September 21, 2021

APPR Plan - Variance

David Fine, Superintendent
Dover Union Free School District
2368 Route 22
Dover Plains, New York 12522

Dear Superintendent David Fine:

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

c: Jason Schetelick
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 2021-22 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.
Annual Professional Performance Review COVID-19 Variance (Education Law 3012-d)

For guidance related to the Annual Professional Performance Review variance, see NYSED APPR 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 Annual Professional Performance Review (APPR) 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” APPR 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 APPR 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 APPR 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 APPR 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 APPR 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 APPR 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.

- A variance is not requested for any subcomponent or category for principals; all principals will be evaluated using the currently approved APPR plan.
Annual Professional Performance Review - COVID-19 Variance, Education Law 3012-d

Task 2. TEACHERS: Required Student Performance - Variance Request

Page Last Modified: 09/14/2021

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

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

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 APPR plan or this variance. To the extent that the variance does not address a requirement, the currently approved APPR 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 APPR 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.
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 APPR 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 APPR 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>
<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 are 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>All Other Courses</th>
<th>(1) lowest grade</th>
<th>(2) highest grade</th>
<th>(3) subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>12</td>
<td>All courses not named above</td>
<td></td>
</tr>
<tr>
<td>K-3 Art</td>
<td>K</td>
<td>Art</td>
<td></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 teacher observation variance request.
Grades From | Grades To | Subject
--- | --- | ---
K | 12 | All courses not named above

**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.

- [ ] Rating and scoring of the teacher practice rubric
- [ ] Weighting of the domains/subcomponents of the teacher practice rubric
- [ ] Teacher observation subcomponent weighting
- [ ] Required principal/supervisor and/or independent evaluator observations

**Rating and Scoring of the Teacher Practice Rubric**

Please describe the process for rating and scoring the chosen practice rubric.

Prior to the 2020-2021 school year, all components of the Danielson Rubric were evaluated. The district is planning to have all students start school with in-person instruction; however, due to the uncertainty of the upcoming school year with regard to the pandemic, some or all classes may need to be held remotely or in a hybrid model at any point during the school year. Since some classes may be remote, hybrid or in-person, the District and Teachers Union agree that the subset of components listed below are observable and can provide a clear picture of teacher practice in all modes. Teachers will be evaluated on those components during observations and pre- and/or post-observation discussions whereby there will evidence collected and feedback and suggestions given. The building principal will complete the Summative Evaluation Form at the conclusion of the evaluation cycle based on the observations completed during the school year.

1a: Demonstrating knowledge of content and pedagogy
1b: Demonstrating knowledge of students
1c: Setting instructional outcomes
1d: Demonstrating knowledge of resources
1e: Designing coherent instruction
2a: Creating an environment of respect and rapport
2b: Establishing a culture for learning
2c: Managing classroom procedures
3a: Communicating with students
3b: Using questioning and discussion techniques
3c: Engaging students in learning
3d: Using assessment in instruction
4a: Maintaining accurate records
4c: Communicating with families

**Weighting of the Domains/Subcomponents of the Teacher Practice Rubric**

Please describe the process for weighting the observable domains/subcomponents of the chosen practice rubric.

Prior to the 2020-2021 school year, the subcomponents in each of the four domains in the Danielson rubric were averaged to determine a domain score, then the domain scores were averaged to determine a final score. Due to the unique situation this year, the District and Teachers Union agree that it would be more equitable and reasonable to equally weigh the subcomponents listed above and average them to determine a final average score. Subcomponent scores on the Yearend Evaluation will be holistically determined based upon the observation feedback given in observations conducted throughout the year.
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></td>
<td></td>
<td></td>
<td></td>
</tr>
<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>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>✐ N/A</td>
<td>(No Response)</td>
</tr>
<tr>
<td>Totals:</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.

Tenured Teachers
DOVER UFSD

Annual Professional Performance Review - COVID-19 Variance, Education Law 3012-d

Task 4. TEACHERS: Observations - Principal/Supervisor Observations

Page Last Modified: 09/14/2021

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).

| Untenured teachers |

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>4</td>
<td>Live</td>
</tr>
<tr>
<td>Announced</td>
<td>1</td>
<td>Live</td>
</tr>
<tr>
<td>Totals:</td>
<td>5</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>💡 N/A</td>
<td>(No Response)</td>
</tr>
<tr>
<td>Announced</td>
<td>💡 N/A</td>
<td>(No Response)</td>
</tr>
<tr>
<td>Totals:</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

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

- All teachers listed in the 'Applicability' section.
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.

Due to COVID-9 restrictions, the Teachers Union and District representatives agreed that it would create an undue hardship on teachers and administrators to safely observe all teachers a minimum of four times for the 2021-2022 school year. For this year only, we are requesting a variance to complete a minimum of two observations for tenured teachers. Additionally, for untenured teachers who typically get observed a minimum of six times, we are requesting a variance to complete a minimum of five times.

The District is working hard to limit exposure as much as possible. For this reason, the district is seeking to be released from the requirement to conduct evaluations by independent impartial evaluator. Classroom size limits the number of students and staff that can be in a physical classroom thereby limiting the observation availability to specific classes and times of day. The reduced number of observations would allow observers to limit teacher/staff/student exposure while still maintaining the integrity of the observations. Additionally, by reducing the number of observations, the evaluator can spend additional time having formal and informal conversations regarding teacher practice.

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 and/or evidence of teacher practice that will be used to evaluate educators.

The observations will be limited and focused in nature as mutually agreed upon by the Union and the District. Observers will focus on rubric subcomponents that promote student learning and are observable in all learning environments (in-person, remote, hybrid). In-person lessons will be observed in the classroom with the students; whenever possible, remote lessons will be observed in the room with the teacher while the teacher provides instruction remotely; otherwise, the evaluator will observe the teacher from a remote location; hybrid lessons will be observed in the classroom with students and remote students. The observers also will join the remote and hybrid classes electronically as needed.

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 APPR 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 APPR scoring, see NYSED APPR 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 APPR plan or this variance. To the extent that the variance does not address a requirement, the currently approved APPR 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 APPR 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 APPR Guidance.

Education Law §3012-d requires that a complete APPR 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 APPR ratings,
- A process for training all evaluators of applicable educators.

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

Assurances: Rigor, Professional Learning, and Effectiveness of Implementation
Please check each of the boxes below as applicable to this variance application.

☑ Assure that evaluations are rigorous and enable strong and equitable inferences about the effectiveness of the LEA's educators.
☑ 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.
☑ 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.

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

Upload APPR 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 APPR Variance using the “Variance Certification Form” found in the 'Documents' menu on the left side of the page.

Scanned from a Xerox Multifunction Printer 5.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: 8/31/21

Superintendent Name (print):  

Teachers Union President Signature:  

Date: 8/31/2021

Teachers Union President Name (print):  

Administrative Union President Signature:  

Date: 8/31/21

Administrative Union President Name (print):  

Board of Education President Signature:  

Date: 8/31/21

Board of Education President Name (print):  

Patricia Hammond 8/31/21
Revised

Michael Tierney, Superintendent
Dover Union Free School District
2368 Route 22
Dover Plains, New York 12522

Dear Superintendent Tierney:

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: Richard Hooley
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.
Task 1) Disclaimers

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>Grade 4 ELA</td>
<td>Grade 4 ELA</td>
<td>Grade 4 Math</td>
</tr>
</tbody>
</table>
### Annual Professional Performance Review - Education Law §3012-d

**Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.1 (Assurances), 2.2 (4-8 ELA/Math)**

<table>
<thead>
<tr>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>ELA</td>
<td>ELA</td>
<td>ELA</td>
</tr>
<tr>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>State Assessment</td>
<td>Grade 5 ELA</td>
<td>Grade 6 ELA</td>
<td>Grade 7 ELA</td>
</tr>
<tr>
<td>State Assessment</td>
<td>Grade 5 Math</td>
<td>Grade 6 Math</td>
<td>Grade 7 Math</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>
<tbody>
<tr>
<td></td>
<td>Grade 3 ELA</td>
<td>Grade 3 Math</td>
</tr>
</tbody>
</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</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>Regents Assessment</td>
<td>Global 2</td>
<td>US History</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Regents Assessment</th>
<th>Living Environment</th>
<th>Earth Science</th>
<th>Chemistry</th>
<th>Physics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regents Assessment</td>
<td>Living Environment</td>
<td>Earth Science</td>
<td>Chemistry</td>
<td>Physics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Regents Assessment(s)</th>
<th>Algebra I</th>
<th>Geometry</th>
<th>Algebra II/Trigonometry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regents Assessment(s)</td>
<td>Common Core Algebra</td>
<td>Common Core Geometry</td>
<td>Common Core Algebra II and Algebra II/Trigonometry</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 School- or program-wide group, team or linked results</td>
<td>✔ Common Core English ✔ Living Environment ✔ US History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 ELA School- or program-wide group, team or linked results</td>
<td>✔ Common Core English ✔ Living Environment ✔ US History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 ELA Teacher-specific results</td>
<td>✔ Common Core English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 ELA School- or program-wide group, team or linked results</td>
<td>✔ Common Core English ✔ Living Environment ✔ US History</td>
<td></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>
<tbody>
<tr>
<td>K ELA</td>
<td>District- or BOCES-wide results</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑ Grade 3 Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑ Common Core English</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑ Living Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑ US History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K Math</td>
<td>District- or BOCES-wide results</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑ Grade 3 Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑ Common Core English</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑ Living Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑ US History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 ELA</td>
<td>District- or BOCES-wide results</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑ Grade 3 Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑ Common Core English</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑ Living Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑ US History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Math</td>
<td>District- or BOCES-wide results</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑ Grade 3 Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑ Common Core English</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑ Living Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑ US History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 ELA</td>
<td>District- or BOCES-wide results</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑ Grade 3 Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑ Common Core English</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑ Living Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑ US History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Math</td>
<td>District- or BOCES-wide results</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑ Grade 3 Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑ Common Core English</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑ Living Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑ US History</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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>6 Science</td>
<td>District- or BOCES-wide results</td>
<td>☑ Common Core English</td>
<td>☑ Living Environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Science</td>
<td>District- or BOCES-wide results</td>
<td>☑ Common Core English</td>
<td>☑ Living Environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Social Studies</td>
<td>District- or BOCES-wide results</td>
<td>☑ Common Core English</td>
<td>☑ Living Environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Social Studies</td>
<td>District- or BOCES-wide results</td>
<td>☑ Common Core English</td>
<td>☑ Living Environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Social Studies</td>
<td>District- or BOCES-wide results</td>
<td>☑ Common Core English</td>
<td>☑ Living Environment</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>School- or program-wide group, team or linked results</td>
<td>[ ] Common Core English</td>
<td>[ ] Living Environment</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></th>
<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</td>
<td>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</td>
<td>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</td>
<td>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>Grade From</th>
<th>Grade To</th>
<th>Subject</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>K</td>
<td>12</td>
<td>ELL</td>
<td>Teacher-specific results</td>
<td>✅ NYSESLAT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>2</td>
<td>All courses not named above</td>
<td>District- or BOCES-wide results</td>
<td>✅ Common Core English</td>
<td>Living Environment</td>
<td>US History</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>All courses not named above</td>
<td>District- or BOCES-wide results</td>
<td>✅ Common Core English</td>
<td>Living Environment</td>
<td>US History</td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>All courses not named above</td>
<td>District- or BOCES-wide results</td>
<td>✅ Common Core English</td>
<td>Living Environment</td>
<td>US History</td>
</tr>
<tr>
<td>9</td>
<td>12</td>
<td>All courses not named above</td>
<td>School- or program-wide group, team, or linked results</td>
<td>✅ Common Core English</td>
<td>Living Environment</td>
<td>US History</td>
</tr>
</tbody>
</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>☐ Living Environment</td>
<td>☐ K ELA</td>
<td>☐ K ELA</td>
</tr>
<tr>
<td></td>
<td>☐ Living Environment</td>
<td>☐ US History</td>
<td></td>
<td>☐ K Math</td>
</tr>
<tr>
<td></td>
<td>☐ US History</td>
<td></td>
<td></td>
<td>☐ 1 ELA</td>
</tr>
<tr>
<td>District- or BOCES-wide results</td>
<td>☐ Common Core English</td>
<td>☐ Living Environment</td>
<td>☐ 1 Math</td>
<td>☐ 1 Math</td>
</tr>
<tr>
<td></td>
<td>☐ Living Environment</td>
<td>☐ US History</td>
<td>☐ 2 ELA</td>
<td>☐ 2 ELA</td>
</tr>
<tr>
<td></td>
<td>☐ US History</td>
<td></td>
<td></td>
<td>☐ 2 Math</td>
</tr>
<tr>
<td></td>
<td>☐ 3 ELA</td>
<td></td>
<td></td>
<td>☐ 3 ELA</td>
</tr>
<tr>
<td></td>
<td>☐ 3 Math</td>
<td></td>
<td></td>
<td>☐ 3 Math</td>
</tr>
<tr>
<td></td>
<td>☐ 4 ELA</td>
<td></td>
<td></td>
<td>☐ 4 ELA</td>
</tr>
<tr>
<td></td>
<td>☐ 4 Math</td>
<td></td>
<td></td>
<td>☐ 4 Math</td>
</tr>
<tr>
<td></td>
<td>☐ 5 ELA</td>
<td></td>
<td></td>
<td>☐ 5 ELA</td>
</tr>
<tr>
<td></td>
<td>☐ 5 Math</td>
<td></td>
<td></td>
<td>☐ 5 Math</td>
</tr>
<tr>
<td></td>
<td>☐ 6 ELA</td>
<td></td>
<td></td>
<td>☐ 6 ELA</td>
</tr>
<tr>
<td></td>
<td>☐ 6 Math</td>
<td></td>
<td></td>
<td>☐ 6 Math</td>
</tr>
<tr>
<td></td>
<td>☐ 7 ELA</td>
<td></td>
<td></td>
<td>☐ 7 ELA</td>
</tr>
<tr>
<td></td>
<td>☐ 7 Math</td>
<td></td>
<td></td>
<td>☐ 7 Math</td>
</tr>
<tr>
<td></td>
<td>☐ 8 ELA</td>
<td></td>
<td></td>
<td>☐ 8 ELA</td>
</tr>
<tr>
<td></td>
<td>☐ 8 Math</td>
<td></td>
<td></td>
<td>☐ 8 Math</td>
</tr>
</tbody>
</table>

2.11) HEDI Scoring Bands

09/20/2016 04:14 PM 04:13 PM
### 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.

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>44-48</td>
<td>39-43</td>
<td>34-38</td>
<td>29-33</td>
</tr>
<tr>
<td>39-43</td>
<td>34-38</td>
<td>29-33</td>
<td>24-28</td>
</tr>
<tr>
<td>34-38</td>
<td>29-33</td>
<td>24-28</td>
<td>20-24</td>
</tr>
<tr>
<td>29-33</td>
<td>24-28</td>
<td>20-24</td>
<td>16-20</td>
</tr>
<tr>
<td>24-28</td>
<td>20-24</td>
<td>16-20</td>
<td>12-16</td>
</tr>
<tr>
<td>20-24</td>
<td>16-20</td>
<td>12-16</td>
<td>8-12</td>
</tr>
<tr>
<td>16-20</td>
<td>12-16</td>
<td>8-12</td>
<td>4-8</td>
</tr>
<tr>
<td>12-16</td>
<td>8-12</td>
<td>4-8</td>
<td>0-4</td>
</tr>
</tbody>
</table>

For the percentage breakdown, the values are as follows:

- 97-100%: Highly Effective
- 93-96%: Effective
- 90-92%: Developing
- 85-89%: Ineffective
- Below 85%: Below Effective
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.

<table>
<thead>
<tr>
<th>Selection</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO, the Optional subcomponent WILL NOT be used in the Student Performance category for any teacher.</td>
<td></td>
</tr>
</tbody>
</table>
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>
<tbody>
<tr>
<td>Danielson's Framework for Teaching</td>
<td>(No Response)</td>
</tr>
</tbody>
</table>

4.2) Assurances

Please check all of the boxes below.

- Assure that all observable NYS Teaching Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual observations.
- Assure that the process for assigning points for the Teacher Observation category will be in compliance with the locally-determined subcomponent weights and overall Observation category score and rating based on the constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents.
- Assure that the same rubric(s) is used for all classroom teachers in a grade/subject across the 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).

All observable components in each domain will be weighted equally and averaged, then all domain averages will be weighted equally and averaged for a final score of 1 - 4. The 1 - 4 score received from the Lead Evaluator/Other Trained Administrator and the 1 - 4 score received from the Independent Trained Evaluator shall be weighted based upon the information provided in Task 4.5 below (i.e. 90%/10%) to provide each teacher with an overall Observation Category score and rating.

4.4) Calculating Observation Ratings

Assurances

Please check the boxes below.

- 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/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.

### Teacher Observation Scoring Bands

<table>
<thead>
<tr>
<th>Overall Observation Category</th>
<th>Score and Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum</td>
<td>Maximum</td>
</tr>
<tr>
<td>H</td>
<td>3.5 to 3.75</td>
</tr>
<tr>
<td>E</td>
<td>2.5 to 2.75</td>
</tr>
<tr>
<td>D</td>
<td>1.5 to 1.75</td>
</tr>
<tr>
<td>I</td>
<td>0</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>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%.

<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>90%</td>
<td>10%</td>
<td>N/A</td>
<td>(No Response)</td>
</tr>
</tbody>
</table>

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>Unannounced</th>
<th>Announced</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 (In person)</td>
<td>1 (In person)</td>
</tr>
</tbody>
</table>

Probationary Teachers

<table>
<thead>
<tr>
<th>Unannounced</th>
<th>Announced</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (In person)</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### Task 4. Teacher Observation Category - Tasks 4.1-4.6

<table>
<thead>
<tr>
<th></th>
<th>Required - Principal/ Administrator: Minimum observations</th>
<th>Required - Principal/ Administrator: Observation method</th>
<th>Required - Independent Evaluator(s): Minimum observations</th>
<th>Required - Independent Evaluator(s): Observation method</th>
<th>Optional - Peer Observer(s): Minimum observations</th>
<th>Optional - Peer Observer(s): Observation method</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unannounced</strong></td>
<td>3</td>
<td>In person</td>
<td>1</td>
<td>In person</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Announced</strong></td>
<td>2</td>
<td>In person</td>
<td>0</td>
<td>N/A</td>
<td>0</td>
<td>N/A</td>
</tr>
</tbody>
</table>
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></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.

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.

Dover Union Free School District
Teacher APPR Appeals Process
A. A tenured teacher who receives an overall APPR rating of “ineffective” or “developing” shall be entitled to appeal their overall APPR rating, based upon a paper submission to the evaluator, who shall be trained in accordance with the requirements of statute and regulations and also possess either an SDA or SBL Certification.
B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-d of the Education Law. The matters include:
   • The substance of APPR, including where a teacher is rated ineffective in the Student Performance Category but rated highly effective in the Observation category based on an anomaly, as determined locally;
   • Adherence to the standards and methodologies required for such review
   • Adherence to the Commissioner’s regulations
   • Adherence to the negotiated procedures
   • The issuance and/or implementation of the terms of an improvement plan in connection with an “Ineffective” or “Developing” rating
C. An appeal of an evaluation or the issuance of a Teacher Improvement Plan (TIP) must be commenced within ten (10) school days of the presentation of the document to the teacher. An appeal arising under the implementation of the terms of the TIP must be commenced within ten (10) school days of the issue arising under the implementation. The right to appeal shall be deemed waived in all regards upon failure to abide by these timelines.
D. The evaluator shall respond to the appeal with a written answer that either grants the appeal and directs further administrative action or denies the appeal. Such decision shall be made within ten (10) school days of the receipt of the appeal.
E. In the event that the teacher is unsatisfied with the result of the appeal, a further appeal may be taken to the Superintendent of Schools within ten (10) school days of receipt of the evaluator’s decision upon the appeal.
1. The first part of the appeal to the Superintendent shall consist of a review of the appeal by an Appeals Committee that shall be composed of the following membership:
   • 3 tenured teachers agreed to by the DWTA
   • 1 Administrator appointed by the Superintendent of Schools
2. Upon the selection of a committee, teachers who have not previously been trained in the appeals process by the District shall meet with the Superintendent or his designee to be provided with such training.
3. The Appeals Committee shall conduct its proceedings confidentially and make a written recommendation to the Superintendent of Schools within ten (10) school days of receipt of the appeal. The recommendation of the Appeals Committee shall not be revealed to any party other than the Superintendent of Schools, who following review of said recommendation shall issue his or her decision within ten (10) school days of receipt of the Appeals Committee’s recommendation. The decision of the Superintendent shall be final and binding upon all parties in all regards and shall not be subject to review in arbitration, before any administrative agency or in any court of law.
4. If a teacher is appealing an “ineffective” or “developing” for the second consecutive year, and if the recommendations made by the Appeals Committee are contrary to the decision of the Superintendent in relation to moving forward with a 3020-a or 3020-b Hearing, all recommendations from both Appeals Committees will go forward as part of the record for the 3020-a or 3020-b Hearing. An evaluation that is the subject of an appeal shall not be sought to be offered in evidence or placed in evidence in any proceeding conducted pursuant to Education Law sections 3020-a and 3020-b or any locally negotiated alternate disciplinary procedure until the appeal process is concluded.

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.

1. All evaluators, including lead evaluators, evaluators and independent observers, will receive training required by Education Law Section 3012-d and Part 30-3 of the Rules of the Board of Regents. Peer observers are not being used in this APPR plan. All evaluators will be certified by the Board of Education after having received training to meet the criteria required for Lead Evaluators pursuant to Part 30-3 of the Rules of the Board of Regents. A minimum of six (6) hours of training will be provided by Dutchess County BOCES and received prior to all evaluators being certified by the Board of Education as lead evaluators. All evaluators will be recertified periodically by the Board of Education on a periodic, as-needed basis, after receipt of training necessary for such recertification. Training for recertification will include the nine elements of Part 30-3 of the Rules of the Board of Regents and will be a minimum of two hours. The District will ensure that all evaluators maintain inter-rater reliability via annual calibration sessions across evaluators and periodic comparisons of a lead evaluator's assessment with those conducted by other evaluators.

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, 9-12, 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>(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>
</tr>
<tr>
<td>Grades 7-12 Building</td>
<td>7</td>
<td>12</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)/courses(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>(1) lowest grade</th>
<th>(2) highest grade</th>
<th>(3) measure</th>
<th>(4) assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades K-2 Building</td>
<td>K</td>
<td>2</td>
<td>District- or BOCES-wide results</td>
</tr>
<tr>
<td>Grades 11-12 Building</td>
<td>11</td>
<td>12</td>
<td>Principal-specific results</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.

<table>
<thead>
<tr>
<th>Grade From</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>K</td>
<td>2</td>
<td>District- or BOCES-wide results</td>
<td>☐ Grade 3 Math ☐ Common Core English ☐ Living Environment ☐ US History</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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>14</td>
</tr>
<tr>
<td>97-100%</td>
<td>93-92%</td>
<td>90-89%</td>
<td>79-74%</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.
### Task 7. Transition Student Performance - Required (Principals) - Task 7 Alternate SLOs

<table>
<thead>
<tr>
<th>Grade From</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>K</td>
<td>2</td>
<td>District- or BOCES-wide results</td>
<td>☑ Common Core English ☑ Living Environment ☑ US History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>District- or BOCES-wide results</td>
<td>☑ Common Core English ☑ Living Environment ☑ US History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>District- or BOCES-wide results</td>
<td>☑ Common Core English ☑ Living Environment ☑ US History</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 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>97-100</td>
<td>93-96</td>
<td>90-92</td>
<td>85-89</td>
</tr>
<tr>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</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](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.
Task 9. Principal School Visit Category - Tasks 9.1-9.6

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 in each domain will be weighted equally and averaged, then all domain averages will be weighted equally and averaged for a final score of 1 - 4. The 1 - 4 score received from the Lead Evaluator/Other Trained Administrator and the 1 - 4 score received from the Independent Trained Evaluator shall be weighted based upon the information provided in Task 9.5 below (i.e. 90%/10%) to provide each principal with an overall School Visit Category score and rating.

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</th>
<th>Score and Rating</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td></td>
<td>3.5 to 3.75</td>
<td>4.0</td>
</tr>
<tr>
<td>E</td>
<td></td>
<td>2.5 to 2.75</td>
<td>3.49 to 3.74</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>1.5 to 1.75</td>
<td>2.49 to 2.74</td>
</tr>
<tr>
<td>I</td>
<td></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 Categories</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>
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%.

<table>
<thead>
<tr>
<th>Required - Supervisor/Administrator</th>
<th>Required - Independent Evaluator(s)</th>
<th>Optional - Peer Observer(s)</th>
<th>Grade configurations for which Peer Observers will be used</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%</td>
<td>10%</td>
<td>N/A</td>
<td>(No Response)</td>
</tr>
</tbody>
</table>

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 an 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>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Announced</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Annual Professional Performance Review - Education Law §3012-d

Task 10. Overall Scoring (Principals) - Tasks 10.1-10.3

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

10.1) Scoring Ranges

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

10.2) Scoring Matrix for the Overall Rating

<table>
<thead>
<tr>
<th>Student Performance Category</th>
<th>Principal School Visit 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>H</td>
<td>E</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>Effective (E)</td>
<td>H</td>
<td>E</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>I</td>
<td></td>
</tr>
<tr>
<td>Ineffective (I)</td>
<td>D*</td>
<td>D*</td>
<td>I</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.

Principal Improvement Plan.pdf

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.

DOVER UNION FREE SCHOOL DISTRICT - APPEALS PROCESS FOR PRINCIPALS

1. Appeals Process:
   A. A tenured principal who receives an overall rating of “ineffective” or “developing” on his or her APPR shall be entitled to appeal the overall APPR rating. The appeal must be made by a paper submission to the Central Office administrative designee or the Superintendent of Schools, who shall be trained in accordance with the requirements of statute and regulations and also possesses either an SDA or SDL Certification.

   B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-d of the Education Law. Further, a principal who is placed on a Principal Improvement Plan (“PIP”) shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-d of the Education Law.

   C. An appeal of an evaluation or the issuance of a Principal Improvement Plan (PIP) must be commenced within ten (10) school days of the presentation of the document to the teacher. An appeal arising under the implementation of the terms of the PIP must be commenced within ten (10) school days of the issue arising under the implementation. The right to appeal shall be deemed waived in all regards upon failure to abide by these timelines.

   D. The Superintendent or administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action, or deny the appeal. Such decision shall be made within ten days of the receipt of the appeal. In the event that the principal is unsatisfied with the result of the appeal, a further appeal may be taken to a mutually agreed upon superintendent or retired administrator within ten days of receipt of the Superintendent or designee’s decision upon the appeal.

   E. The mutually agreed upon superintendent or retired administrator will examine the written appeal and make his or her decision in writing within ten days of receipt of that appeal. His or her decision, so long as the decision is made within the time frame set forth in this paragraph, shall be final and binding in all regards, and shall not be subject to review at arbitration before any administrative agency or in any court of law. However, nothing herein shall affect the right of a tenured principal to challenge any aspect on an evaluation in a proceeding under Section 3020-a or 3020-b. An evaluation that is the subject of an appeal shall not be sought to be offered in evidence or placed in evidence in any proceeding conducted pursuant to Education Law sections 3020-a and 3020-b or any locally negotiated alternate disciplinary procedure until the appeal process is concluded.

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.

1. All evaluators, including lead evaluators, evaluators and independent evaluators, will receive training required by Education Law Section 3012-d and Part 30-3 of the Rules of the Board of Regents. Peer observers are not being used in this APPR plan. All evaluators will be certified by the Board of Education after having received training to meet the criteria required for Lead Evaluators pursuant to Part 30-3 of the Rules of the Board of Regents. A minimum of six (6) hours of training will be provided by Dutchess County BOCES and received prior to all evaluators being certified by the Board of Education as lead evaluators. All evaluators will be recertified periodically by the Board of Education on a periodic, as-needed basis, after receipt of training necessary for such recertification. Training for recertification will include the nine elements of Part 30-3 of the Rules of the Board of Regents and will be a minimum of two hours. The District will ensure that all evaluators maintain inter-rater reliability via annual calibration sessions across evaluators and periodic comparisons of a lead evaluator's assessment with those conducted by other evaluators.

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.

Signature page Sept 20, 2016.pdf
# TEACHER IMPROVEMENT PLAN

<table>
<thead>
<tr>
<th>AREAS NEEDING IMPROVEMENT</th>
<th>ACTION STEPS FOR IMPROVEMENT</th>
<th>TIMELINE FOR ACHIEVING IMPROVEMENT</th>
<th>HOW IMPROVEMENT WILL BE ASSESSED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher’s Comments: __________________________________________________________ 

________________________________________________________________________ 

Administrator’s Comments: ________________________________________________ 

________________________________________________________________________ 

Teacher’s Signature________________________________ Administrator’s Signature_________________________________

Date: __________________________ Date: __________________________
# PRINCIPAL IMPROVEMENT PLAN

<table>
<thead>
<tr>
<th>AREAS NEEDING IMPROVEMENT</th>
<th>ACTION STEPS FOR IMPROVEMENT</th>
<th>TIMELINE FOR ACHIEVING IMPROVEMENT</th>
<th>HOW IMPROVEMENT WILL BE ASSESSED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Principal’s Comments:
____________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________

Supervisor’s Comments:
____________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________

Principal’s Signature____________________________________  Supervisor’s Signature____________________

Date:________________________________________________ Date: __________________________________________
The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this APPR Plan has 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 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 school district or 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 with original APPR scores and ratings calculated based on the measures described in this APPR plan shall be used as the basis for employment decisions, including tenure determinations, and 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; 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;
- Assure that beginning in the 2019-2020 school year, the original overall APPR score pursuant to §30-3.17 of the Rules of the Board of Regents 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 the alternate SLOs described in Tasks 2 and 7 of this APPR plan will be used as the basis for certain
material changes to this APPR Plan will be submitted to the Commissioner for approval by March 1 of
Assure that all growth targets represent a minimum of one year of expected growth, as determined by the
Assure that if a second measure for the Student Performance category is locally selected, then the same locally
Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0, for each
Assure that, for teachers, all observable NYS Teaching Standards/Domains of the selected practice rubric are assessed
Assure that, beginning in the 2019-20 school year, any educator who receives a Developing or Ineffective rating on
Assure that, during the 2015-16 through 2018-19 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
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 statues 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]

9/19/16

Teachers Union President Signature: Date:

[Signature]

9/20/2016

Administrative Union President Signature: Date:

[Signature]

9/21/16

Board of Education President Signature: Date:

[Signature]

9/19/16