August 6, 2021

APPR Plan - Variance

Carl Mummenthey, Superintendent
Cobleskill-Richmondville Central School District
155 Washington Ave.
Cobleskill, NY 12043

Dear Superintendent Mummenthey:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review (APPR) plan variance application meets the criteria outlined in section 30-3.16 of the Rules of the Board of Regents and has been approved. As a reminder, we are relying on the information you provided in your variance application, including the narrative descriptions, certifications, and assurances that are included in the application. During the approved term of this variance, your LEA will implement the variance along with all other remaining provisions of your approved APPR plan. If any material changes are made to your approved plan and/or the terms of your approved variance, your LEA must submit such material changes to us for approval. Please see the attached notes for further information.

Please be advised that, pursuant to Education Law §3012-d, the Department will be analyzing data supplied by districts, BOCES, and/or schools and may order a corrective action plan if there are unacceptably low correlation results between the Student Performance category and the Teacher Observation or Principal School Visits category, and/or if the teachers’ or principals’ 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 school leader to support their professional growth, and every student achieves success.

Thank you again for your hard work.

Sincerely,

Betty A. Rosa
Commissioner

Attachment

Cc: Anita Murphy
NOTE:

Only documents that are incorporated by reference in your APPR variance application have been reviewed and are considered as part of your approved APPR variance application; therefore, any supplemental documents such as memorandums of agreement or understanding that were uploaded with your APPR variance application but are not incorporated by reference have not been reviewed. However, the Department reserves the right to review the uploaded attachments at any time for consistency with your APPR plan and/or to ensure compliance with applicable laws and regulations; and as a result of such review, the Department may reject your APPR plan or variance and/or require corrective action.

Pursuant to section 30-3.16 of the Rules of the Board of Regents, please note that an LEA with an approved variance shall provide to the Department, upon its request, any documentation related to the implementation and efficacy of the approach proposed in the variance, including but not limited to: reports on the correlation in assigned ratings for different measures of the LEA’s evaluation system and differentiation among educators within each subcomponent and category of the evaluation system.

Your variance is approved for the 2020-21 school year. Because you requested this variance to address issues related to COVID-19, the approval of this variance for any future school years (up to a three school year period) is contingent on the continuation of the current COVID-19 pandemic notwithstanding your request for this variance to apply in future school years. Upon expiration of state-imposed restrictions or emergency measures related to the pandemic, or abatement of the pandemic, it is expected that your variance will no longer be required. As such, SED may withdraw its approval of this variance for any subsequent school years or may require a separate application or other documentation for continuation of the variance in future school years. Upon expiration of the approved term of your variance, you must implement the terms of your current APPR plan as approved by the Commissioner.

The student performance measure in your LEA’s variance application includes one or more assessments that were not administered in the 2020-21 school year. Therefore, please note that your LEA’s variance is approved with the condition that the student performance scores for the 2020-21 school year shall be determined based on those selected assessments that were administered in the 2020-21 school year. If your LEA’s variance is approved for use beyond the 2020-21 school year, the student performance measure shall be determined based on all of the selected assessments in the variance application.
Educator Evaluation COVID-19 Variance (Education Law 3012-d)

For guidance related to the Educator Evaluation variance, see NYSED Educator Evaluation Guidance.

At its October 2019 meeting, the Board of Regents amended sections 30-3 of the Rules of the Board of Regents to allow LEAs to apply for a variance from Educator Evaluation plan requirements, while complying with the requirements of Education Law §3012-d.

This streamlined form is provided for a variance related only to the ongoing COVID crisis. Districts seeking approval of a variance for a “New and Innovative” Educator Evaluation plan should contact APPRVariance@nysed.gov.

In instances where a variance is approved, the term(s) described in the approved variance will replace the related sections of the LEA’s currently approved Educator Evaluation plan. However, please note that all other terms as are present in the LEA's currently approved plan will remain in effect and must be implemented without modification.

Once a variance is approved by the Department, it shall be considered part of the LEA’s Educator Evaluation plan during the approved term of the variance. In any instance in which there is an approved variance and such variance contains information that conflicts with the information provided in the approved Education Law §3012-d Educator Evaluation plan, the provisions of the approved variance will apply during the approved term of the variance.

Variance Application Timeline

Variance applications must be approved by the Department by December 1 of a school year to be implemented in that school year.

Submission by November 1 is suggested to allow time for review, revision and approval in order to meet the approval deadline for implementation in the same school year.

Absent a finding by the Commissioner of extraordinary circumstances, a variance application approved after December 1 of a school year will not be implemented until the following school year.

For more information regarding the variance approval deadline, including a possible extension, please contact APPRVariance@nysed.gov.

Variance Assurances

Please check all of the boxes below

- Assure that the contents of this form are in compliance with Education Law Section 3012-d.
- Assure that a detailed version of the LEA’s variance is kept on file and that a copy of such variance will be provided to the Department upon request for review of compliance with Education Law Section 3012-d.
- Assure that this variance will be posted on the LEA's website, in addition to its current full Educator Evaluation plan, 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 variance will be posted in its entirety on the NYSED website following approval.

Teacher Variance

Please check the appropriate box below.

- Assure that any task not included in the following variance request(s) for teachers will be carried out in the manner described in the currently approved Educator Evaluation plan.

Principal Variance

Education Law §3012-d requires that the principal evaluation system be aligned to the requirements for teacher evaluation. Therefore, when completing a variance request for the evaluation of principals, the processes identified must be aligned to such requirements.

Please check the appropriate box below.

- Assure that any requested variance for principal evaluation is aligned to the requirements for teacher evaluation provided in Education Law Section 3012-d and that any task not included in the following variance request(s) for principals will be carried out in the manner described in the currently approved Educator Evaluation plan.
Required Student Performance Subcomponent
For guidance on the required subcomponent of the Student Performance category, see NYSED Educator Evaluation Guidance.

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

Education Law §3012-d requires that each teacher have a Student Learning Objective (SLO) consistent with a goal-setting process based on appropriate growth targets. The process must include, at a minimum, the following elements:

- A description of the measure(s) of student growth to be used (e.g., the SLO goal setting process; SLO components),
- Applicable evidence of student learning (e.g., how growth will be measured through various forms of assessment, evaluation of student performance),
- A method for converting student results to a score on a scale from 0-20,
- A scale for conversion of the score of 0 to 20 to a HEDI rating.

This requirement must be met through either the LEA’s current Educator Evaluation plan or this variance. To the extent that the variance does not address a requirement, the currently approved Educator Evaluation plan will apply.

Variance Request
LEAs may use this variance application to develop an SLO process for a teacher or group of teachers that differs from the process described in the Commissioner’s regulations.

Any teachers not covered by this variance request will be evaluated under the terms of the LEA’s currently approved Educator Evaluation plan.

Please make the appropriate selection below.

- A variance is not requested for the required student performance subcomponent for teachers.
- The details of the variance request for the required student performance subcomponent for teachers is described in the subsequent section.
### Applicable Teachers

Please indicate all teachers to whom this required student performance variance request applies.

#### Core Teachers

Use the table below to list the core teachers this required student performance variance request is applicable to (teachers of other courses should be listed in the subsequent section).

<table>
<thead>
<tr>
<th>Courses</th>
<th>All Core Teachers in LEA</th>
<th>Common Branch / Uniform Departmentalized</th>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All core teachers (K-3; 4-8 ELA, math, science, social studies; high school ELA and Regents courses, as applicable to LEA) [If this option is selected, please do not make selections in subsequent columns]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Other Teachers

Teachers of other courses included in this required student performance variance request are listed in the table below.

Fill in the following for all other teachers in additional grades/subjects that are included in this required student performance variance request:

- Column 1: lowest grade that corresponds to the course
- Column 2: highest grade that corresponds to the course
- Column 3: subject of the course

*Follow the examples below to list other courses.*

<table>
<thead>
<tr>
<th></th>
<th>(1) lowest grade</th>
<th>(2) highest grade</th>
<th>(3) subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Other Courses</td>
<td>K</td>
<td>12</td>
<td>All courses not named above</td>
</tr>
<tr>
<td>K-3 Art</td>
<td>K</td>
<td>3</td>
<td>Art</td>
</tr>
<tr>
<td>Grades 9-12 English Electives</td>
<td>9</td>
<td>12</td>
<td>English Electives</td>
</tr>
</tbody>
</table>

Click “Add Row” to add additional courses. Only list additional courses if they are included in this required student performance variance request.
## Applicable Areas

A variance may be requested for the following areas of the required student performance subcomponent:

- A description of the measure(s) of student growth to be used (e.g., the SLO goal setting process; SLO components)
- Applicable evidence of student learning (e.g., how growth will be measured through various forms of assessment, evaluation of student performance)
- A method for converting student results to a score on a scale from 0-20* 
- A scale for conversion of the score of 0 to 20 to a HEDI rating*

*Only select “Conversion to a 20-point score” or "HEDI ranges" if your variance request involves different values than those included in the table below.

Please indicate the area(s) of the required student performance subcomponent for which a variance is being requested.

- Measures of student growth
- Evidence of student learning

### Measures of Student Growth

<table>
<thead>
<tr>
<th>Grade From</th>
<th>Grade To</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>12</td>
<td>All courses not named above</td>
</tr>
<tr>
<td>(No Response)</td>
<td>(No Response)</td>
<td>(No Response)</td>
</tr>
</tbody>
</table>

### Evidence of Student Learning

<table>
<thead>
<tr>
<th>Grade From</th>
<th>Grade To</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>12</td>
<td>All courses not named above</td>
</tr>
<tr>
<td>(No Response)</td>
<td>(No Response)</td>
<td>(No Response)</td>
</tr>
</tbody>
</table>

### HEDI Rating Conversion

- **Highly Effective**
  - 20-18
  - 97-100%
  - 96-92%
  - 85-89%
  - 80-84%
  - 75-79%
  - 67-74%
  - 60-66%

- **Effective**
  - 17-16-15
  - 98-97%
  - 93-92%
  - 85-89%
  - 80-84%
  - 75-79%
  - 67-74%
  - 60-66%

- **Developing**
  - 14-13
  - 98-97%
  - 93-92%
  - 85-89%
  - 80-84%
  - 75-79%
  - 67-74%
  - 60-66%

- **Ineffective**
  - 11-10
  - 98-97%
  - 93-92%
  - 85-89%
  - 80-84%
  - 75-79%
  - 67-74%
  - 60-66%

- 1-0
  - 98-97%
  - 93-92%
  - 85-89%
  - 80-84%
  - 75-79%
  - 67-74%
  - 60-66%

- "%"
Measures of Student Growth

Describe the measure(s) that will be used to evaluate teachers for the required student performance subcomponent (e.g., the SLO goal setting process; SLO components).

All teachers will be evaluated for the required student performance subcomponent using district-wide results on the following NYS Regents examinations: English, Algebra, Living Environment, Global Studies 2, and US History and Government.

Measures Assurance
Please check the box below.

☑ Assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.
Evidence of Student Learning

Please identify any evidence of student learning to be used. A description of how growth will be measured through various forms of assessment should be included in the last section of this variance request.

<table>
<thead>
<tr>
<th>Type(s) of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>State or Regents assessment(s)</td>
</tr>
</tbody>
</table>

**State or Regents Assessment(s)**

- ELA Regents
- Algebra I Regents
- Living Environment Regents
- Global History Regents
- US History Regents
Variance Details

Please read the questions below and answer each prompt in a concise manner.

Rationale
Please provide a rationale for this variance request.
> Your rationale should include information regarding the specific, identified COVID-related needs and/or challenges of the LEA, and how such needs and/or challenges inform development of the required student performance variance request.

Already, most teachers in our district are evaluated using a district-wide SLO that considers student performance on five core Regents exams including English, Algebra, Living Environment, Global History, and US History and Government. These measures align well with our district's strategic instructional plan and the plan's focus on credit attainment, Regents examination success, graduation rate, and college and career readiness.

In 2019, the NYS legislature approved legislation decoupling teacher evaluation from state assessments and permitting districts to identify alternative tests or measures of student performance. Our district and our teachers' association mutually agree that shifting to a common, district-wide SLO focusing on the five aforementioned Regents exams is the preferred measure for required student performance.

Due to the COVID pandemic, we feel that a shift to a district-wide SLO that considers student performance on five core Regents exams will provide greater consistency and reliability in assessing student performance than the measures stipulated in our approved APPR plan. In making this request, we considered the ratio of onsite:remote students, the ratio of remote:hybrid students, cohort size, and other COVID-related factors.

Standards and Procedures
Please provide a description of the standards and procedures that will be used in lieu of those included in the LEA's most recently approved evaluation plan.
> This description should include a specific, detailed explanation of the approach that the LEA is seeking to implement as part of its variance request.
> This description should include, but not be limited to, a description of the alternate measures of student growth and/or evidence of student learning that will be used to evaluate educators.

1. SLO's will be based on the cumulative passing rate (65%+) on five core Regents exams including English, Algebra, Living Environment, Global History, and US History and Government.
2. An aggregate "passing rate" for these exams, including the August, January, and June administrations, shall be calculated. The formula the district will utilize shall be as follows: (# exams @ 65% or higher) / (total number of exam attempts). The passing rate shall be computed as a percentage value, 0-100%.
3. Using the SLO conversion chart, the percentage shall be converted to an achievement level.

Use of the Optional Student Performance Subcomponent & Weighting
Please indicate if the Optional subcomponent will be used in the process included in this variance request by making the appropriate selection below.

☑️ The weighting included in the currently approved plan will not change based on this variance request.

Required Student Performance Variance Assurances
Please check the box below as applicable to all teachers included in this required student performance variance request.

☑️ Assure that each teacher covered by this variance request will have an SLO consistent with the process described in the LEA's approved Educator Evaluation plan and/or this variance application and in compliance with Education Law Section 3012-d.
Variance Request

LEAs may use this variance application to develop an optional second measure for a teacher or group of teachers that differs from the process described in the Commissioner’s regulations.

*Any teachers not covered by this variance request will be evaluated under the terms of the LEA’s currently approved Educator Evaluation plan.*

Please make the appropriate selection below.

- A variance is not requested for the optional student performance subcomponent for teachers.
Variance Request

LEAs may use this variance application to evaluate teacher practice in a manner that differs from the process described in the Commissioner’s regulations. Any teachers not covered by this variance request will be evaluated under the terms of the LEA’s currently approved Educator Evaluation plan.

Please make the appropriate selection below.

- The details of the variance request for the teacher observation category is described in the subsequent section.
Applicable Teachers

Please indicate all teachers to whom this teacher observation variance request applies.

Core Teachers

Use the table below to list the core teachers this teacher observation variance request is applicable to (teachers of other courses should be listed in the subsequent section).

<table>
<thead>
<tr>
<th>Courses</th>
<th>All Core Teachers in LEA</th>
<th>Common Branch / Uniform Departmentalized</th>
<th>ELA</th>
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<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>All core teachers (K-3; 4-8 ELA, math, science, social studies; high school ELA and Regents courses, as applicable to LEA) [if this option is selected, please do not make selections in subsequent columns]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other Teachers

☐ Teachers of other courses are not included in this teacher observation variance request.

☒ Teachers of other courses included in this teacher observation variance request are listed in the table below.

Fill in the following for all other teachers in additional grades/subjects that are included in this teacher observation variance request:

Column 1: lowest grade that corresponds to the course

Column 2: highest grade that corresponds to the course

Column 3: subject of the course

Follow the examples below to list other courses.

<table>
<thead>
<tr>
<th>(1) lowest grade</th>
<th>(2) highest grade</th>
<th>(3) subject</th>
</tr>
</thead>
<tbody>
<tr>
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<td>3</td>
</tr>
<tr>
<td>Grades 9-12 English Electives</td>
<td>9</td>
<td>12</td>
</tr>
</tbody>
</table>

Click "Add Row" to add additional courses. Only list additional courses if they are included in this teacher observation variance request.
Educator Evaluation - COVID-19 Variance, Education Law 3012-d

Task 4. TEACHERS: Observations - Applicability & Rubric

Applicable Areas

A variance may be requested for the following components of the teacher observation subcomponent:

- Teacher practice rubric
- Rating and scoring of the teacher practice rubric
- Weighting of the domains/subcomponents of the teacher practice rubric
- HEDI scoring bands
- Weighting of the teacher observation subcomponents
- Required principal/supervisor and/or independent evaluator observations
- Optional peer observations

Please indicate the area(s) of the teacher observation subcomponent for which a variance is being requested.

- Teacher practice rubric
- Teacher observation subcomponent weighting
- Required principal/supervisor and/or independent evaluator observations

Teacher Practice Rubric

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

If more than one rubric is used for the teachers indicated above, check all that apply.

### Teacher Observation Subcomponent Weighting

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

<table>
<thead>
<tr>
<th>Principal/Administrator</th>
<th>Independent Evaluator(s)</th>
<th>Peer Observer(s)</th>
<th>Group for which this weighting will apply. If the indicated weighting will be used for all teachers listed in the 'Applicability' section, note &quot;All Teachers.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>0</td>
<td>0</td>
<td>All Teachers</td>
</tr>
</tbody>
</table>
Required Subcomponent 1: Observations by Principal(s) or Other Trained Administrators

At least one observation must be conducted by the building principal or another trained administrator.

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.

If an observation type is not applicable, please indicate '0' for the minimum number and 'N/A' for the observation method.

<table>
<thead>
<tr>
<th></th>
<th>Minimum number of observations</th>
<th>Observation method (check all that apply)</th>
<th>Other observation method (only complete if 'Other' is selected in the previous column)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unannounced</td>
<td>0</td>
<td>□ N/A</td>
<td>(No Response)</td>
</tr>
<tr>
<td>Announced</td>
<td>1</td>
<td>□ Live</td>
<td>(No Response)</td>
</tr>
<tr>
<td>Totals:</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To which teachers does the information in the above table apply?

☐ A subgroup of teachers listed in the 'Applicability' section (provide details below).

Describe the subgroup of teachers to whom the information in the table above applies (i.e., probationary teachers), then complete the next page for an additional subgroup.

Teachers (Tenured; in good standing)
Required Subcomponent 1: Observations by Principal(s) or Other Trained Administrators

At least one observation must be conducted by the building principal or another trained administrator.

Describe the subgroup of teachers to whom the information in the table below applies (i.e., tenured teachers).

Teachers (Probationary) and Tenured Teachers (not in good standing)

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.

If an observation type is not applicable, please indicate '0' for the minimum number and 'N/A' for the observation method.

<table>
<thead>
<tr>
<th>Minimum number of observations</th>
<th>Observation method (check all that apply)</th>
<th>Other observation method (only complete if ‘Other’ is selected in the previous column)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unannounced</td>
<td>☑️ Live</td>
<td>(No Response)</td>
</tr>
<tr>
<td>Announced</td>
<td>☑️ Live</td>
<td>(No Response)</td>
</tr>
<tr>
<td>Totals:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Subgroup Three

☐ An additional subgroup is needed to fully describe the principal or other trained administrator observation process.
Required Subcomponent 2: Observations by Impartial Independent Trained Evaluator(s)

Independent Evaluator Assurances
Please check all of the boxes below.

☑️ Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the teacher(s) they are evaluating.

☑️ Assure that independent evaluator(s) will be trained and selected by the LEA.

Number and Method of Observation
Indicate the minimum number of unannounced and announced observations by impartial independent trained evaluator(s), as well as the method of observation, in the table below. At least one observation must be conducted by an impartial independent trained evaluator.

If an observation type is not applicable, please indicate '0' for the minimum number and 'N/A' for the observation method.

<table>
<thead>
<tr>
<th>Minimum number of observations</th>
<th>Observation method (check all that apply)</th>
<th>Other observation method (only complete if 'Other' is selected in the previous column)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unannounced</td>
<td>0</td>
<td>☐ N/A</td>
</tr>
<tr>
<td>Announced</td>
<td>0</td>
<td>☐ N/A</td>
</tr>
<tr>
<td>Totals:</td>
<td>0</td>
<td>(No Response)</td>
</tr>
</tbody>
</table>

To which teachers does the information in the above table apply?

☑️ All teachers listed in the 'Applicability' section.
Variance Details

Please read the questions below and answer each prompt in a concise manner.

Rationale
Please provide a rationale for this variance request.

> Your rationale should include information regarding the specific, identified COVID-related needs and/or challenges of the LEA, and how such needs and/or challenges inform development of the teacher observation variance request.

Adjustments in the organization due to COVID have altered our teaching and administrative responsibilities and our school systems/structures/schedules. Reducing the number of observations for probationary and tenured teachers would allow principals and instructional leaders more time in focused conversations and support around new teaching and learning environments. Instructional leaders could reallocate time to support all staff as they navigate the challenges of teaching during COVID. Teachers utilizing new methodologies for teaching and learning need the non-evaluative environment in which to take risks and reflect on successes and challenges. This is a prime opportunity for instructional leaders to talk to teachers about their practices and work those challenges out together. Additionally, reducing the number of observations would minimize the number of people coming in and out of buildings and classrooms and reduce the likelihood of unnecessary potential exposure to the COVID-19 virus.

Standards and Procedures
Please provide a description of the standards and procedures that will be used in lieu of those included in the LEA’s most recently approved evaluation plan.

> This description should include a specific, detailed explanation of the approach that the LEA is seeking to implement as part of its variance request.

Probationary teachers and tenured teachers who are not in good standing will be evaluated with 1 full announced observation weighted at 90% of the overall observation score by a trained evaluator. The second observation, which shall be unannounced, shall be weighted at 10% of the overall observation score. The unannounced observation also shall be performed by a trained evaluator.

Tenured teachers in good standing (meaning the teachers were evaluated as “effective” or “highly effective” in the preceeding year) will be evaluated with 1 full announced observation with pre and post conferences to count for 100% of the teacher's observation component in the overall APPR score. The district will not conduct an unannounced observation for tenured teachers in good standing. Tenured teachers in good standing would benefit from the process of the announced observation and, in addition, more frequent informal check-ins to support innovative teaching in hybrid and remote settings.

Under this variance, the district will not be utilizing independent evaluators for the announced or unannounced observations for faculty.

Observation Assurances

Please check each of the boxes below as applicable to all teachers included in this teacher observation variance request.

- Assure that the process for assigning points for the Teacher Observation category will be consistent with the process described in the LEA’s approved Educator Evaluation plan and/or this variance application and in compliance with Education Law Section 3012-d.
- Assure that once all observations are complete, the process for determining an overall Teacher Observation category score and rating will incorporate the evidence collected across all observations to produce an overall Teacher Observation category rating on a HEDI scale.
- Assure that it is possible for a teacher to obtain any number of points in the applicable scoring ranges, including zero, in each subcomponent.
Category and Overall Ratings
For guidance on Educator Evaluation scoring, see NYSED Educator Evaluation Guidance.

Education Law §3012-d requires that each teacher be given a final score for both the Student Performance and Teacher Observation categories, which will be converted to a final category rating based on the HEDI scale, and that these ratings be used to provide an Overall Rating using the prescribed scoring matrix.

These requirements must be met through either the LEA’s current Educator Evaluation plan or this variance. To the extent that the variance does not address a requirement, the currently approved Educator Evaluation plan will apply.

Variance Request
LEAs may use this variance application to define the HEDI ranges for the Student Performance and/or Teacher Observation category that is different than those included in the Commissioner’s regulations.

Any teachers not covered by this variance request will be evaluated under the terms of the LEA’s currently approved Educator Evaluation plan.

Please make the appropriate selection below.

☐ A variance is not requested for category ratings for teachers.
Additional Requirements for Teachers

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

Education Law §3012-d requires that a complete Educator Evaluation plan must include a process for teacher improvement plans, appeals, and evaluator training as determined by the Commissioner. The following minimum requirements under Education Law §3012-d are applicable to teachers:

- A form for development of a Teacher Improvement Plan,
- A timely and expeditious process for resolving educator’s appeals of Evaluation ratings,
- A process for training all evaluators of applicable educators.

*These requirements must be met through either the LEA’s current Educator Evaluation plan or this variance. To the extent that the variance does not address a requirement, the currently approved Educator Evaluation plan will apply.*

Variance Request

LEAs may use this variance application to develop a process for Teacher Improvement Plans, appeals and/or training in a manner that differs from the process described in the Commissioner’s regulations.

Any teachers not covered by this variance request will be evaluated under the terms of the LEA’s currently approved Educator Evaluation plan.

Choose the appropriate response below.

- A variance is not requested for teacher improvement plans, appeals, or training.
- The details of the variance request applicable to teacher improvement plans, appeals, and/or training is described in the subsequent section.
Required Student Performance Subcomponent
For guidance on the required subcomponent of the Student Performance category, see NYSED Educator Evaluation Guidance.

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

Education Law §3012-d requires that the principal evaluation system be aligned to the requirements for teacher evaluations, including the required student performance subcomponent. Therefore, the required student performance subcomponent variance request for principals must be aligned to the teacher evaluation requirements.

This requirement must be met through either the LEA’s current Educator Evaluation plan or this variance. To the extent that the variance does not address a requirement, the currently approved Educator Evaluation plan will apply.

Variance Request
LEAs may use this variance application to develop a process to demonstrate student growth based on principal practice for a principal or group of principals that differs from the process described in the Commissioner’s regulations.

Any principals not covered by this variance request will be evaluated under the terms of the LEA’s currently approved Educator Evaluation plan.

Choose the appropriate response below.

- A variance is not requested for the required student performance subcomponent for principals.
- The details of the variance request for the required student performance subcomponent for principals is described in the subsequent section.
Applicable Principals
Please indicate all principals to whom this required student performance variance request applies.

To add configurations for additional principals, click "Add Row".

<table>
<thead>
<tr>
<th>Grade From</th>
<th>Grade To</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>12</td>
</tr>
</tbody>
</table>

Applicable Areas
A variance may be requested for the following areas of the required student performance subcomponent:

- A description of the measure(s) of student growth to be used (e.g., the SLO goal setting process; SLO components)
- Applicable evidence of student learning (e.g., how growth will be measured through various forms of assessment, evaluation of student performance)
- A method for converting student results to a score on a scale from 0-20*
- A scale for conversion of the score of 0 to 20 to a HEDI rating*

Please indicate the area(s) of the required student performance subcomponent for which a variance is being requested.

- Measures of student growth
- Evidence of student learning

*Only select 'Conversion to a 20-point score' or 'HEDI ranges' if your variance request involves different values than those included in the table below.
Measures of Student Growth

Describe the measure(s) that will be used to evaluate principals for the required student performance subcomponent (e.g., goal setting process; demonstration of student growth).

- All principals will be evaluated for the required student performance subcomponent using district-wide results on the following NYS Regents examinations: English, Algebra, Living Environment, Global Studies 2, and US History and Government.

Measures Assurance

Please check the box below.

☑️ Assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.
Evidence of Student Learning

Please identify any evidence of student learning to be used. A description of how growth will be measured through various forms of assessment should be included in the last section of this variance request.

**Type(s) of Evidence**

- State or Regents assessment(s)

**State or Regents Assessment(s)**

- ELA Regents
- Algebra I Regents
- Living Environment Regents
- Global History Regents
- US History Regents
Variance Details

Please read the questions below and answer each prompt in a concise manner.

Rationale
Please provide a rationale for this variance request.
> Your rationale should include information regarding the specific, identified COVID-related needs and/or challenges of the LEA, and how such needs and/or challenges inform development of the required student performance variance request.

Already, most teachers in our district are evaluated using a district-wide SLO that considers student performance on five core Regents exams including English, Algebra, Living Environment, Global History, and US History and Government. These measures align well with our district's strategic instructional plan and the plan's focus on credit attainment, Regents examination success, graduation rate, and college and career readiness.

Under this COVID-19 variance request we request using this same measure for all district principals.

In 2019, the NYS legislature approved legislation decoupling teacher/principal evaluation from state assessments and permitting districts to identify alternative tests or measures of student performance. Our district and our principals' association mutually agree that shifting to a common, district-wide SLO focusing on the five aforementioned Regents exams is the preferred measure for required student performance.

Standards and Procedures
Please provide a description of the standards and procedures that will be used in lieu of those included in the LEA's most recently approved evaluation plan.
> This description should include a specific, detailed explanation of the approach that the LEA is seeking to implement as part of its variance request.
> This description should include, but not be limited to, a description of the alternate measures of student growth and/or evidence of student learning that will be used to evaluate educators.

1. SLO's will be based on the cumulative passing rate (65%+) on five core Regents exams including English, Algebra, Living Environment, Global history, and US History and Government.
2. An aggregate "passing rate" for these exams, including the August, January, and June administrations, shall be calculated. The formula the district will utilize shall be as follows: (# exams @ 65% or higher) / (total number of exam attempts). The passing rate shall be computed as a percentage value, 0-100%.
3. Using the SLO conversion chart, the percentage shall be converted to an achievement level.

Use of the Optional Student Performance Subcomponent & Weighting
Please indicate if the Optional subcomponent will be used in the process included in this variance request by making the appropriate selection below.

☐ The weighting included in the currently approved plan will not change based on this variance request.

Required Student Performance Variance Assurances
Please check the box below as applicable to all principals included in this required student performance variance request.

☐ Assure that scores and ratings for the required student performance subcomponent will be calculated consistent with the process described in the LEA's approved Educator Evaluation plan and/or this variance application and in compliance with Education Law Section 3012-d.
Variance Request

LEAs may use this variance application to develop an optional second measure for a principal or group of principals that differs from the process described in the Commissioner’s regulations.

Any principals not covered by this variance request will be evaluated under the terms of the LEA’s currently approved Educator Evaluation plan.

Please make the appropriate selection below.

- A variance is not requested for the optional student performance subcomponent for principals.
Variance Request

LEAs may use this variance application to evaluate principal practice in a manner that differs from the process described in the Commissioner’s regulations. Any principals not covered by this variance request will be evaluated under the terms of the LEA’s currently approved Educator Evaluation plan.

Please make the appropriate selection below.

- A variance is not requested for the principal school visit category.
Variance Request
LEAs may use this variance application to define the HEDI ranges for the Student Performance and/or Principal School Visit category that is different than those included in the Commissioner’s regulations.

*Any principals not covered by this variance request will be evaluated under the terms of the LEA’s currently approved Educator Evaluation plan.*

Please make the appropriate selection below.

- [ ] A variance is not requested for category ratings for principals.
Variance Request

LEAs may use this variance application to develop a process for Principal Improvement Plans, appeals and/or training in a manner that differs from the process described in the Commissioner’s regulations.

Any principals not covered by this variance request will be evaluated under the terms of the LEA’s currently approved Educator Evaluation plan.

Choose the appropriate response below.

- A variance is not requested for principal improvement plans, appeals, or training.
- The details of the variance request applicable to principal improvement plans, appeals, and/or training is described in the subsequent section.
Variance Details

**Assurances: Rigor, Professional Learning, and Effectiveness of Implementation**

Please check each of the boxes below as applicable to this variance application.

- [x] Assure that evaluations are rigorous and enable strong and equitable inferences about the effectiveness of the LEA's educators.
- [x] Assure the LEA will use the information collected through the evaluation system, including the assigned effectiveness ratings, to provide personalized professional learning opportunities for educators.
- [x] Assure that the LEA will assess the effectiveness of the implementation of the variance.

Applicability of Variance

**Assurances**

Prior to certifying this variance application, please check each of the boxes below.

- [x] Assure that this variance application is prompted by the impact of COVID-19 on the LEA.
- [x] Assure that when this 2021-22 COVID-19 variance expires on June 30, 2022, your currently approved Educator Evaluation plan will take effect.

Upload Educator Evaluation Variance 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 Educator Evaluation Variance using the "Variance Certification Form" found in the 'Documents' menu on the left side of the page.

CRCS APPR Variance Signature Page.pdf
APPR VARIANCE CERTIFICATION FORM: Please download, check the assurances, sign, and upload this form to complete the submission of your LEA's Annual Professional Performance Review (APPR) Variance, Education Law §3012-d application.

Assurances: Please check the boxes below

☑ Assure that all information provided in this variance application is true and accurate as of the date that the variance application is submitted.

☑ Assure that once this application is approved by the Department, it shall be considered part of the LEA's approved APPR plan during the effective term of the variance.

☑ Assure that, upon a revocation or non-renewal of a variance application at the end of its effective term, the district shall implement its approved evaluation plan in its entirety and without modification, consistent with all requirements of Subpart 30-3.3 of the Rules of the Board of Regents, and absent any terms of the variance.

☑ Assure that, where applicable, collective negotiations have been completed on all provisions of this variance application that are subject to collective bargaining.

Signatures, dates

Superintendent Signature: Date:

[Signature] 4-20-21

[Superintendent Name (print)]:

Carl Mummenthey

Teachers Union President Signature: Date:

[Dawn Kaminsky] 4-20-21

[Teachers Union President Name (print)]:

Dawn Kaminsky

Administrative Union President Signature: Date:

[Signature] 4-20-21

[Administrative Union President Name (print)]:

David Sander

Board of Education President Signature: Date:

[Signature] 4-20-21

[Board of Education President Name (print)]:

Bruce Tryon
October 3, 2016

Revised

Carl Mummenthey, Superintendent
Cobleskill-Richmondville Central School District
155 Washington Ave.
Cobleskill, NY 12043

Dear Superintendent Mummenthey:

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 Commissioner’s Regulations and has been approved. As a reminder, we are relying 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 us for approval. Please see the attached notes for further information.

Please be advised that, pursuant to Education Law §3012-d, the Department will be analyzing data supplied by districts, BOCES, and/or schools and may order a corrective action plan if there are unacceptably low correlation results between the Student Performance category and the Teacher Observation or Principal School Visits category, and/or if the teachers' or principals' 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,

MaryEllen Elia
Commissioner

Attachment

c: John Yagielski
NOTE:
Pursuant to sections 30-2.14 and 30-3.17 of the Rules of the Board of Regents, during the 2015-16 through 2018-19 school years, your district/BOCES must calculate transition scores and ratings for teachers and principals that exclude the results of grades 3-8 ELA and math State assessments and any State-provided growth scores. For the 2016-17 through 2018-19 school years, your district/BOCES must establish alternate SLOs for affected teachers and principals who, as a result of the above exclusions, have no remaining measures in the Student Performance Category.

Only documents that are incorporated by reference in your APPR have been reviewed and are considered as part of your APPR; therefore, any supplemental documents such as memorandums of agreement or understanding that were uploaded with your APPR but are not incorporated by reference in your APPR have not been reviewed. However, the Department reserves the right to review the uploaded attachments at any time for consistency with your APPR plan and/or to ensure compliance with applicable laws and regulations; and as a result of such review, the Department may reject your APPR plan and/or require corrective action.
For guidance related to Annual Professional Performance Review plans, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

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

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

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

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

1.1) Assurances

Please check all of the boxes below

☑️ Assure that the content of this form represents the district's/BOCES' entire APPR plan and that the APPR plan is in compliance with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

☑️ Assure that a detailed version of the district's/BOCES' entire APPR plan is kept on file and that a copy of such plan will be provided to the Department upon request for review of compliance with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

☑️ Assure that this APPR plan will be posted on the district/BOCES website no later than September 10th of each school year, or within 10 days after the plan's approval by the Commissioner, whichever shall later occur.

☑️ Assure that it is understood that this district's/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval.

1.2) Submission Status

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

First-time submission under Education Law §3012-d
Task 2) Original Required Student Performance Subcomponent

For guidance on the Required subcomponent of the Student Performance category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

100% of the Student Performance category if only the Required subcomponent is used or at least 50% when used with the Optional subcomponent.

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

(B) For a teacher whose course does not end in a State-created or administered test or where less than 50% of the teacher’s students are covered by a State-provided growth measure, such teacher shall have a Student Learning Objective (SLO) developed and approved by his/her superintendent or another trained administrator, using a form prescribed by the Commissioner, consistent with the SLO process determined or developed by the Commissioner, that results in a student growth score; provided that, for any teacher whose course ends in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO.

2.1) Assurances

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

Please check the boxes below.

☑ Assure that the growth score provided by NYSED will be used, where required.

☑ Assure that, starting in the 2019-20 school year, back-up SLOs will be set by the superintendent or another trained administrator for all 4-8 ELA and Math teachers in the event that a State-provided growth score cannot be generated for that teacher.

☑ For the 2019-20 school year and thereafter, for any grade/subject that requires a back-up SLO, but for which there are not enough students, not enough scores, or data issues that prevent a teacher-specific SLO from being created, the superintendent or another trained administrator shall develop a school-wide back-up SLO using available State/Regents assessments.

☑ Assure that, during the 2015-16 through 2018-19 school years, the results of the NYS Grades 3-8 ELA/Math assessments and State-provided growth scores will continue to be used to calculate an original score and rating for advisory purposes only.

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

STATE-PROVIDED MEASURES OF STUDENT GROWTH

For teachers in grades 4 - 8 Common Branch, ELA, and Math, NYSED will provide a growth score and rating. That rating will incorporate students' academic history compared to similarly academically achieving students and takes into consideration students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents. While most teachers of 4-8 Common Branch, ELA and Math will have State-provided scores and ratings, some may teach other courses where there is no State-provided growth measure. Teachers with 50 – 100% of students covered by State-provided growth measures will receive a growth score and rating from the State for the full Student Performance category of their evaluation. Teachers with 0 – 49% of students covered by State-provided growth measures must have SLOs for the Student Performance category of their evaluation and one SLO must use the State-provided measure if applicable for any courses. (See APPR Guidance and SLO Guidance for more detail on teachers with State-provided growth measures and SLOs.)

For the 2019-20 school year and thereafter, for those teachers who would typically receive a State-provided growth score, the district/BOCES must also include a back-up SLO in the event that there are not enough students, not enough scores, or data issues that prevent a State-provided growth score from being calculated for that teacher.

Using the drop-down boxes below, please select the assessment(s) that will be used for the back-up SLOs for the grade/subject listed beginning in the 2019-20 school year.

<table>
<thead>
<tr>
<th>State Assessment</th>
<th>Grade 4 ELA</th>
<th>Grade 4 Math</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade 4 ELA</td>
<td>Grade 4 Math</td>
</tr>
<tr>
<td>Grade 5 ELA</td>
<td>Grade 5 Math</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>State Assessment</td>
<td>Grade 5 ELA</td>
<td>Grade 5 Math</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 6 ELA</th>
<th>Grade 6 Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Assessment</td>
<td>Grade 6 ELA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 7 ELA</th>
<th>Grade 7 Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>State or Regents Assessment(s)</td>
<td>Grade 7 ELA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 8 ELA</th>
<th>Grade 8 Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>State or Regents Assessment(s)</td>
<td>Grade 8 ELA</td>
</tr>
</tbody>
</table>
2.3) Grade 3 ELA and Math: Assessments (Original)

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>State Assessment</th>
<th>Grade 3 ELA</th>
<th>Grade 3 Math</th>
</tr>
</thead>
</table>

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>State or Regents Assessment(s)</th>
<th>Grade 4 Science</th>
<th>Grade 8 Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common branch</td>
<td>Grade 8 Science and Living Environment</td>
<td></td>
</tr>
</tbody>
</table>
2.5) High School Courses Ending in a Regents Exam: Assessments (Original)

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Regents Assessment</th>
<th>Global 2</th>
<th>US History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living Environment</td>
<td>Earth Science</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Regents Assessment</td>
<td>Living Environment</td>
<td>Earth Science</td>
</tr>
<tr>
<td>Regents Assessment(s)</td>
<td>Algebra I</td>
<td>Geometry</td>
</tr>
<tr>
<td></td>
<td>Common Core Algebra</td>
<td>Common Core Geometry</td>
</tr>
</tbody>
</table>

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

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

STUDENT LEARNING OBJECTIVES: High School English Language Arts

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

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

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

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

For grade levels where the Regents exam is not used:

• District-determined assessments from list of State-approved 3rd party assessments; or
• State-approved district, regionally or BOCES-developed course-specific assessments; or
• School- or program-wide, group, team, or linked results; or
• District- or BOCES-wide results
Using the table below, please select the measure and assessment(s) that will be used for SLOs for the grade/subject listed.

<table>
<thead>
<tr>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-Developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 ELA</td>
<td>District- or BOCES-wide results</td>
<td>Common Core English</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Common Core Algebra</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Living Environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Global 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>US History</td>
<td></td>
</tr>
<tr>
<td>10 ELA</td>
<td>District- or BOCES-wide results</td>
<td>Common Core English</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Common Core Algebra</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Living Environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Global 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>US History</td>
<td></td>
</tr>
<tr>
<td>11 ELA</td>
<td>Teacher-specific results</td>
<td>Common Core English</td>
<td></td>
</tr>
<tr>
<td>12 ELA</td>
<td>District- or BOCES-wide results</td>
<td>Common Core English</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Common Core Algebra</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Living Environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Global 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>US History</td>
<td></td>
</tr>
</tbody>
</table>
2.7) Grades K-2 ELA and Math: Measures and Assessments (Original)

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

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

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

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

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

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

<table>
<thead>
<tr>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-Developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
</tr>
</thead>
</table>
| K ELA            | District- or BOCES-wide results  
- Common Core English  
- Common Core Algebra  
- Living Environment  
- Global 2  
- US History |                                       |                                            |
| K Math           | District- or BOCES-wide results  
- Common Core English  
- Common Core Algebra  
- Living Environment  
- Global 2  
- US History |                                       |                                            |
| 1 ELA            | District- or BOCES-wide results  
- Common Core English  
- Common Core Algebra  
- Living Environment  
- Global 2  
- US History |                                       |                                            |
| 1 Math           | District- or BOCES-wide results  
- Common Core English  
- Common Core Algebra  
- Living Environment  
- Global 2  
- US History |                                       |                                            |
| 2 ELA            | District- or BOCES-wide results  
- Common Core English  
- Common Core Algebra  
- Living Environment  
- Global 2  
- US History |                                       |                                            |
| 2 Math           | District- or BOCES-wide results  
- Common Core English  
- Common Core Algebra  
- Living Environment  
- Global 2  
- US History |                                       |                                            |
2.8) Grades 6-7 Science and Grades 6-8 Social Studies: Measures and Assessments (Original)

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

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

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

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

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

Using the table below, please select the measure and assessment(s) that will be used for SLOs for the grade/subject listed.
<table>
<thead>
<tr>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-Developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6 Science</strong></td>
<td>District- or BOCES-wide results</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑️ Common Core English</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑️ Common Core Algebra</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>☑️ Living Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑️ Global 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑️ US History</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>7 Science</strong></td>
<td>District- or BOCES-wide results</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑️ Common Core English</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑️ Common Core Algebra</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>☑️ Living Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑️ Global 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑️ US History</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6 Social Studies</strong></td>
<td>District- or BOCES-wide results</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑️ Common Core English</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑️ Common Core Algebra</td>
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<td></td>
<td>☑️ Living Environment</td>
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<td></td>
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<tr>
<td></td>
<td>☑️ Global 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑️ US History</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>7 Social Studies</strong></td>
<td>District- or BOCES-wide results</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑️ Common Core English</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑️ Common Core Algebra</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>☑️ Living Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑️ Global 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑️ US History</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>8 Social Studies</strong></td>
<td>District- or BOCES-wide results</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑️ Common Core English</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑️ Common Core Algebra</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑️ Living Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑️ Global 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑️ US History</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2.9) Regents Global Studies 1: Measure and Assessment(s) (Original)

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

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

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

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

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

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

Using the table below, please select the measure and assessment(s) that will be used for SLOs for Global Studies 1.

<table>
<thead>
<tr>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-Developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global 1</td>
<td>District- or BOCES-wide results</td>
<td>☐ Common Core English</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Common Core Algebra</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Living Environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Global 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ US History</td>
<td></td>
</tr>
</tbody>
</table>
2.10) All Other Courses (Original)

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

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

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

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

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

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

• 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 5-6: assessment(s) used

Follow the examples below to list other courses.

<table>
<thead>
<tr>
<th>(1) lowest grade</th>
<th>(2) highest grade</th>
<th>(3) subject</th>
<th>(4) measure</th>
<th>(5-6) assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Other Courses</td>
<td>K</td>
<td>12</td>
<td>All courses not named above</td>
<td>District- or BOCES-wide results, Common Core English, Common Core Algebra</td>
</tr>
<tr>
<td>K-3 Art</td>
<td>K</td>
<td>3</td>
<td>Art</td>
<td>Teacher-specific results, Questar III BOCES</td>
</tr>
<tr>
<td>Grades 9-12 English Electives</td>
<td>9</td>
<td>12</td>
<td>English Electives</td>
<td>School- or program-wide, group, team, or linked results, All Regents given in building/district</td>
</tr>
</tbody>
</table>

To add additional courses, click "Add Row".

2.11) HEDI Scoring Bands

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
</table>
2.12) Teachers with More Than One Growth Measure (Original)

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

If educators have more than one State-provided growth score and rating, those scores and ratings will be combined into one 0-20 score and HEDI rating for the Required Student Performance subcomponent provided by the Department. (Examples: Common branch teacher with State-provided growth measures for both ELA and Math in grade 4; middle school math teacher with both 7th and 8th grade math courses.)

If educators have more than one SLO (or a State-provided growth measure and an SLO), the measures will each earn a score from 0-20 points which districts/BOCES must weight proportionately based on the number of students in each SLO (or in the State-provided growth measure and the SLO).

2.13) Assurances

For guidance on SLOs and the development of back-up SLOs, please see NYSED APPR Guidance and SLO Guidance: https://www.engageny.org/resource/appr-3012-d.

Please check the boxes below.

☑ Assure that the teacher has an SLO or a back-up SLO, where applicable, consistent with the goal setting process developed by the Commissioner that results in a student growth score.
☑ Assure that all growth targets represent a minimum of one year of expected growth, as determined by the superintendent or another trained administrator. Such targets, as determined by the superintendent or another trained administrator, may only take the following characteristics into account: poverty, students with disabilities, English language learner status and prior academic history.
☑ Assure that all growth targets are approved by the superintendent or another trained administrator.
☑ Assure that any disagreement between parties regarding the content of the SLO, including the growth target, will be resolved by the superintendent or another trained administrator.
☑ Assure that if a teacher's SLO is based on a small n size population and the district/BOCES chooses not to use the HEDI scoring bands listed in task 2.11, then the teacher's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in APPR Guidance.
☑ Assure that processes are in place for the superintendent to monitor SLOs.
☐ Assure that the final Student Performance category rating for each teacher will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved APPR plan.

2.14) Use of the Optional Subcomponent and Student Performance Category Weighting

• If the Optional subcomponent is not used, the Required subcomponent will comprise 100% of the Student Performance category.
• If the Optional subcomponent is used, the Required subcomponent must comprise at least 50% of the Student Performance category.

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

NO, the Optional subcomponent WILL NOT be used; the Required subcomponent will comprise 100% of the Student Performance category.
Task 2) Required Student Performance Subcomponent (Transition Period, 2016-17 through 2018-19)

The measures indicated in this section only apply during the 2016-17 through 2018-19 school years.

For guidance on the Required subcomponent of the Student Performance category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

For guidance on the use of alternate SLOs during the transition period, see: https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations.

100% of the Student Performance category if only the Required subcomponent is used or at least 50% when used with the Optional subcomponent.

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

(B) For a teacher whose course does not end in a State-created or administered test or where less than 50% of the teacher’s students are covered by a State-provided growth measure, such teacher shall have a Student Learning Objective (SLO) developed and approved by his/her superintendent or another trained administrator, using a form prescribed by the Commissioner, consistent with the SLO process determined or developed by the Commissioner, that results in a student growth score; provided that, for any teacher whose course ends in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO.

During the 2016-17 through 2018-19 school years, pursuant to the requirements of §30-3.17 of the Rules of the Board of Regents, grades 3-8 NYS ELA/math assessments and any State-provided growth scores may only be used for advisory purposes and may not be used for the purpose of calculating transition scores and ratings.

If grades 3-8 ELA/math State assessments and any State-provided growth scores are the entirety of the Student Performance category, districts/BOCES must also develop an alternate SLO based on assessments that are not grade 3-8 ELA/math State assessments and/or on State-provided growth scores for the Required subcomponent of the Student Performance category during the transition to higher standards through new State assessments aligned to revised learning standards and a revised State-approved growth model.

2.2-2.10) Alternate SLOs (Transition Period, 2016-17 through 2018-19)

Using the table below, please first select a measure and assessment(s) that will be used for the alternate SLO during the 2016-17 through 2018-19 school years, then indicate the applicable courses.

<table>
<thead>
<tr>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-Developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
<th>Applicable Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>District- or BOCES-wide results</td>
<td>☑ Common Core English</td>
<td></td>
<td></td>
<td>☑ 3 ELA</td>
</tr>
<tr>
<td></td>
<td>☑ Common Core Algebra</td>
<td></td>
<td></td>
<td>☑ 3 Math</td>
</tr>
<tr>
<td></td>
<td>☑ Living Environment</td>
<td></td>
<td></td>
<td>☑ 4 ELA</td>
</tr>
<tr>
<td></td>
<td>☑ Global 2</td>
<td></td>
<td></td>
<td>☑ 4 Math</td>
</tr>
<tr>
<td></td>
<td>☑ US History</td>
<td></td>
<td></td>
<td>☑ 5 ELA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>☑ 5 Math</td>
</tr>
<tr>
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<td></td>
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<td></td>
<td>☑ 6 ELA</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>☑ 6 Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>☑ 7 ELA</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td>☑ 7 Math</td>
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<td></td>
<td></td>
<td></td>
<td>☑ 8 ELA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>☑ 8 Math</td>
</tr>
</tbody>
</table>

2.11) HEDI Scoring Bands

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
</table>
2.12) Teachers with More Than One Growth Measure (Transition)

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

If educators have more than one alternate SLO, the measures will each earn a score from 0-20 points which districts/BOCES must weight proportionately based on the number of students in each SLO.
Task 3) Optional Student Performance Subcomponent

For guidance on the Optional subcomponent of the Student Performance measure, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

*Up to 50% of Student Performance category, if selected.*

Such second measure shall apply in a consistent manner, to the extent practicable, across all classrooms in the same grade/subject in the district/BOCES and be either:

(A) a second State-provided growth score on a State-created or administered test, provided that the State-provided growth measure is different than that used in the Required subcomponent, or

(B) a growth score based on a State-designed supplemental assessment, calculated using a State-provided or approved growth model.

3.1) Use of the Optional Subcomponent of the Student Performance Category

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 teacher.
For guidance on the Teacher Observation category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

4.1) Teacher Practice Rubric

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

<table>
<thead>
<tr>
<th>Rubric Name</th>
<th>If more than one rubric is utilized, please indicate the group(s) of teachers each rubric applies to.</th>
</tr>
</thead>
</table>

4.2) Assurances

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

4.3) Process for Weighting Rubric Domains/Subcomponents

For guidance on the Teacher Observation category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

Please describe the process for weighting the observable domains/subcomponents of the chosen practice rubric (e.g., All observable components will be weighted equally and averaged).

Each observable domain/subcomponent of the Danielson rubric will be weighted equally and averaged to produce an overall Observation Category score of 1 to 4 points.

4.4) Calculating Observation Ratings

Assurances

- Assure that each set of observations (by supervisor/other trained administrator, independent, or peer) will be completed using the selected practice rubric, producing an overall score between 1 and 4. The overall weighted observation score will then be converted into a HEDI rating using the ranges indicated below.
- Assure that once all observations are complete, the different types of observations will be combined using a weighted average consistent with the weights specified in task 4.5 below, producing an overall Observation category score between 0 and 4. In the event that a teacher earns a score of 1 on all rated components of the practice rubric across all observations, a score of 0 will be assigned.

Please also check the boxes below.

- Assure that if the district is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, the second observation(s) shall be conducted by one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the observation(s) required to be performed by the principal/supervisor or other trained administrator. See Section 30-3.4(d)(2)(i)(b)(1) of the Rules of the Board of Regents.
- Assure that if the district/BOCES 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 4 of the district's/BOCES' approved §3012-d APPR plan, the provisions of the approved waiver will apply. See Section 30-3.4(d)(2)(i)(b)(2) of the Rules of the Board of Regents.
## Overall Observation Category Score and Rating

<table>
<thead>
<tr>
<th>Category</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>3.5 to 3.75</td>
<td>4.0</td>
</tr>
<tr>
<td>E</td>
<td>2.5 to 2.75</td>
<td>3.49 to 3.74</td>
</tr>
<tr>
<td>D</td>
<td>1.5 to 1.75</td>
<td>2.49 to 2.74</td>
</tr>
<tr>
<td>I</td>
<td>0</td>
<td>1.49 to 1.74</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Minimum Rubric Score</th>
<th>Maximum Rubric Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective:</td>
<td>3.50</td>
<td>4.00</td>
</tr>
<tr>
<td>Effective:</td>
<td>2.50</td>
<td>3.49</td>
</tr>
<tr>
<td>Developing:</td>
<td>1.50</td>
<td>2.49</td>
</tr>
<tr>
<td>Ineffective:</td>
<td>0.00</td>
<td>1.49</td>
</tr>
</tbody>
</table>

### 4.5) Teacher Observation Subcomponent Weighting

**Required Subcomponents:**
- Observations by Principal(s) or Other Trained Administrators: At least 80% of the Teacher Observation category score
- Observations by Impartial Independent Trained Evaluator(s)*: At least 10%, but no more than 20%, of the Teacher Observation category score

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

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

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

Please indicate the weighting of each subcomponent and be sure the total of the weights indicated equals 100%.
4.6) Assurances

Please check all of the boxes below.

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

4.7) Number and Method of Observations

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

### Tenured Teachers

<table>
<thead>
<tr>
<th>Required - Principal/ Administrator</th>
<th>Required - Independent Evaluator(s)</th>
<th>Optional - Peer Observer(s)</th>
<th>Grades and subjects for which Peer Observers will be used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum observations</td>
<td>Observation method</td>
<td>N/A</td>
<td>(No Response)</td>
</tr>
</tbody>
</table>

| Unannounced | 0 | N/A | 1 | In person | 0 | N/A |
| Announced   | 1 | In person | 0 | N/A | 0 | N/A |

### Probationary Teachers

<table>
<thead>
<tr>
<th>Required - Principal/ Administrator</th>
<th>Required - Independent Evaluator(s)</th>
<th>Required - Independent Evaluator(s)</th>
<th>Required - Independent Evaluator(s)</th>
<th>Optional - Peer Observer(s): Minimum observations</th>
<th>Optional - Peer Observer(s): Minimum observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum observations</td>
<td>Observation method</td>
<td>Observation method</td>
<td>Observation method</td>
<td>Observation method</td>
<td>Observation method</td>
</tr>
</tbody>
</table>

| Unannounced | 0 | N/A | 1 | In person | 0 | N/A |
| Announced   | 2 | In person | 0 | N/A | 0 | N/A |
COBLESKILL-RICHMONDVILLE CSD
Annual Professional Performance Review - Education Law §3012-d
Task 5. Overall Scoring (Teachers) - Tasks 5.1-5.3

Page Last Modified: 09/29/2016

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

5.1) Scoring Ranges

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

<table>
<thead>
<tr>
<th>Overall Student Performance Category Score and Rating</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>E</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>D</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>I</td>
<td>0</td>
<td>12</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Overall Observation Category Score and Rating</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>3.5 to 3.75</td>
<td>4.0</td>
</tr>
<tr>
<td>E</td>
<td>2.5 to 2.75</td>
<td>3.49 to 3.74</td>
</tr>
<tr>
<td>D</td>
<td>1.5 to 1.75</td>
<td>2.49 to 2.74</td>
</tr>
<tr>
<td>I</td>
<td>0</td>
<td>1.49 to 1.74</td>
</tr>
</tbody>
</table>

5.2) Scoring Matrix for the Overall Rating

<table>
<thead>
<tr>
<th>Student Performance Category</th>
<th>Teacher Observation Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Performance Category</td>
<td>Highly Effective (H)</td>
</tr>
<tr>
<td>Highly Effective (H)</td>
<td>H</td>
</tr>
<tr>
<td>Effective (E)</td>
<td>H</td>
</tr>
<tr>
<td>Developing (D)</td>
<td>E</td>
</tr>
<tr>
<td>Ineffective (I)</td>
<td>D*</td>
</tr>
</tbody>
</table>

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

5.3) Assurances

Please check all of the boxes below.

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

6.1) Assurances: Teacher Improvement Plans

Please check all of the boxes below.

- Assure that the district/BOCES will formulate and commence implementation of a Teacher Improvement Plan (TIP) for all teachers who receive a Developing or Ineffective rating by October 1 following the school year for which such teacher's performance is being measured or as soon as practicable thereafter.

- Assure that TIP plans developed and implemented by the superintendent or his/her designee, in the exercise of their pedagogical judgment, and subject to collective bargaining to the extent required under article 14 of the Civil Service Law shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas.

6.2) Attachment: Teacher Improvement Plan Forms

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

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

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district/BOCES.

TIP, APPR, 3012d, 2016 (Cobleskill-Richmondville) (2).pdf

6.3) Assurance: Appeals

Please check the box below.

- Assure the district/BOCES has collectively bargained appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.

6.4) Appeals

Pursuant to Education Law §3012-d, a teacher 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 teacher rated Ineffective on the Student Performance category, but rated Highly Effective on the Observation 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.
Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way.

**Procedure for Appeal of a Teacher's Annual Performance Evaluation**

**I. Teacher Request for Supporting Documents**

No later than September 15, a teacher may request, in writing, that the lead evaluator provide the teacher a copy of any and all relative documents and written materials upon which the APPR for the prior year was based. The lead evaluator shall provide all such documents to the teacher within five school days of the request.

**II. Right to Appeal**

Only teachers who receive an APPR rating of ineffective or developing may appeal their overall APPR rating through the procedure herein. A teacher may file only one appeal related to a single APPR.

**III. Filing of Appeal by Teacher**

A teacher may file a written appeal of the APPR rating within five (5) school days of the receipt of the requested supporting documents. Any appeal shall be filed with the Superintendent of Schools.

An appeal of an APPR must be based upon one or more of the following grounds:

1. The substance of the APPR;
2. The District’s failure to adhere to the standards and methodologies required for the APPR that are set forth in Education Law §3012-d and applicable rules and regulations;
3. The District’s failure to comply with locally negotiated procedures.
4. The District's issuance or implementation of a Teacher Improvement Plan under Education Law §3012-d.

For appeals pertaining to the issuance or implementation of a Teacher Improvement Plan, the teacher must file his/her appeal within 10 days of the issuance of an improvement plan (for appeals related to issuance) or within the timeframe detailed above for appeals related to the implementation of a plan (in a prior year).

The written appeal document must clearly identify the grounds of appeal, and shall explain, in detail, why the appealing teacher believes the APPR should be modified.

**IV. Review by APPR Appeals Committee**

Appeals shall be referred for consideration to the APPR Appeals Committee, a standing committee made up of two tenured administrators from within the District appointed by the Superintendent of Schools, and two tenured teachers from within the District appointed by the President of the Cobleskill-Richmondville Teachers Association. An additional tenured teacher will be appointed jointly by the Superintendent and the President of the Cobleskill-Richmondville Teachers Association. All members of the committee shall be appointed annually, and all members shall be required to complete the training required of lead evaluators under the APPR regulations. In the event that an administrator assigned to the Committee has authored the APPR in question, an alternate administrator will be assigned by the Superintendent. In the event that a teacher filing an appeal is a Committee member, an alternate teacher will be assigned by the President of the Teachers Association. Any/all alternates are required to have completed the training required of lead evaluators under the APPR regulations.

The APPR Appeals Committee shall convene to consider the appeal within ten (10) school days of the filing of the appeal. The committee shall determine its own rules and procedures, which may be altered as the Committee sees fit as it performs its duties. The committee shall determine, for example, whether to allow committee members to review the related documents prior to the convening of the committee, and whether to invite either the appealing teacher or the authoring administrator, or both, to address or be questioned by the committee.

It shall be the duty of the committee to answer the question: “Has the teacher demonstrated that the APPR should be modified?” In the course of answering the question, the committee may consider claims of procedural violations and shall determine whether the claimed violations are significant enough to warrant modifications of the APPR.

**V. Determination of Appeal**

Upon the conclusion of its consideration of an appeal, each member of the committee shall vote to either uphold the APPR or modify the APPR. If a super-majority of the committee (majority plus one) agrees on one of these choices, the committee shall give written notice of its decision to the appealing teacher, the president of the C-RTA and the Superintendent of Schools within three (3) school days. The decision of the committee shall be final.

In the event the committee does not achieve a super-majority in its decision on an appeal, each member of the committee shall write a brief statement setting forth and explaining his or her recommendations for disposition of the appeal. The committee members’ written statements, together with the full record of the appeal shall then be forwarded to the Superintendent of Schools for a decision. The Superintendent of Schools shall make a decision within five (5) working days of receipt of the committee’s documents. This decision shall be final, and there shall be no further appeal available.

**VI. Exclusivity of Appeal Process**

The APPR appeals process set forth herein shall be the sole method of appealing either an APPR or claimed violations of the procedural or substantive requirements of the APPR process. There shall be no appeal allowed through any contractual grievance procedure or to any administrative or judicial
tribunal.

6.5) Assurance: Evaluators

Please check the box below.

☒ The district/BOCES assures that all evaluators will be properly trained and lead evaluators will be certified on the below elements prior to completing a teacher’s evaluation. Note: independent observers and peer observers need only be trained on elements 1, 2, and 4 below.

6.6) Training of Lead Evaluators, Evaluators, Independent Observers, and Peer Observers and Certification of Lead Evaluators

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

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

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

All evaluators (lead evaluators and independent observers) shall successfully complete a training course that meets the minimum requirements prescribed in education law and Commissioner's regulation. Such training shall include the nine elements required by Subpart 30-3 of the Rules of the Board of Regents. The initial training shall include a minimum of six hours of instruction. All evaluators of teachers shall be trained as lead evaluators.

Once an evaluator has successfully completed a training course meeting the minimum requirements prescribed in law and regulation, he/she shall present evidence of training to the Superintendent of Schools, who shall review the evaluator’s training and recommend the evaluator be certified or re-certified as a lead evaluator by the Board of Education.

Recertification will occur based on continued trainings conducted by the Capital Region BOCES, district staff, and other appropriately trained individuals or organizations. As part of the district's certification and recertification process, the District shall include exercises and activities designed to promote and ensure inter-rater reliability. The training required annually for recertification shall include a minimum of six hours of instruction in the 12-month period.

All evaluators will be certified (initially) and re-certified (annually) by the Board of Education.

6.7) Assurances: Teacher Evaluation
Please check all of the boxes below.

☑ Assure that the district/BOCES 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 §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 district or regionally-developed assessment that has not been approved by the Department; and any growth or achievement target that does not meet the minimum standards as set forth in regulations of the Commissioner. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.

☑ Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall compute and provide teachers whose Student Performance Category measures are based, in whole or in part, on the grades 3-8 ELA/math State assessments and/or State-provided growth scores with their APPR transition scores and ratings as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the teacher's performance is being measured.

☑ Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall provide such teachers with their original composite rating by September 1 of the school year next following the school year for which the teacher's performance is being measured, or as soon as practicable thereafter.

6.8) Assurances: Assessments

Please check all of the boxes below.

☑ Assure that, where applicable, if students in Common Core courses are taking both the 2005 Learning Standards and Common Core versions of the Regents Assessment, then the district/BOCES will use the higher of the two scores to determine whether a student has met his/her growth target.

☑ 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 administration and scoring of those assessments.

☑ Assure that, where applicable, if your district/BOCES has indicated that more than one version of a Regents assessment for a content area will be used as the underlying evidence for an SLO, that the district/BOCES will only administer both assessments within the timeframes prescribed by the Commissioner. Where only one version of a Regents assessment for a content area is administered in a particular school year, assure that only that assessment will be used as the underlying evidence for an SLO.

6.9) Assurances: Data

Please check all of the boxes below.

☑ Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.

☑ Assure that the district/BOCES provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.

☑ Assure scores and ratings for all teachers will be reported to NYSED for each category, as well as the overall rating, as per NYSED requirements.

☑ Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.

☑ Assure that procedures for ensuring data accuracy and integrity are being utilized.
Task 7) Original Required Student Performance Subcomponent

For guidance on the Required subcomponent of the Student Performance category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

100% of Student Performance category if only the Required subcomponent is used or at least 50% when used with Optional subcomponent

(A) For a principal of a building which includes grades 4-8 ELA, math and/or high school courses with State or Regents assessments (or principals of programs with any of these assessments) who have at least 30% of his/her students covered under a State-provided growth measure, such principal shall have a State-provided growth score based on such model.

(B) For a principal where less than 30% of his/her students are covered under the State-provided growth measure, such principal shall have a Student Learning Objective (SLO), consistent with the SLO process determined or developed by the Commissioner, that results in a student growth score; provided that, for any principal whose building or program includes courses that end in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO.

7.1) State-Provided Measures of Student Growth (Original)

For principals with at least 30% of their students covered under a State-provided growth measure, such principal shall have a State-provided growth score based on such model. Please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth measure, (e.g., K-5, PK-6, 6-12, 7-12, etc.). For principals where less than 30% of their students are covered under a State-provided growth measure, such principals shall have an SLO consistent with a goal setting process determined or developed by the Commissioner that results in a student growth score; provided that for any grade-level/course that 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. (See Guidance for more detail on principals with State-provided measures and SLOs.)

For the 2019-20 school year and thereafter, for those principals who would typically receive a State-provided growth score, the district/BOCES must also include a back-up SLO in the event that there are not enough students, not enough scores, or data issues that prevent a State-provided growth score from being calculated for that principal.

Please list the grade configurations of the schools or principals where State-provided growth measures will apply beginning in the 2019-20 school year (please list, e.g., K-5, PK-6, 6-8, 6-12, 7-12, 9-12). For each configuration, also indicate assessment(s) used for the back-up SLO beginning in the 2019-20 school year.

For each grade configuration indicate the following:

• Column 1: lowest grade that corresponds to the building or program
• Column 2: highest grade that corresponds to the building or program
• Column 3: assessment(s) used

Follow the examples below:

<table>
<thead>
<tr>
<th></th>
<th>(1) lowest grade</th>
<th>(2) highest grade</th>
<th>(3) assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades K-6 Building</td>
<td>K</td>
<td>6</td>
<td>NYS Grade 4 ELA, NYS Grade 5 ELA, NYS Grade 6 ELA, NYS Grade 4 Math, NYS Grade 5 Math, NYS Grade 6 Math</td>
</tr>
<tr>
<td>Grades 7-12 Building</td>
<td>7</td>
<td>12</td>
<td>All applicable Regents assessments which are used to generate the principal's State-provided growth score</td>
</tr>
</tbody>
</table>
Using the table below, please select the assessment(s) that will be used for the back-up SLOs beginning in the 2019-20 school year for each grade configuration listed. The SLO will be based on the largest grades/courses in the principal’s school building, using State or Regents assessments as the underlying evidence for such SLOs where they exist.

<table>
<thead>
<tr>
<th>Grade From</th>
<th>Grade To</th>
<th>State or Regents Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5</td>
<td>☑ Grade 4 ELA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☑ Grade 5 ELA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☑ Grade 4 Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☑ Grade 5 Math</td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>☑ Grade 6 ELA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☑ Grade 7 ELA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☑ Grade 8 ELA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☑ Grade 6 Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☑ Grade 7 Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☑ Grade 8 Math</td>
</tr>
<tr>
<td>9</td>
<td>12</td>
<td>☑ All applicable Regents assessments which are used to generate the principal's State-provided growth score</td>
</tr>
</tbody>
</table>

7.1) Assurances

Please check the boxes below.

☑ Assure that the growth score provided by NYSED will be used, where required.
☑ Assure that, starting in the 2019-20 school year, back-up SLOs will be set by the superintendent or another trained administrator for all principals who receive a State-provided growth score in the event that a State-provided growth score cannot be generated for that principal.
☑ Assure that, during the 2015-16 through 2018-19 school years, the results of the NYS Grades 3-8 ELA/Math assessments and State-provided growth scores will continue to be used to calculate an original score and rating for advisory purposes only.
7.2) Student Learning Objectives (Original)

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

SLOs must be used for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, math, and/or high school courses with State or Regents assessments. SLOs will be developed using the grades/courses covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. The district/BOCES must select the type of assessment that will be used with the SLO from the options below.

- If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs must begin first with the SGP results.
- Additional SLOs must then be set based on grades/subjects with State assessments for which there is no State-provided growth measure, where applicable.
- If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options:
  - State-approved 3rd party assessment; or
  - State-approved district, regionally, or BOCES-developed course-specific assessment.

For each grade configuration indicate the following:

- Column 1: lowest grade that corresponds to the building or program
- Column 2: highest grade that corresponds to the building or program
- Column 3: measure used
- Column 4: assessment(s) used

Follow the examples below.

<table>
<thead>
<tr>
<th>Grades K-2 Building</th>
<th>(1) lowest grade</th>
<th>(2) highest grade</th>
<th>(3) measure</th>
<th>(4) assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>2</td>
<td>District- or BOCES-wide results</td>
<td>Common Core English, Common Core Algebra, Living Environment, Global 2, US History</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grades 11-12 Building</th>
<th>(1) lowest grade</th>
<th>(2) highest grade</th>
<th>(3) measure</th>
<th>(4) assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>12</td>
<td>Principal-specific results</td>
<td>Common Core English, US History</td>
<td></td>
</tr>
</tbody>
</table>

Using the table below, please select the measure and assessment(s) that will be used for the SLOs for each grade configuration listed. During the 2016-17 through 2018-19 school years, SLOs that use grade 3-8 ELA/math State assessments as their underlying assessments must be excluded from the calculation of transition scores and ratings.
COBLESKILL-RICHMONDVILLE CSD
Annual Professional Performance Review - Education Law §3012-d
Task 7. Original Student Performance - Required (Principals) - Original Tasks 7.2 (SLOs), 7.3-7.6
Page Last Modified: 09/29/2016

7.3) HEDI Scoring Bands

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>19</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>97-</td>
<td>93-</td>
<td>90-</td>
<td>85-</td>
</tr>
<tr>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>100</td>
<td>96</td>
<td>92</td>
<td>89</td>
</tr>
<tr>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

7.4) Principals with More Than One Growth Measure (Original)
For more information on principals with more than one growth measure, please see NYSED APPR Guidance and SLO Guidance: https://www.engageny.org/resource/appr-3012-d.

If educators have more than one State-provided growth score and rating, those scores and ratings will be combined into one score and HEDI rating for the Required Student Performance subcomponent provided by the Department. (Examples: Principals of K-8 schools with growth measures for ELA and math grades 4-8.)

If educators have more than one SLO (or a State-provided growth measure and an SLO), the measures will each earn a score from 0-20 points which districts/BOCES must weight proportionately based on the number of students in each SLO (or in the State-provided growth measure and the SLO).

7.5) Assurances

Please check all of the boxes below.

- Assure that the principal has an SLO or a back-up SLO, where applicable, consistent with the goal setting process developed by the Commissioner that results in a student growth score.
- Assure that all growth targets represent a minimum of one year of expected growth, as determined by the superintendent or another trained administrator. Such targets, as determined by the superintendent or another trained administrator, may only take the following characteristics into account: poverty, students with disabilities, English language learners status and prior academic history.
- Assure that all growth targets are approved by the superintendent or another trained administrator.
- Assure that any disagreement between parties regarding the content of the SLO, including the growth target, will be resolved by the superintendent or another trained administrator.
- Assure that if a principal's SLO is based on a small n size population and the district/BOCES chooses not to use the HEDI scoring bands listed in task 7.3, then the principal's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in APPR Guidance.
- Assure that processes are in place for the superintendent to monitor SLOs.
- Assure that the final Student Performance category rating for each principal will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved APPR plan.
7.6) Student Performance Subcomponent Weighting

- If the Optional subcomponent is not used, the Required subcomponent will comprise 100% of the Student Performance category.
- If the Optional subcomponent is used, the Required subcomponent must comprise at least 50% of the Student Performance category.

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

NO, the Optional subcomponent WILL NOT be used; the Required subcomponent will comprise 100% of the Student Performance category.
Task 7) Required Student Performance Subcomponent (Transition Period, 2016-17 through 2018-19)

The measures indicated in this section only apply during the 2016-17 through 2018-19 school years.

For guidance on the Required subcomponent of the Student Performance category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

For guidance on the use of alternate SLOs during the transition period, see: https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations.

100% of Student Performance category if only the Required subcomponent is used or at least 50% when used with Optional subcomponent

(A) For a principal of a building which includes grades 4-8 ELA, math and/or high school courses with State or Regents assessments (or principals of programs with any of these assessments) who have at least 30% of his/her students covered under a State-provided growth measure, such principal shall have a State-provided growth score based on such model.

(B) For a principal where less than 30% of his/her students are covered under the State-provided growth measure, such principal shall have a Student Learning Objective (SLO), consistent with the SLO process determined or developed by the Commissioner, that results in a student growth score; provided that, for any principal whose building or program includes courses that end in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO.

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

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

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

For each grade configuration indicate the following:

• Column 1: lowest grade that corresponds to the building or program
• Column 2: highest grade that corresponds to the building or program
• Column 3: measure used
• Column 4: assessment(s) used

Follow the examples below.

<table>
<thead>
<tr>
<th>Grades K-2 Building</th>
<th>(1) lowest grade</th>
<th>(2) highest grade</th>
<th>(3) measure</th>
<th>(4) assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 11-12 Building</td>
<td>11</td>
<td>12</td>
<td>Principal-specific results</td>
<td>Common Core English, US History</td>
</tr>
</tbody>
</table>

Using the table below, please select the assessment(s) that will be used for the alternate SLOs during the 2016-17 through 2018-19 school years for each grade configuration listed. In all other school years, the SLO will be based on the largest grades/courses in the principal's school building, using State or Regents assessments as the underlying evidence for such SLOs where they exist.
### 7.3) HEDI Scoring Bands

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>19</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>16</td>
<td>15</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>12</td>
<td>11</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade To</th>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-Developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5</td>
<td>District- or BOCES-wide results</td>
<td>☐ Common Core English</td>
<td>☐ Common Core Algebra</td>
<td>☐ US History</td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>District- or BOCES-wide results</td>
<td>☐ Common Core English</td>
<td>☐ Common Core Algebra</td>
<td>☐ Living Environment</td>
</tr>
</tbody>
</table>

### 7.4) Principals with More than One Growth Measure (Transition)

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

If educators have more than one alternate SLO, the measures will each earn a score from 0-20 points which districts/BOCES must weight proportionately based on the number of students in each SLO.
Task 8) Optional Student Performance Subcomponent

For guidance on the Optional subcomponent of the Student Performance category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

*Up to 50% of Student Performance category, if selected.*

Such second measure shall apply in a consistent manner, to the extent practicable, across all buildings with the same grade configuration or program in the district/BOCES and be either:

(A) a second State-provided growth score on a State-created or administered test, provided that a different measure is used than that for the Required subcomponent in the Student Performance category, or

(B) a growth score based on a State-designed supplemental assessment, calculated using a State-provided or approved growth model.

8.1) Use of the Optional Subcomponent for Student Performance Measures

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

| NO, the Optional subcomponent WILL NOT be used in the Student Performance category for any principal. |
For guidance on the Principal School Visit category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

9.1) Principal Practice Rubric

Select a principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards.

<table>
<thead>
<tr>
<th>Rubric Name</th>
<th>If more than one rubric is utilized, please indicate the group(s) of principals each rubric applies to.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multidimensional Principal Performance Rubric</td>
<td>(No Response)</td>
</tr>
</tbody>
</table>

9.2) Assurances

Please check all of the boxes below.

☑ Assure that 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 visits.

☑ Assure that the process for assigning points for the Principal School Visit category will be in compliance with the locally-determined subcomponent weights and overall School Visit category score and rating based on the constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents.

☑ Assure that the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district/BOCES, provided that districts/BOCES may locally determine whether to use different rubrics for a principal assigned to different grade level configurations or building types.

☑ Assure that the same rubric(s) is used for all school visits for a principal across the school visit types in a given school year.

9.3) Process for Weighting Rubric Domains/Subcomponents

For guidance on the Principal School Visit category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

Please describe the process for weighting the observable domains/subcomponents of the chosen practice rubric (e.g., All observable components will be weighted equally and averaged).

All observable components from the Multidimensional Principal Performance Rubric will be weighted equally and averaged to produce a score of 1 to 4.

9.4) Calculating School Visit Ratings

Assurances

Please check the boxes below.

☑ Assure that each set of school visits (by supervisor/other trained administrator, independent, or peer) will be completed using the selected practice rubric, producing an overall score between 1 and 4. The overall weighted school visit score will be converted into a HEDI rating using the ranges indicated below.

☑ Assure that once all school visits are complete, the different types of school visits will be combined using a weighted average consistent with the weights specified in task 9.5 below, producing an overall School Visit category score between 0 and 4. In the event that a principal earns a score of 1 on all rated components of the practice rubric across all observations, a score of 0 will be assigned.

Please also check the boxes below.

☑ Assure that if the district is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, the second school visit(s) shall be conducted by one or more evaluators selected and trained by the district, 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(d)(1)(ii)(a) of the Rules of the Board of Regents.

☑ Assure that if the district/BOCES 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 district’s/BOCES’ approved §3012-d APPR plan, the provisions of the approved waiver will apply. See Section 30-3.5(d)(1)(ii)(b) of the Rules of the Board of Regents.
Principal School Visit Scoring Bands

<table>
<thead>
<tr>
<th>Overall School Visit Category Score and Rating</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>H</strong></td>
<td>3.5 to 3.75</td>
<td>4.0</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>2.5 to 2.75</td>
<td>3.49 to 3.74</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>1.5 to 1.75</td>
<td>2.49 to 2.74</td>
</tr>
<tr>
<td><strong>I</strong></td>
<td>0</td>
<td>1.49 to 1.74</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Rating Category</th>
<th>Minimum Rubric Score</th>
<th>Maximum Rubric Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Highly Effective</strong></td>
<td>3.50</td>
<td>4.00</td>
</tr>
<tr>
<td><strong>Effective</strong></td>
<td>2.50</td>
<td>3.49</td>
</tr>
<tr>
<td><strong>Developing</strong></td>
<td>1.50</td>
<td>2.49</td>
</tr>
<tr>
<td><strong>Ineffective</strong></td>
<td>0.00</td>
<td>1.49</td>
</tr>
</tbody>
</table>

**9.5) Principal School Visit Subcomponent Weighting**

Required Subcomponents:
- School Visits by Supervisor(s) or other Trained Administrator(s): At least 80% of the Principal School Visit category score
- 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 Observer(s): No more than 10% of the Principal School Visit category score when selected

* If the district is granted an annual Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through the use of one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the school visit(s) required to be performed by the Superintendent/supervisor or their designee.

Please indicate the weighting of each subcomponent and be sure the total of the weights indicated equals 100%.
9.6) Assurances

Please check all of the boxes below.

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

9.7) Number of School Visits

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

### Tenured Principals

<table>
<thead>
<tr>
<th></th>
<th>Required - Supervisor/ Administrator: Minimum school visits</th>
<th>Required - Independent Evaluator(s): Minimum school visits</th>
<th>Optional - Peer Observer(s): Minimum school visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unannounced</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Announced</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Probationary Principals

<table>
<thead>
<tr>
<th></th>
<th>Required - Supervisor/ Administrator: Minimum school visits</th>
<th>Required - Independent Evaluator(s): Minimum school visits</th>
<th>Optional - Peer Observer(s): Minimum school visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unannounced</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Announced</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
For guidance on APPR scoring, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

10.1) Scoring Ranges

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

<table>
<thead>
<tr>
<th>Overall Student Performance Category Score and Rating</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>E</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>D</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>I</td>
<td>0</td>
<td>12</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Overall School Visit Category Score and Rating</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>3.5 to 3.75</td>
<td>4.0</td>
</tr>
<tr>
<td>E</td>
<td>2.5 to 2.75</td>
<td>3.49 to 3.74</td>
</tr>
<tr>
<td>D</td>
<td>1.5 to 1.75</td>
<td>2.49 to 2.74</td>
</tr>
<tr>
<td>I</td>
<td>0</td>
<td>1.49 to 1.74</td>
</tr>
</tbody>
</table>

10.2) Scoring Matrix for the Overall Rating

<table>
<thead>
<tr>
<th>Student Performance Category</th>
<th>Highly Effective (H)</th>
<th>Effective (E)</th>
<th>Developing (D)</th>
<th>Ineffective (I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective (H)</td>
<td>H</td>
<td>E</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>Effective (E)</td>
<td>H</td>
<td>E</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>Developing (D)</td>
<td>E</td>
<td>E</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>Ineffective (I)</td>
<td>D*</td>
<td>D*</td>
<td>I</td>
<td></td>
</tr>
</tbody>
</table>

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

10.3) Assurances

Please check all of the boxes below.

- ✔ Assure that each subcomponent and category score and rating and the Overall rating will be calculated pursuant to the requirements specified in Subpart 30-3 of the Rules of the Board of Regents.
- ✔ Assure that it is possible to obtain a zero in each subcomponent.
- ✔ Assure the overall rating determination for a principal shall be determined according to the evaluation matrix.
For guidance on additional requirements for principals, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

11.1) Assurances: Improvement Plans

Please check all of the boxes below.

☑ Assure that the district/BOCES will formulate and commence implementation of a Principal Improvement Plan (PIP) for all principals who receive a Developing or Ineffective rating by October 1 following the school year for which such principal’s performance is being measured or as soon as practicable thereafter.

☑ Assure that PIP plans developed and implemented by the superintendent or his/her designee, in the exercise of their pedagogical judgment, and subject to collective bargaining to the extent required under article 14 of the Civil Service Law shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a principal's improvement in those areas.

11.2) Attachment: Principal Improvement Plan Forms

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

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

As a required attachment to this APPR plan, upload the PIP forms that are used in the school district/BOCES.

11.3) Assurance: Appeals

Please check the box below.

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

11.4) Appeals

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 student performance 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.
Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way.

**Filing of Appeal by A Principal**
No later than September 15 of the year following his/her review, a principal may file a written appeal of the APPR. Any appeal shall be filed with the Superintendent of Schools. An appeal of an APPR must be based upon one or more of the following grounds:

- a. The substance of the APPR.
- b. The District’s failure to adhere to the standards and methodologies required for the APPR that are set forth in Education Law §3012-d and applicable rules and regulations.
- c. The District’s failure to comply with locally negotiated procedures.
- d. The District’s failure to issue and/or implement the terms of the Principal Improvement Plan, where applicable, as required under Education Law §3012-d.

For appeals pertaining to the issuance or implementation of a Principal Improvement Plan, the principal must file his/her appeal within 10 days of the issuance of an improvement plan (for appeals related to issuance) or within the timeframe detailed above for appeals related to the implementation of a plan (in a prior year).

The written appeal document must clearly identify the grounds of appeal, and shall explain, in detail, why the appealing principal believes the APPR should be modified.

Within ten (10) business days of receipt of an appeal, the District must submit a detailed written response to the appeal.

**Appeals Review**
Within five (5) business days of receipt of the District’s response to the appeal, the appeal shall be referred for consideration by the APPR Appeals Reviewer, an individual mutually selected by the Superintendent of Schools and the President of the Cobleskill-Richmondville Administrators Association. The reviewer shall be required to complete the training required of lead evaluators under the APPR regulations.

The Reviewer shall conduct a hearing no less than five (5) business days or more than fifteen (15) business days after having been selected. The hearing shall be conducted in no more than one business days unless both parties agree to a second day.

**Determination of Appeal**
A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the closing of the hearing. The decision of the reviewer shall be final.

**Exclusivity of Appeal Process**
This appeal procedure shall constitute the means for initiating, reviewing or resolving challenges to a principal performance review. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals to a professional performance review and/or improvement plan.

### 11.5) Assurance: Evaluators

Please check the box below.

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

### 11.6) Training of Lead Evaluators, Evaluators, Independent Observers, and Peer Observers and Certification of Lead Evaluators

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

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

All evaluators of principals (lead evaluators and independent observers) shall successfully complete a training course that meets the minimum requirements prescribed in education law and Commissioner's regulation. Such training shall include the nine elements required by Subpart 30-3 of the Rules of the Board of Regents. The initial training shall include a minimum of six hours of instruction. Once a lead evaluator has successfully completed a training course meeting the minimum requirements prescribed in law and regulation, he/she shall present evidence of training to the Board of Education, who shall review the evaluator's training and formally certify the evaluator as a lead evaluator. The training record of independent evaluators/observers shall be reviewed and approved by the Superintendent of Schools. Those candidates shall not be certified by the Board of Education as lead evaluators. Recertification will occur based on continued trainings conducted by the Capital Region BOCES, district staff, and other appropriately trained individuals or organizations. As part of the district's certification and recertification process, the District shall include exercises and activities designed to promote and ensure inter-rater reliability. The training required annually for recertification shall include a minimum of six hours of instruction annually.

All lead evaluators will be certified (initially) and re-certified (annually) by the Board of Education.

11.7) Assurances: Principal Evaluation

Please check all of the boxes below.

☑️ Assure that the district/BOCES shall compute and provide to the principal their score and rating for the Student Performance category, if available, and for the Principal School Visit category for the principal's Annual Professional Performance Review, in writing, no later than the last school day of the school year for which the principal is being measured, but in no case later than September 1 of the school year next following the school year for which the principal's performance is being measured.

☑️ Assure that the evaluation system will be used as a significant factor for employment decisions.

☑️ Assure that principals will receive timely and constructive feedback as part of the evaluation process.

☑️ Assure that the following prohibited elements listed in Education Law §3012-d(6) are not being used as part of any principal's evaluation: evidence of student development and performance derived from lesson plans, other artifacts of principal practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of principal effectiveness; any district or regionally-developed assessment that has not been approved by the department; and any growth or achievement target that does not meet the minimum standards as set forth in regulations of the Commissioner. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.

☑️ Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall compute and provide principals whose Student Performance Category measures are based, in whole or in part, on the grades 3-8 ELA/math State assessments and/or State-provided growth scores with their APPR transition scores and ratings as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the principal's performance is being measured.

☑️ Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall provide such principals with their original composite rating by September 1 of the school year next following the school year for which the principal's performance is being measured, or as soon as practicable thereafter.

11.8) Assurances: Assessments

Please check all of the boxes below.

☑️ Assure that, where applicable, if students in Common Core courses are taking both the 2005 Learning Standards and Common Core versions of the Regents Assessment, then the district/BOCES will use the higher of the two scores to determine whether a student has met his/her growth target.

☑️ 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 administration and scoring of those assessments.

☑️ Assure that, where applicable, if your district/BOCES has indicated that more than one version of a Regents assessment for a content area will be used as the underlying evidence for an SLO, that the district/BOCES will only administer both assessments within the timeframes prescribed by the Commissioner. Where only one version of a Regents assessment for a content area is administered in a particular school year, assure that only that assessment will be used as the underlying evidence for an SLO.
11.9) Assurances Data

Please check all of the boxes below.

- Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.
- Assure that the district/BOCES provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.
- Assure scores and ratings for all principals will be reported to NYSED for each category, as well as the overall rating, as per NYSED requirements.
- Assure that enrolled students in accordance with policies for student assignment to schools and may not be excluded.
- Assure that procedures for ensuring data accuracy and integrity are being utilized.
Task 12) Upload APPR District Certification Form

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

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form.

Cobleskill-Richmondville Joint Certification, Oct 3 2016.pdf
Cobleskill Richmondville Joint Certification.pdf
Rationale for Teacher Improvement Plan:
The teacher received an ( ☐ ineffective / ☐ developing ) evaluation on Click here to enter a date.. Based on that evaluation, the following Teacher Improvement Plan has been established.

Selected Mentor

Area(s) in Need of Improvement:

Expected Outcomes:

Recommended Activities, Including Differentiated Activities:

Resources:

Responsibilities:

Manner in Which Improvement Will Be Assessed:

Timeline for Achieving Improvement:

Signatures:
Teacher: Date:
C-RTA Representative: Date:
Administrator: Date:
Cobleskill-Richmondville Central School District
Principal Improvement Plan

Principal: 
Evaluator:

School Building: ☐ Ryder Elementary  ☐ Radez Elementary  ☐ Golding MS  ☐ C-R HS

Academic Year:

Deficiency that promulgated the “ineffective” or “developing” performance rating:

Improvement Goal(s)/Outcome(s):

Action Steps/Activities:

Timeline for Completion:

Required and Accessible Resources (including identification of responsibility for provision):

Dates of Formative Evaluation on Progress (lead evaluator and principal initial each date to confirm mtg)

<table>
<thead>
<tr>
<th>Month</th>
<th>Meeting Date</th>
<th>Evaluator and Principal Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>December:</td>
<td></td>
<td></td>
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<tr>
<td>March:</td>
<td></td>
<td></td>
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<tr>
<td>Other:</td>
<td></td>
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</tbody>
</table>

Evidence To Be Provided for Goal Achievement:

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

Signatures:
Principal: Date:
Evaluator: Date:
DISTRICT CERTIFICATION FORM: Please download this form, sign and upload to APPR form

By signing this document, the school district or BOCES certifies that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that all provisions of the APPR that are subject to collective negotiations have been resolved pursuant to the provisions of Article 14 of the Civil Service Law and that such APPR Plan complies with the requirements of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES. By signing this document, the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this document constitutes the district's or BOCES' complete APPR Plan, that collective negotiations have been completed on all provisions of the APPR that are subject to collective bargaining, and that such APPR Plan complies with the requirements of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES.

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that upon information and belief, 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 a comprehensive annual evaluation system that rigorously adheres to Education Law §3012-d as implemented by Subpart 30-3 of the Rules of the Board of Regents.

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that this APPR Plan is the district's or BOCES' complete APPR Plan and that such plan will be fully implemented by the school district or BOCES; 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 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 district/BOCES and its collective bargaining agent(s), where applicable, also certify that during the 2015-16 through 2018-19 school years, transition scores and ratings will be calculated for teachers and principals that exclude the results of grades 3-8 English Language Arts (ELA) and Math State assessments and any State-provided growth scores; that the district/BOCES will continue to provide teachers and principals with original APPR scores and ratings calculated based on the measures in their approved APPR plan without any modifications, substitutions, or replacements pursuant to §30-3.17 of the Rules of the Board of Regents during the transition period; and that original APPR scores and ratings will be provided for advisory purposes only, and will have no impact on employment decisions, including tenure determinations, or teacher and principal improvement plans.

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), as added by Chapter 56 of the Laws of 2015.

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

- Assure that, during the 2015-16 through 2018-19 school years, the overall transition rating will be used as a significant factor in employment decisions, including tenure determinations and teacher and principal improvement plans;
- Assure that, during the 2015-16 through 2018-19 school years, the district or BOCES will continue to provide teachers and principals with original APPR scores and ratings calculated based on the measures described in this APPR plan without any modifications, substitutions, or replacements pursuant to §30-3.17 of the Rules of the Board of Regents;
- Assure that, during the 2015-16 through 2018-19 school years, original APPR scores and ratings will not be used as the basis for employment decisions and will only be used for advisory purposes;
- Assure that beginning in the 2019-2020 school year, the original overall APPR score pursuant to the district or BOCES approved APPR plan shall be used as the basis for employment decisions, including tenure determinations and teacher and principal improvement plans;
- Assure that, during the 2015-16 through 2018-19 school years, the district or BOCES, shall provide teachers and principals whose Student Performance Category measures are based, in whole or in part, on the grades 3-8 ELA/math State assessments and/or State-provided growth scores with their APPR transition scores and ratings calculated pursuant to §30-3.17 of the Rules of the Board of Regents 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.
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall provide such teachers and principals with their original composite APPR rating by September 1 of the school year next following the school year for which the teacher’s performance is being measured, or as soon as practicable thereafter.
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall continue to provide teachers and principals whose Student Performance Category measures are not based on the grades 3-8 ELA/math State assessments or State-provided growth scores with their score and rating on the Student Performance category, if
Assure that all growth targets represent a minimum of one year of expected growth, as determined by the
assurance that any material changes to this APPR Plan will be submitted to the Commissioner for approval by March 1 of
the current school year for which the teacher or principal is being measured, and 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 next following the school year for which the
classroom teacher or building principal's performance is being measured;
Assure that beginning in the 2019-20 school year, the district or BOCES shall compute and provide to the
teacher/principal their 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 annual professional performance
review, 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 next following the school year for which the teacher's or
principal's performance is measured;
Assure that the APPR Plan will be filed in the district office and made available to the public on the district's or BOCES' website no later than September 10th of each school year, or within 10 days after the plan's approval by the
Commissioner, whichever shall later occur;
Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline
prescribed by the Commissioner;
Assure that, during the 2015-16 through 2018-19 school year, the district or BOCES will continue to report both the
original and transition Individual category and subcomponent scores and the overall original and transition ratings to the State for each classroom teacher and building principal in a manner prescribed by the Commissioner;
Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects
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, during the 2015-16 through 2018-19 school years, any educators who receive a Developing or Ineffective
rating as their overall transition rating will receive a Teacher Improvement Plan or Principal Improvement Plan, in
accordance with all applicable statues and regulations, by October 1 in the school year following the school year in
which such teacher's or principal's performance is being measured or as soon as practicable thereafter;
Assure that, beginning in the 2019-2020 school year, any educator who receives a Developing or Ineffective rating on
their original overall rating pursuant to this APPR plan will receive a Teacher Improvement Plan or Principal
Improvement Plan, in accordance with all applicable statues and regulations, by October 1 in the school year following the
school year for which such teacher's or principal's performance is being 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 the district or BOCES has collectively bargained appeal procedures that are consistent with the statute and
regulations and that they provide for the timely and expeditious resolution of an appeal to the district/BOCES;
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 visits;
Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0, for each
subcomponent and that the district and BOCES shall ensure that the process by which weights and scoring ranges are
assigned to subcomponents and categories is transparent and available to those being rated before the beginning of
each school year;
Assure that if a second measure for the Student Performance category is locally selected, then the same locally
selected measures of student growth across all classrooms in the same grade/subject in the district/BOCES must be
used in a consistent manner to the extent practicable;
Assure that all growth targets represent a minimum of one year of expected growth, as determined by the
superintendent or another trained administrator;
Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval by March 1 of
each school year, on a form prescribed by the Commissioner, to the Commissioner for approval;
Assure that the alternate SLOs described in Tasks 2 and 7 of this APPR plan will be used as the basis for certain
teachers' and principals' transition APPR scores and ratings, where applicable and consistent with section 30-3.17 of
the Rules of the Board Regents, during the 2016-17 through 2018-19 school years only;

- Assure that, beginning in the 2019-20 school year, no transition scores and ratings will be generated and the district or BOCES' original APPR Plan will apply to all classroom teachers and building principals as defined in the statute, regulations, and SED guidance without any modifications, substitutions, or replacements as a result of the requirements of §30-3.17 of the Rules of the Board of Regents;

- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to Subpart 30-3 of the regulations;

- 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 of the grade does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for such classroom or program of the grade; and

- Assure that the amount of time devoted to test preparation under standardized testing conditions for each grade does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for such grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, or performance assessments shall not be counted towards the limits established by this subdivision. In addition, formative and diagnostic assessments shall not be counted towards the limits established by this subdivision and nothing in this subdivision shall be construed to supersede the requirements of a section 504 plan of a qualified student with a disability or Federal law relating to English language learners or the individualized education program of a student with a disability.

Signatures, dates

Superintendent Signature: Date:

[Signature] 10/3/16

Teachers Union President Signature: Date:

[Dawn Townsend] 10/3/16

Administrative Union President Signature: Date:

[Michael J. Angell] 10/3/16

Board of Education President Signature: Date:

[Gerri] 10/3/16