall occur later.
- ☑ Assure that it is understood that this LEA's APPR plan will be posted in its entirety on the NYSED website* following approval.

**MIDDLE COUNTRY CSD** Status Date: 10/27/2020 11:46 AM - Submitted

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

Task 2. TEACHERS: Required Student Performance - Information and Assurances

Page Last Modified: 02/18/2020

## Required Student Performance Subcomponent

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

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

**Each teacher shall have a Student Learning Objective (SLO) locally determined, consistent with the goal-setting process determined by the Commissioner.**

## Student Learning Objectives (SLOs)

For guidance on SLOs,see NYSED SLO Guidance.

**SLOs shall be used for the required student performance measure for all teachers. The following must be used as the evidence of student learning within the SLO.**

**MEASURES**

*SLO measures may be either individually attributed or collectively attributed.*

*Individually attributed measures*

An individually attributed SLO is based on the student population of a course for which the teacher directly contributes to student learning outcomes.

> Teacher and course-specific

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

*Collectively attributed measures*

**Teacher and Body 2020**

An collectively attributed SLO is based on a student population across multiple sections of the same course or across mus of th3lC /P <</MCID 19 >>BDC /T1_1 1 Tf 2ss multi.

*A coLbl2020 )Tj 43or the required studBDC 0.942 Tf 1-19 ftaDiagnd-ibBOCES-pec5 Teacher and Body 2020 ted/3f0.1 Fly 2020-16.72 Td IDand19acourse-specific 1 nkP <</ (A coLbl2020 )Tj 43or the required studBDC 0.942*

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Page Last Modified: 02/18/2020

## Common Branch Kindergarten Measures and Assessments

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

*An individually attributed SLO measure*

> Teacher and course-specific

- **Teacher and course-specific results**

Page Last Modified: 02/18/2020

## Common Branch Grade One Measures and Assessments

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

*An individually attributed SLO measure*

> Teacher and course-specific

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

*A collectively attributed SLO measure*

> School- or program-wide

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

> District- or BOCES-wide

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

### Grade 1: Measure Type

District- or BOCES-wide

### Grade 1: District- or BOCES-Wide Measure

District- or BOCES-wide results

### Grade 1: Assessment Type(s)

☑ State or Regents assessment(s)

### Grade 1: State or Regents Assessment(s)

☑ ELA Regents

Page Last Modified: 02/18/2020

## Common Branch Grade Two Measures and Asssessments

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

*An individually attributed SLO measure*

> Teacher and course-specific

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

*A collectively attributed SLO measure*

> School- or program-wide

- **School- or program-wide results**:scores and ratings will be based on the growth of all students in a school or programwho take the applicable assessments in the current school year.
- **School- or program-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of students in the9tacher's col be based on tl

Page Last Modified: 02/18/2020

## Common Branch Grade Three Measures and Assessments

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

*An individually attributed SLO measure*

> Teacher and course-specific

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

*A collectively attributed SLO measure*

> School- or program-wide

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

> District- or BOCES-wide

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

### Grade 3: Measure Type

District- or BOCES-wide

### Grade 3: District- or BOCES-Wide Measure

District- or BOCES-wide results

### Grade 3: Assessment Type(s)

☑ State or Regents assessment(s)

### Grade 3: State or Regents Assessment(s)

☑ ELA Regents

Page Last Modified: 02/18/2020

## Grade Four

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

*An individually attributed SLO measure*

> Teacher and course-specific

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

*A collectively attributed SLO measure*

> School- or program-wide

- **School- or program-wide results**:scores and ratings will be based on the growth of all students in a school or programwho take the applicable assessments

Page Last Modified: 02/18/2020

## Grade Four (Common Branch) Measure and Assessment(s)

**Grade 4: Measure Type**

District- or BOCES-wide

**Grade 4: District- or BOCES-Wide Measure**

District- or BOCES-wide results

**Grade Four: Assessment Type(s)**

☑ State or Regents assessment(s)

**Grade Four: State or Regents Assessment(s)**

☑ ELA Regents

Task 2. TEACHERS: Required Student Performance - Grade Five

Page Last Modified: 02/18/2020

## Grade Five (Common Branch) Measure and Assessment(s)

**Grade 5: Measure Type**

District- or BOCES-wide

**Grade 5: District- or BOCES Measure**

District- or BOCES-wide results

**Grade 5: Assessment Type(s)**

☑ State or Regents assessment(s)

**Grade 5: State or Regents Assessment(s)**

☑ ELA Regents

Page Last Modified: 02/18/2020

## Grade Six

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

*An individually attributed SLO measure*

> Teacher and course-specific

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

*A collectively attributed SLO measure*

> School- or program-wide

- **School- or program-wide results**:scores and ratings will be based on the growth of all students in a school or program

Page Last Modified: 02/18/2020

## Grade Seven (Departmentalized) Measure and Assessment(s)

Grade seven departmentalized with uniform measure and assessment(s) across core subjects

**Grade 7: Measure Type**

Page Last Modified: 02/18/2020

## Grade Eight Measures and Assessments

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

*An individually attributed SLO measure*

> Teacher and course-specific

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

*A collectively attributed SLO measure*

> School- or program-wide

- **School- or program-wide results**:scores and ratings will be based on the growth of all students in a school or programwho take the applicable assessments in the current school year.
- **School- or program-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' coursesin the current school year.
- **School- or program-wide linked results**dy <16.l be based on the growth of¢225 Pleases/subj 1 snt Performance - Grad

Page Last Modified: 02/18/2020

## Grade Eight (Departmentalized) Measure and Assessment(s)

Grade eight departmentalized with uniform measure and assessment(s) across core subjects

**Grade 8: Measure Type**

District- or BOCES-wide

**Grade 8: District- or BOCES-Wide Measure**

District- or BOCES-wide results

**Grade Eight: Assessment Type(s)**

☑ State or Regents assessment(s)

**Grade Eight: State or Regents Assessment(s)**

☑ ELA Regents

Page Last Modified: 02/18/2020

## High School English Language Arts

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

**Please identify below whether all high school ELA teachers use the same type of measure and assessment(s) or if the measures and assessments vary by grade**

Page Last Modified: 02/18/2020

### High School Regents Science

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

Page Last Modified: 02/18/2020

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

**High School Regents Science: Measure**

District- or BOCES-wide

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

District- or BOCES-wide results

**High School Regents Science: Assessment Type(s)**

☑ State or Regents assessment(s)

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

☑ ELA Regents

## High School Regents Social Studies: Measures and Assessments

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

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

*An individually attributed SLO measure*

Page Last Modified: 02/18/2020

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

**High School Regents Social Studies: Measure Type**

District- or BOCES-wide

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

District- or BOCES-wide results

**High School Regents Social Studies: Assessment Type(s)**

☑ State or Regents assessment(s)

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

☑ ELA Regents

Page Last Modified: 02/18/2020

## Other Courses

**Please identify below the 'other courses' in your LEA; indicate which of the six available measures will be used for for each group of teachers; and then choose the specific measure, corresponding assessment type(s), and applicable assessment(s).**

*An individually attributed SLO measure*

> Teacher and course-specific

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

*A collectively attributed SLO measure*

> School- or program-wide

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

> District- or BOCES-wide

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

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

**Column 1: lowest grade that corresponds to the course**

**Column 2: highest grade that corresponds to the course**

**Column 3: subject of the course**

**Column 4: measure used**

**Columns 5-7: assessment(s) used**

*Follow the examples below to list other courses.*

| | (1) lowest grade | (2) highest grade | (3) subject | (4) measure | (5-7) assessment(s) |
|---|---|---|---|---|---|
| All Other Courses | K | 12 | All courses not named above | District- or BOCES-wide results | ELARegents, Algebra IRegents |
| K-3 Art | K | 3 | Art | Teacher and course-specific results | Questar III BOCES |
| Grades 9-12 English Electives | 9 | 12 | English Electives | School- or program-wide linked results | All Regents given in LEA |

**To add additional courses, click "Add Row".**

Page Last Modified: 09/21/2020

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

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

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

**Example: All subcomponents of Domains 2-4 of the Danielson rubric have been negotiated as observable. Domains 2 and 3 are weighted as 40% each, and Domain 4 is weighted as 20%. For each observation, all observed subcomponents in a domain are weighted equally and averaged to create a domain score, which is then weighted as above and averaged to reach a final score for each observation. Scores for each observation are weighted equally and averaged to reach a final score for each observation type. The district will ensure that all subcomponents designated as observable will be observed at least once across the observation cycle.**

All standards and elements of the designated rubric are observable.
Observable components are divided into two categories, "classroom observation" and "non-classroom observation." "Classroom observation" comprises all ofstandards 3 and 4 as well as standard 5 elements 1 and 2. "Non-classroom observation" comprises all of standards 1, 2, 6 and 7 as well as standard 5 elements 3, 4 and 5.

Page Last Modified: 09/21/2020

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

** In the event that an educator earns a score of 1 on all rated components of the practice rubric across all observations, a score of 0 will be assigned.*

**HEDI Ranges**

**Using the dropdown menus below, please indicate the locally-determined rubric scoring ranges based on the constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents for each of the rating categories.**

**Please select a minimum value between 3.50 and 3.75 and choose 4.00 as the maximum value for the Highly Effective range.**

| | Minimum Rubric Score | Maximum Rubric Score |
|---|---|---|
| Highly Effective: | 3.50 | 4.00 |

**Please select a minimum value between 2.50 and 2.75 and a maximum value between 3.49 and 3.74 for the Effective range.**

| | Minimum Rubric Score | Maximum Rubric Score |
|---|---|---|
| Effective: | 2.50 | 3.49 |

**Please select a minimum value between 1.50 and 1.75 and a maximum value between 2.49 and 2.74 for the Developing range.**

| | Minimum Rubric Score | Maximum Rubric Score |
|---|---|---|
| Developing: | 1.50 | 2.49 |

**Please choose 0.00 as the minimum value and select a maximum value between 1.49 and 1.74 for the Ineffective range.**

| | **Minimum Rubric Score** | Maximum Rubric Score |
|---|---|---|
| Ineffective: | 0.00 | 1.49 |

Page Last Modified: 02/18/2020

## Teacher Observation Subcomponent Weighting

**Required Subcomponent 1: Observations by Principal(s) or Other Trained Administrators**
**- At least 80% of the Teacher Observation category score**

**Required Subcomponent 2: Observations by Impartial Independent Trained Evaluator(s)***
**- At least 10%, but no more than 20%, of the Teacher Observation category score**

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

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

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

**Please indicate the weight of each observation type and be sure the total of the weights indicated equals 100%.**

| Principal/Administrator [Required] | Independent Evaluator(s) [Required] | Peer Observer(s) [Optional] | **Grades and subjects for which this weighting will apply** |
|---|---|---|---|
| 90% | 10% | 0% (N/A) | NA |

## Observation Assurances

**Please check all of the boxes below.**

- ☑ Assure that the following elements will not be used in calculating a teacher's Observation category score and rating: evidence of student development and performance derived from lesson plans, other artifacts of teacher practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; and/or use of professional goal-setting as evidence of teacher effectiveness. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- ☑ Assure that the length of all observations for teachers will be conducted pursuant to the locally-determined durations.
- ☑ Assure that at least one of the required observations will be unannounced.

## Required Subcomponent 1: Observations by Principal(s) or Other Trained Administrators

**At least one observation must be conducted by building principal or other trained administrator and at least one of the required observations must be unannounced (across both required subcomponents).**

- LEAs may locally determine whether to use more than one observation by principal or other trained administrator.
- Nothing shall be construed to limit the discretion of management to conduct observations in addition to those required by this section for non-evaluative purposes.
- The frequency and duration of observations are locally determined.
- Observations may occur in personor by live or recorded video, as determined locally.

**Indicate the minimum number of unannounced and announced observations by principal(s) or other trained administrators, as well as the method of observation, in the table below.**

Page Last Modified: 02/18/2020

**Please also check each of the following boxes.**

☑ Assure that if the LEA is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective; and, that in any school year for which there is an approved waiver, the second observation(s) shall be conducted by one or more evaluators selected and trained by the LEA, who are different than the evaluator(s) who conducted the observation(s) required to be performed by the principal/supervisor or other trained administrator. See Section 30-3.4(c)(1)(ii)(a) of the Rules of the Boi 8 v v v viand t77yYre.yuv(7yYre.vr val/sDUtlE26h5Uctid;nkhe ITy <</MCID 5 >>BDrg 75 549 487 112R/ .Tgranted a

Page Last Modified: 02/18/2020

## Optional Subcomponent: Observations by Trained Peer Observer(s)

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

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

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

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

## Peer Observation Assurances

**Please check all of the boxes below.**

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

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Page Last Modified: 08/02/2019

## Additional Requirements

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

## Teacher Improvement Plan Assurances

**Please check each of the boxes below.**

☑ Assure that the LEA will formulate and commence implementation of a Teacher Improvement Plan (TIP) for all teachers who receive an overall

Page Last Modified: 09/21/2020

## Appeal Assurance

**Please check the box below.**

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

## Appeals

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

(1) the substance of the annual professional performance review;which shall include the following:>BDC 0 -3 TD ((1))T ( th1l/1.7850 -212.5 Td ((i1))Tj EMC /LBody <</MC

Page Last Modified: 09/21/2020

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

**Middle Country Central School District**

**The Annual Professional Performance Review Plan (APPR)**

**IX. Appeals procedures**

A. The annual evaluation of a teacher shall be presented to the teacher by the principal/lead evaluator.

B. Within ten (10) school days of the receipt of a teacher's first evaluation of "Ineffective" (1) from the principal/lead evaluator, the teacher may appeal the evaluation in writing to the Superintendent or his/her designee. The appeal shall articulate in detail the basis of the appeal to the Superintendent of Schools or his/her designee. Failure to articulate a particular basis for the appeal shall be deemed a waiver of that claim. The

Page Last Modified: 02/18/2020

## Teacher Evaluation Assurances

**Please check all of the boxes below.**

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

## Assessment Assurances

**Please check all of the boxes below.**

- ☑ Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.
- ☑ Assure that individuals with vested interest in the outcome of their assessments are not involved, to the extent practicable, in the scoring of those assessments.

## Data Assurances

**Please check all of the boxes below.**

- ☑ Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.
- ☑ Assure that the LEA provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.
- ☑ Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the overall rating, as per NYSED requirements.
- ☑ Assure that procedures for ensuring data accuracy and integrity are being utilized.

Page Last Modified: 02/18/2020

- adescription of the areas of principal practice that will be evaluated;
-

Page Last Modified: 02/18/2020

## All Principals

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

**Student performance based on a Student Learning Objective (SLO)**

*An individually attributed SLO measure*

> Principal and building/program-specific

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

*A collectively attributed SLO measure*

> District- or BOCES-wide

- **District- or BOCES-wide results**:scores and ratings will be based on the growth of all students across buildings/programs in an LEAwho take the Districmmm8ES-wide

## Principal Student Learning Objective

**Please indicate the type of SLO that will be used for principals, then choose the corresponding assessment type(s) and assessment(s).**

**Student performance based on a Student Learning Objective (SLO)**

*An individually attributed SLO measure*

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Page Last Modified: 02/18/2020

## Optional Student Performance Subcomponent

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

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

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

**Options for measures and associated assessments include:**

- **Option (A) A second SLO, provided that this SLO is different than that used in the required subcomponent;**
- **Option (B) A growth score based on a statistical growth model, where available, for either State-created or -administered assessments or State-designed supplemental assessments;**
- **Option (C) A measure of student growth, other than an SLO, based on State-created or -administered assessments or State-designed supplemental assessments;**
- **Option (D) A performance index based on State-created or -administered assessments or State-designed supplemental assessments;**
- **Option (E) An achievement benchmark on State-created or -administered assessments or State-designed supplemental assessments;**
- **Option (F) Four, five, or six-year high school graduation rates;**
- **Option (G) An input model where the principal's overall rating shall be determined based on evidence of principal practice that promotes student achievement related to the Leadership Standards; or**
- **Any other collectively bargained measure of student growth or achievement included in the LEA's evaluation plan.**

**Please indicate if the Optional subcomponent will be used by making the appropriate selection below.**

NO, the Optional subcomponent WILL NOT be used in the Student Performance category for any principal.

Page Last Modified: 09/21/2020

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**constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents for each of the rating categories.**
**Please select a minimum value between 3.50 and 3.75 and choose 4.00 as the maximum value for the Highly Effective range.**

| | Minimum Rubric Score | Maximum Rubric Score |
|---|---|---|
| Highly Effective: | 3.50 | 4.00 |

**Please select a minimum value between 2.50 and 2.75 and a maximum value between 3.49 and 3.74 for the Effective range.**

| | Minimum Rubric Score | Maximum Rubric Score |
|---|---|---|
| Effective: | 2.50 | 3.49 |

**Please select a minimum value between 1.50 and 1.75 and a maximum value between 2.49 and 2.74 for the Developing range.**

| | Minimum Rubric Score | Maximum Rubric Score |
|---|---|---|
| Developing: | 1.50 | 2.49 |

**Please choose 0.00 as the minimum value and select a maximum value between 1.49 and 1.74 for the Ineffective range.**

| | Minimum Rubric Score | Maximum Rubric Score |
|---|---|---|
| Ineffective: | 0.00 | 1.49 |

Page Last Modified: 02/18/2020

## Principal School Visit Subcomponent Weighting

**Required Subcomponent 1: School visits by Supervisor(s) or Other Trained Administrators**
**- At least 80% of the Principal School Visit category score**

**Required Subcomponent 2: School visits by Impartial Independent Trained Evaluator(s)***
**- At least 10%, but no more than 20%, of the Principal School Visit category score**

**Optional Subcomponent: School visits by Trained Peer Principal(s)**
**- No more than 10% of the Principal School Visit category score when selected**

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

** If the LEA is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through the use of one or more evaluators selected and trained by the LEA, who are different than the evaluator(s) who conducted the school visit(s) required to be performed by the Superintendent/supervisor or their designee. If the LEA is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through the processes described in that application.*

**Please indicate the weight of each school visit type and be sure the total of the weights indicated equals 100%.**

| Supervisor/Administrator [Required] | Independent Evaluator(s) [Required] | Peer School Visit(s) [Optional] | **Grade configurations for which this weighting will apply** |
|---|---|---|---|
| 90% | 10% | 0% [N/A] | N/A |

## School Visit Assurances

**Please check all of the boxes below.**

- ☑ Assure that the following elements will not be used in calculating a principal's school visit category score and rating: evidence of student development and performance derived from lesson plans, other artifacts of principal practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; and/or use of professional goal-setting as evidence of principal effectiveness. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- ☑ Assure that the length of all school visits for principals will be conducted pursuant to the locally-determined durations.
- ☑ Assure that at least one of the required school visits will be unannounced.
- ☑ Assure that school visits will not be conducted via video.

## Required Subcomponent 1: School Visits by Supervisor(s) or Other Trained Administrators

**At least one school visit must be conducted by supervisor or other trained administrator and at least one of the required school visits must be unannounced (across both required subcomponents).**

- LEAs may locally determine whether to use more than one school visit by superintendent or other trained administrator.
- Nothing shall be construed to limit the discretion of a board of education or superintendent of schools from conducting additional school visits for non-evaluative purposes.
- The frequency and duration of school visits are locally determined.
- School visits may not occur by live or recorded video.

**Indicate the minimum number of unannounced and announced school visits by supervisor(s) or other trained administrators in the table below.**

Page Last Modified: 02/18/2020

| **PRINCIPALS**<br>*Indicate whether the number and method selected applies to all principals or to a subgroup of principals.* | **SUBGROUP**<br>*If "Subgroup of Principals" is selected in the previous column, indicate which principals the number and method selected* | | |
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Page Last Modified: 02/18/2020

**Please also check each of the following boxes.**

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

Page Last Modified: 02/18/2020

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

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

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

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

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

| **PRINCIPALS** *Indicate whether the number and method selected applies to all principals or to a subgroup of principals.* | **SUBGROUP** *If "Subgroup of Principals" is selected in the previous column, indicate which principals the number and method selected applies to; otherwise, enter "N/A." For additional subgroups, add another row.* | **UNANNOUNCED Minimum Number of School Visits** | **ANNOUNCED Minimum Number of School Visits** |
|---|---|---|---|
| All Principals (enter 'N/A' in the next column) | N/A | 0 | 0 |

## Peer Principal School Visit Assurances

**Please check all of the boxes below.**

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

Page Last Modified: 08/02/2019

## Category and Overall Ratings

For guidance on APPR scoring, see NYSED APPR Guidance.

## Category Scoring Ranges

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

**Student Performance Category**

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

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

**Principal School Visit Category**

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

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

## Scoring Matrix for the Overall Rating

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

| | | **Principal School Visit Category** | | | |
|---|---|---|---|---|---|
| | | **Highly Effective (H)** | **Effective (E)** | | |
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Page Last Modified: 02/18/2020

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

**Principal's Annual Professional Performance Review (APPR) Appeal Procedure**
It is recognized that the Education Transformation Act and implementing regulations have magnified the consequences of Developing and Ineffective ratings for teachers and principals. These consequences include, but are not limited to restrictions on eligibility for tenure and modification of seniority and excessing protections. Therefore, the parties believe it is imperative to have adequate procedural protections for appeals of these ratings. Therefore, in compliance with the mandate of Education Law Section 3012-d, which requires local negotiations of appeal procedures, the parties agree as follows:
a. Appeals shall be available for all principals, whether probationary or tenured. Evaluations which have resulted in a rating of Ineffective or Developing may be appealed.
b. Within ten (10)business days of the receipt of the final annual evaluation providing a rating as set forth in Subparagraph (a) above, a principal may appeal the annual evaluation to the First Level Reviewer as defined below. If a principal is on vacation or other paid leave when the final evaluation is issued, the ten (10) business days for appeal provided herein shall not commence until the principal returns from such leave, provide however that the appeal must be filed no later than thirty (30) business days after receipt of the final evaluation. The appeal shall be in writing and shall articulate in detail the basis of the appeal. Appeals shall be limited to:
Pursuant to Education Law§3012-d, a principal may only challenge the following in an appeal to their district/BOCES:

(1) the substance of the annual professional performance review;which shall include the following:
(i) in the instance of a principal rated Ineffective on the studentperformance category, but rated Highly Effective on the school visit category based on an anomaly, as determined locally;
(2) the school district's/BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law§3012-d; and

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's/BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law§3012-d.
c. Within five (5) business days of receipt of the appeal, the First Level Reviewer shall deliver a written determination of the appeal to the principal.
d. For Purposes of this Section, the term “First Level Reviewer” shall consist of a JOINT REVIEW BOARD. The Joint Review Board shall consist of two representatives appointed by the Association and one representative appointed by the Superintendent. It is understood that if an outside mentor has been provided to the principal that he/she will be deemed the representative appointed by the Superintendent. The Joint Review Board shall have 30 business days to issue a written decision. The Joint Review Board shall have the power to discuss an appeal with the evaluator, the appealing principal, or with both at the same time, if it believes such a discussion will be helpful. The Joint Review Board cannot act except when all of its members are present. The Joint Review Board’s decisions will be explained in a writing that sets forth the reasoning of each panel member. If the Joint Review Board’s decision is 3-0 or 2-1 in favor of the unit member, then the decision will be final, binding, and unreviewable. If the decision is 3-0 or 2-1 against the building principal, then the building principal may appeal the decision to arbitration as provided hereinafter.
e. If the First Level Reviewer decision is not in favor the building principal, the principal may appeal from such decision to an arbitrator approved by the American Arbitration Association (“AAA”) who will hear the appeal no later than thirty (30) business days from the date of the final evaluation in question. The principal shall have the right to present witnesses and documentation at an appeal hearing before the

arbitrator. The arbitration shall be governed by the rules of the AAA. The arbitrator shall issue a written determination within thirty (30) business days from the conclusion of the hearing. Such decision may modify or vacate the evaluation or the points allocated. If the evaluation is vacated or modified the arbitrator may also require re-implementation of PIP for the subsequent school year, and/or in the subsequent school year have the evaluation conducted by a trained non-bargaining unit administrator other than the original evaluator. The arbitrator's decision shall be final and binding on all parties.

The evaluated principal may be represented at all stages by a union representative of his/her choosing. The evaluated principal may submit a rebuttal to the APPR evaluation either before or after his/her appeal without jeopardizing their rights to file or pursue an appeal.

f. The cost of the arbitrator will be borne equally by the District and Association.

Page Last Modified: 02/18/2020

## Principal Evaluation Assurances

**Please check all of the boxes below.**

- ☑ Assure that the LEA shall compute and provide to the principal their score and rating for the Student Performance category, if available, and for the Principal School Visit category for the principal's Annual Professional Performance Review, in writing, no later than the last school day of the school year for which the principal is being measured, but in no case later than September 1 of the school year next following the school year for which the principal's performance is being measured.
- ☑ Assure that the evaluation system will be used as a significant factor for employment decisions.
- ☑ Assure that principals will receive timely and constructive feedback as part of the evaluation process.

Page Last Modified: 10/27/2020

## Upload APPR LEA Certification Form

***Please Note: SED Monitoring timestamps each revision and signatures cannot be dated earlier than the last revision. To ensure the accuracy of the timestamp on each task, please submit from Task 12 only.***

**Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using the "LEA Certification Form" found in the "Documents" menu on the left side of the page.**

Middle Country CSD Certification Form 6-6-16.pdf
APPR LEA Certification - 2019 - MIDDLE COUNTRY CSD.pdf
LEA CERTIFICATION FORM - MCCSD - 10-27-2020.pdf

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# MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT
# TEACHER IMPROVEMENT PLAN FORM

| Domain of Competency | Core Competency | Area in need of improvement / evidence | Indicators of Progress |
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**LEA CERTIFICATION FORM: Please download, sign, and upload this form to complete the submission of your LEA's Annual Professional Performance Review (APPR) plan.**

By signing this document, the LEA and its collective bargaining agent(s) certify that the APPR plan submitted to the Commissioner for approval constitutes the school LEA's complete APPR plan, that all provisions of the plan that are subject to collective negotiations have been resolved pursuant to the provisions of Article 14 of the Civil Service Law; and that such plan complies with the requirements of Education Law §3012-d as amended by the Laws of 2019 and Subpart 30-3 of the Rules of the Board of Regents, and has been adopted by the governing body of the LEA.

The LEA and its collective bargaining agent(s), where applicable, also certify, upon information and belief, that all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using the APPR plan submitted to the Commissioner for approval.

The LEA and its collective bargaining agent(s), where applicable, also certify that this APPR Plan is the LEA's complete APPR Plan and that such plan will be fully implemented by the LEA; that there are no collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent, conflict or interfere with full implementation of the APPR Plan; and that no material changes will be made to the Plan or through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-3 of the Rules of the Board of Regents.

The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this APPR Plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this APPR Plan may be withheld or forfeited by the State pursuant to Education Law §3012-d(11).

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

- Assure that the overall APPR rating will be used as a significant factor in employment decisions, including but not limited to tenure determinations and teacher and principal improvement plans;
- Assure that the entire APPR will be completed for each teacher or principal as soon as practicable but in no case later than September 1 of the school year following the year in which the classroom teacher or building principal's performance is being measured;
- Assure that the LEA shall compute and provide to the teacher/principal his or her score and rating on the Student Performance category, if available, and for the Teacher Observation category or Principal School Visit Category of a teacher's or principal's APPR, in writing, no later than the last day of the school year for which the teacher or principal is being measured, but in no case later than September 1 of the school year following the year in which the teacher's or principal's performance is measured;
- Assure that the APPR Plan will be filed in the LEA's office and made available to the public on the LEA's website no later than September 10th of each school year or within 10 days after the plan is approved by the Commissioner, whichever shall have occur;
- Assure that complete and accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner;
- Assure that the LEA will continue to report to the State individual subcomponent scores and the overall rating for each classroom teacher and building principal in a manner prescribed by the Commissioner;
- Assure that the LEA provides an opportunity for every classroom teacher and building principal to verify the subject's and/or student rosters assigned to them;
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process;
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English language learners and students with disabilities;
- Assure that any teacher or principal who receives an Overall Rating of Developing or Ineffective in any school year will receive a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statues and regulations, by October 1 of the school year following the year in which such teacher's or principal's performance was measured or as soon as practicable thereafter.
- Assure that such improvement plan shall be developed by the superintendent or his/her designee in the exercise of their pedagogical judgment, and shall be subject to collective bargaining to the extent required under Article 14 of the Civil Service Law;
- Assure that all evaluators and lead evaluators, including independent evaluators and peer evaluators, as applicable, will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with all applicable statutes and regulations;
- Assure that LEA has collectively bargained appeal procedures that are consistent with the statute and regulations and provide for the timely and expeditious resolution of an appeal to the LEA;
- Assure that, for teachers, all observable NYS Teaching Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual observations and, for principals, all observable ISLLC 2008 Leadership Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual school