February 15, 2022

Educator Evaluation Plan - Variance

Bruce Potter, Superintendent
Mechanicville City School District
25 Kniskern Avenue
Mechanicville, NY 12118

Dear Superintendent Potter:

Congratulations. I am pleased to inform you that your educator evaluation 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 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: James Dexter
NOTE:

Only documents that are incorporated by reference in your educator evaluation plan variance application have been reviewed and are considered as part of your approved educator evaluation plan variance application; therefore, any supplemental documents such as memorandums of agreement or understanding that were uploaded with your educator evaluation 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 plan and/or to ensure compliance with applicable laws and regulations; and as a result of such review, the Department may reject your 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 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 plan as approved by the Commissioner.
Educator Evaluation COVID-19 Variance (Education Law 3012-d)

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

At its October 2019 meeting, the Board of Regents amended sections 30-3 of the Rules of the Board of Regents to allow LEAs to apply for a variance from Educator Evaluation plan requirements to permit them to develop and implement new and innovative approaches to evaluation that meet the specific needs of the LEA, upon a finding by the Commissioner that the new and innovative approach demonstrates how it will ensure differentiated results over time and how the results of the evaluation will be used to provide personalized professional learning opportunities to teachers and principals, while complying with the requirements of Education Law §3012-d.

This streamlined form is provided for a variance related only to the ongoing COVID crisis. Districts seeking approval of a variance for a “New and Innovative” Educator Evaluation plan should contact EvalVariance@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 Evaluation plan. However, please note that all other terms as are present in the LEA’s currently approved plan will remain in effect and must be implemented without modification.

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

Variance Application Timeline

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

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

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

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

Variance Assurances

Please read the assurances below and check each box.

- Assure that the contents of this form are in compliance with Education Law Section 3012-d.
- Assure that a detailed version of the LEA’s variance is kept on file and that a copy of such variance will be provided to the Department upon request for review of compliance with Education Law Section 3012-d.
- Assure that this variance will be posted on the LEA’s website, in addition to its current full Educator Evaluation plan, no later than September 10th of each school year, or within 10 days after the plan’s approval by the Commissioner, whichever shall occur later.
- Assure that it is understood that this LEA’s variance will be posted in its entirety on the NYSED website following approval.

Variance Applicability

Teacher Variance
Please check each task included in the variance request for teachers.

- Task 4. TEACHERS: Observations
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 read the options below and check the appropriate box.

☑ A variance is not requested for any subcomponent or category for principals; all principals will be evaluated using the currently approved Educator Evaluation plan.
Teacher Observation Variance

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

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

Applicable Areas

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

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

Applicable Teachers

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

* If applicable, use the options in the 'Group of Teachers' column, OR select teachers individually in the columns to the right.

<table>
<thead>
<tr>
<th>Groups of Teachers</th>
<th>Common Branch</th>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ All teachers(all grade levels, subjects and courses)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Group not applicable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Group not applicable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other Courses

Please only check the box below if none of the options for other courses in the table above are applicable (e.g., teachers of art, music, and physical education use different measures and assessments).
Teacher Observation Subcomponent Weighting

Please indicate the weight of each observation type and identify the group(s) from the applicability page that correspond(s) to the weights listed. Be sure the combined weights total 100%.

- If there is only one group of applicable teachers for this teacher observation variance, select 'Group 1'.
- If all groups of applicable teachers use the same subcomponent weighting, select 'All applicable teachers listed'.
- Use 'Add Row' to list additional groups that correspond to the row from the applicable teachers table.

<table>
<thead>
<tr>
<th>Applicable Teachers Row Groups</th>
<th>Principal/Administrator [Required]</th>
<th>Independent Evaluator(s) [Required]</th>
<th>Peer Observer(s) [Optional]</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Group 1</td>
<td>100</td>
<td>0</td>
<td>0</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.

In the table below, indicate the minimum number of unannounced and announced observations by principal(s) or other trained administrators, as well as the observation method, and identify the corresponding group(s) from the applicability page.

- If there is only one group of applicable teachers for this teacher observation variance, select ‘Group 1’.
- If all groups of applicable teachers use the same number and method of observations by principals or other trained administrators, select ‘All applicable teachers listed’.
- Use ‘Add Row’ to list additional groups that correspond to the row from the applicable teachers table.

<table>
<thead>
<tr>
<th>Applicable Teachers Row Groups From the Task 4 'Applicability' page</th>
<th>Subgroup of Applicable Teacher Group(s) If all selected teachers from the first column apply enter “All”</th>
<th>UNANNOUNCED Minimum number of observations</th>
<th>UNANNOUNCED Observation method Check all that apply</th>
<th>UNANNOUNCED Other observation method Only complete if ‘Other’ is selected in the previous column</th>
<th>ANNOUNCED Minimum number of observations</th>
<th>ANNOUNCED Observation method Check all that apply</th>
<th>ANNOUNCED Other observation method Only complete if ‘Other’ is selected in the previous column</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1 All</td>
<td>0</td>
<td>Not applicable (No Response)</td>
<td>1</td>
<td>In person (No Response)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Required Subcomponent 2: Observations by Impartial Independent Trained Evaluator(s)

At least one observation must be conducted by an impartial independent trained evaluator.

In the table below, indicate the minimum number of unannounced and announced observations by impartial independent trained evaluator(s), as well as the observation method, and identify the corresponding group(s) from the applicability page.

- If there is only one group of applicable teachers for this teacher observation variance, select ‘Group 1’.
- If all groups of applicable teachers use the same number and method of observations by impartial independent trained evaluators, select ‘All applicable teachers listed’.
- Use ‘Add Row’ to list additional groups that correspond to the row from the applicable teachers table.

<table>
<thead>
<tr>
<th>Applicable Teachers Row Groups From the Task 4 'Applicability' page</th>
<th>Subgroup of Applicable Teacher Group(s) If all selected teachers from the first column apply enter “All”</th>
<th>UNANNOUNCED Minimum number of observations</th>
<th>UNANNOUNCED Observation method Check all that apply</th>
<th>UNANNOUNCED Other observation method Only complete if ‘Other’ is selected in the previous column</th>
<th>ANNOUNCED Minimum number of observations</th>
<th>ANNOUNCED Observation method Check all that apply</th>
<th>ANNOUNCED Other observation method Only complete if ‘Other’ is selected in the previous column</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1 All</td>
<td>0</td>
<td>Not applicable (No Response)</td>
<td>0</td>
<td>Not applicable (No Response)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

02/15/2022 00:15 PM
Independent Evaluator Assurances

Please read the assurances below and check each box.

☑️ 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.
Variance Details
Please read the questions below, answer each prompt in a concise manner, and identify the group from the applicability page that correspond(s) to the information provided.

If there is only one group of applicable teachers for this teacher observation variance, select 'Group 1'.

If one response encompasses all groups of applicable teachers, select 'All applicable teachers listed'.

Use ‘Add Row’ to list additional groups that correspond to the row from the applicable teachers table.

Rationale
Please provide a rationale for this variance request.

<table>
<thead>
<tr>
<th>Applicable Teachers Row Groups</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑️ Group 1</td>
<td>The COVID-19 pandemic has led to a profound impact on the capacity of our district to maintain what would otherwise be regarded as “normal” instruction, supports, and daily function for our students, staff, and programming. Our trained administration for teacher evaluation, who would otherwise maintain a focused schedule for formal and informal classroom observations have been burdened with overcoming significant staff and student daily absences which fluctuate daily, navigating quarantine and COVID restrictions and mandates, facilitating teachers to navigate varied student progress and retention from virtual and hybrid instruction, as well as the navigation of different and frequent disruptive classroom behaviors requiring constant interventions, all of which has detracted from the ability to maintain the current number of observations scheduled in our plan. Reducing the number of required observations will allow for administrators to continue to navigate the effects of COVID in the educational environment, reduce the anxiety of both the multiple observations task within our current approved APPR plan, allow for a manageable number of formal observations, and allow our district to maintain a strong and equitable measure the effectiveness of our educators. This model will allow the district to use the information collected through our evaluation system, to provide personalized professional learning opportunities for our educators. The elimination of the “Independent Evaluator” component is due to the need to keep our administrative supports as close to their respective buildings as possible for all the reasons mentioned above as it relates to the impact of COVID-19 on our students, staff, and overall district programming. Also, the resignation of certified administrators during the course of this year has added to the additional hardship to be able to effectively implement an evaluative model with a separate “Independent Evaluator” at this time.</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Applicable Teachers Row Groups</th>
<th>This description should provide 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑️ Group 1</td>
<td>This variance request asks that the district be allowed to shift to 1 announced observation for all teachers as we navigate the 2021-22 school year. All other evaluative measures including rubric, HEDI, and student performance will remain static. Weighting, however, would convert to 100% for the weighting of the teacher evaluation component by the Principal or certified designee to be determined by this observational component. The main focus of the observation would focus on all subcomponents of Domain 2 (Classroom environment) and 3 (Instruction) of Danielson’s Framework rubric. For any critical domain subcomponents that are not</td>
</tr>
</tbody>
</table>
This description should provide 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.

Assured, a second observation would be added for an educator to ensure the subcomponents are evaluated. We believe that this model will allow the district to use the information collected through our evaluation system, to provide personalized professional learning opportunities for our educators.

**Observation Assurances**

Please read the assurances below and check each box as applicable to all teachers included in this teacher observation variance request.

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

Upload Educator Evaluation Variance Certification Form

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

Please obtain the required signatures, create a PDF file, and upload your joint certification of the Educator Evaluation Variance using the "Variance Certification Form" found in the 'Documents' menu on the left side of the page.

APPR var sig 2-7.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

- [x] Assure that all information provided in this variance application is true and accurate as of the date that the variance application is submitted.
- [x] 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.
- [x] 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.
- [x] 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: [Signature] Date: 2/7/2022

Superintendent Name (print): [Name]

Teachers Union President Signature: [Signature] Date: 2/7/2022

Teachers Union President Name (print): [Name]

Administrative Union President Signature: [Signature] Date: 2/7/2022

Administrative Union President Name (print): [Name]

Board of Education President Signature: [Signature] Date: 2/7/2022

Board of Education President Name (print): [Name]
March 22, 2017

Revised – §3012-d Supplemental Form for Alternate SLOs (Material Change)

Dr. Michael J. McCarthy, Superintendent
Mechanicville City School District
25 Kniskern Avenue
Mechanicville, NY 12118

Dear Superintendent McCarthy:

Congratulations. I am pleased to inform you that the material change you submitted to your currently approved Annual Professional Performance Review (APPR) plan on the Supplemental Form for Alternate SLOs meets the criteria outlined in Subpart 30-3 of the Commissioner’s Regulations and has been approved. As a reminder, we are relying on the certifications and assurances that are part of your approved APPR plan and those found in the Supplemental Form for Alternate SLOs. 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: James P. Dexter
PLEASE NOTE:

Pursuant to section 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. During the 2016-17 through 2018-19 school years only, your district/BOCES must use the alternate SLOs described in your “Supplemental Form for Alternate SLOs” which have been incorporated into your approved §3012-d APPR plan for teachers and principals who, as a result of the above exclusions, have no remaining measures in the Student Performance Category.

During this transition period, your district/BOCES must also continue to provide affected teachers and principals with their original APPR scores and ratings calculated based on the measures in your currently approved APPR plan without any modifications, substitutions, or replacements as a result of the transition regulations. Original APPR scores and ratings must be used for advisory purposes only and shall have no impact on employment decisions, tenure determinations, or teacher and principal improvement plans.

Teachers and principals whose APPRs do not include grades 3-8 ELA and math State assessments or State-provided growth scores are not impacted by the transition regulations. Accordingly, APPR scores and ratings for such staff must be calculated pursuant to your district’s/BOCES’s approved APPR plan without any modifications, and no transition scores and ratings need be generated.

The transition period will end at the conclusion of the 2018-2019 school year. Beginning in the 2019-20 school year, each educator will receive only a single set of scores and ratings pursuant to the measures outlined in your district’s/BOCES APPR plan.

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.
Directions

As an alternative to completing this Supplemental Form for Alternate SLOs, a district/BOCES may open their APPR plan and include the relevant information in Task 2 (Transition) and Task 7 (Transition).

To open your approved APPR plan, please contact EducatorEval@nysed.gov.

Pursuant to section 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 English Language Arts (ELA) and Math State assessments and any State-provided growth scores. During the 2016-17 through 2018-19 school years only, alternate student learning objectives (SLOs) must be generated to calculate transition scores and ratings for teachers and principals who have no remaining Student Performance Category measures as a result of the above exclusions. Please note that districts/BOCES must also continue to provide affected teachers and principals with their original APPR scores and ratings calculated based on the measures in their currently approved APPR plan without any modifications, substitutions, or replacements as a result of the transition regulations during the transition period. Original APPR scores and ratings must be used for advisory purposes only and shall have no impact on employment decisions, tenure determinations, or teacher and principal improvement plans.

Teachers and principals whose APPRs do not include grades 3-8 ELA and math State assessments or State-provided growth scores are not impacted by the transition regulations and their evaluations shall be calculated pursuant to their district’s/BOCES’ approved APPR Plan without any changes, and no transition scores and ratings need to be generated.

This supplemental form must be completed by districts/BOCES whose Education Law §3012-d Annual Professional Performance Review (APPR) plans were approved by the Department for use beginning in the 2015-16 school year in order to specify the alternate SLOs, as described above, that will be used for applicable teachers and principals during the remainder of the transition period (i.e., the 2016-17 through 2018-19 school years). Beginning in the 2019-20 school year, districts and BOCES will no longer be required to calculate transition scores and ratings, and will only calculate a single set of scores and ratings for each educator pursuant to the measures and assessments outlined in their approved §3012-d APPR plan. For more information please see the December 2015 Board of Regents item at http://www.regents.nysed.gov/common/regs/files/1215bra10.pdf, and the Department’s Frequently Asked Questions Guidance document regarding sections 30-2.14 and 30-3.17 of the Rules of the Board of Regents on EngageNY at https://www.engageny.org/resource/guidance-on-new-york-sannual-professional-performance-review-law-and-regulations.

This form must be completed and submitted no later than March 1, 2017 for the 2016-17 school year. Please note that if your district/BOCES wishes to make changes to the measures and assessments used for the alternate SLOs in future school years, you must submit this form on or before March 1 of the school year in which the changes will take effect. The Department will not accept late submissions of this form.

Upon submission, the Department will only review the information included on this supplemental form and no other portions of the APPR plan will be reviewed by the Department for compliance with Education Law §3012-d. Therefore, it is the responsibility of the district/BOCES to assure that the changes requested in this form will not have an impact on the implementation of any other part of their approved APPR plan since the Department will not be reviewing the remaining portions of the approved APPR plan for compliance with Education Law §3012-d. The Department recommends that districts/BOCES consult with their local counsel before submitting this supplemental form or any material changes to their currently approved plan in the APPR Portal.
Task 2) Required Student Performance Subcomponent (Transition Period, 2016-17 through 2018-19)

Please note: Clicking 'Save' or 'Save & Continue' will alter the last date modified timestamp for this page. As a reminder, the Statement of Assurances must be signed and dated after the latest timestamp on each page in order for this application to be approved. You may use the survey navigation on the left to move directly to the Statement of Assurances page.

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.

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.
### Measure
- District- or BOCES-wide results
- School- or program-wide group, team, or linked results

### State or Regents Assessment(s)
- Common Core English
- Common Core Algebra
- Living Environment
- Global 2
- US History

### Locally-Developed Course-Specific Assessment(s)

### Third Party Assessment(s)
- K ELA
- K Math
- 1 ELA
- 1 Math
- 2 ELA
- 2 Math
- 3 ELA
- 3 Math
- 4 ELA
- 4 Math
- 5 ELA
- 5 Math

### Applicable Course(s)
- District- or BOCES-wide results
- School- or program-wide group, team, or linked results

### 2.10) Alternate SLOs: All Other Courses (Transition Period, 2016-17 through 2018-19)

If the option, "Other Courses as listed in Original Task 2.10" does not apply, please leave that box unchecked in the table above and use the table below to add courses.

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 other teachers not named above".

For other courses indicate the following:

- **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>All Other Courses</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></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>
</tbody>
</table>
Please note: NYS Grades 3-8 ELA/Math Assessments and State-provided growth scores may only be used for advisory purposes during the transition period and cannot be used for calculating transition scores and ratings during the 2015-16 through 2018-19 school years. If such assessments are selected for the original SLO and there are not remaining measures in the Student Performance category for an educator, an alternate SLO must be included for that educator here.
<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>5</td>
<td>Art</td>
<td>District- or BOCES-wide results</td>
<td>☑ Common Core English&lt;br&gt;☑ Common Core Algebra&lt;br&gt;☑ Living Environment&lt;br&gt;☑ Global 2&lt;br&gt;☑ US History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>12</td>
<td>Art</td>
<td>School- or program-wide group, team, or linked results</td>
<td>☑ Common Core English&lt;br&gt;☑ Common Core Algebra&lt;br&gt;☑ Living Environment&lt;br&gt;☑ Global 2&lt;br&gt;☑ US History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>5</td>
<td>Physical Education</td>
<td>District- or BOCES-wide results</td>
<td>☑ Common Core English&lt;br&gt;☑ Common Core Algebra&lt;br&gt;☑ Living Environment&lt;br&gt;☑ Global 2&lt;br&gt;☑ US History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>12</td>
<td>Physical Education</td>
<td>School- or program-wide group, team, or linked results</td>
<td>☑ Common Core English&lt;br&gt;☑ Common Core Algebra&lt;br&gt;☑ Living Environment&lt;br&gt;☑ Global 2&lt;br&gt;☑ US History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>5</td>
<td>Music</td>
<td>District- or BOCES-wide results</td>
<td>☑ Common Core English&lt;br&gt;☑ Common Core Algebra&lt;br&gt;☑ Living Environment&lt;br&gt;☑ Global 2&lt;br&gt;☑ US History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>12</td>
<td>Music</td>
<td>School- or program-wide group, team, or linked results</td>
<td>☑ Common Core English&lt;br&gt;☑ Common Core Algebra&lt;br&gt;☑ Living Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>Subject</td>
<td>Measure</td>
<td>Grade From</td>
<td>Grade To</td>
<td></td>
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</tr>
<tr>
<td>7</td>
<td>US History</td>
<td>Group, Team of Program-Wide</td>
<td>5</td>
<td>K</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>US History</td>
<td>Group, Team of Program-Wide</td>
<td>5</td>
<td>K</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Health</td>
<td>School- or Program-wide Group, Team, or Linked Results</td>
<td>12</td>
<td>7</td>
<td></td>
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</tr>
<tr>
<td>6</td>
<td>Technology</td>
<td>School- or Program-wide Group, Team, or Linked Results</td>
<td>12</td>
<td>7</td>
<td></td>
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</tr>
<tr>
<td>5</td>
<td>K-5 AIS/RTI</td>
<td>District- or BOCES-wide Results</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>K-5 Library</td>
<td>District- or BOCES-wide Results</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grade 7 - US History**

- **Subject:** US History
- **Measure:** Group, Team of Program-Wide
- **Grade From:** 6
- **Grade To:** 7

**Grade 6 - US History**

- **Subject:** US History
- **Measure:** Group, Team of Program-Wide
- **Grade From:** 5
- **Grade To:** 7

**Grade 6 - Health**

- **Subject:** Health
- **Measure:** School- or Program-wide Group, Team, or Linked Results
- **Grade From:** 12
- **Grade To:** 7

**Grade 6 - Technology**

- **Subject:** Technology
- **Measure:** School- or Program-wide Group, Team, or Linked Results
- **Grade From:** 12
- **Grade To:** 7

**Grade 5 - K-5 AIS/RTI**

- **Subject:** K-5 AIS/RTI
- **Measure:** District- or BOCES-wide
- **Grade From:** 0
- **Grade To:** 0

**Grade 5 - K-5 Library**

- **Subject:** K-5 Library
- **Measure:** District- or BOCES-wide
- **Grade From:** 0
- **Grade To:** 0
### 2.1.1) HE/DI Scoring Bands

<table>
<thead>
<tr>
<th>Grade</th>
<th>From</th>
<th>To</th>
<th>Subject</th>
<th>From</th>
<th>To</th>
</tr>
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<tbody>
<tr>
<td>20</td>
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</tr>
</tbody>
</table>

**2.1.2) Teachers with More Than One Growth Measure (Transition)**

<table>
<thead>
<tr>
<th>Task 2. Transition Student Performance - Required (Teachers) - Task 2 Alternate SLOs</th>
<th>Grade</th>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course-Registered本地-开发的科</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure of Regents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Page last modified: 03/22/2017 00:10 PM
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](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.

**Please Note**

Clicking 'Save' or 'Save & Continue' will alter the last date modified timestamp for this page. As a reminder, the Statement of Assurances must be signed and dated after the latest timestamp on each page in order for this application to be approved. You may use the survey navigation on the left to move directly to the Statement of Assurances page.
Task 7) Required Student Performance Subcomponent (Transition Period, 2016-17 through 2018-19)

Please note: Clicking 'Save' or 'Save & Continue' will alter the last date modified timestamp for this page. As a reminder, the Statement of Assurances must be signed and dated after the latest timestamp on each page in order for this application to be approved. You may use the survey navigation on the left to move directly to the Statement of Assurances page.

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.

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</th>
<th>(1) lowest grade</th>
<th>(2) highest grade</th>
<th>(3) measure</th>
<th>(4) assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-2</td>
<td>K</td>
<td>2</td>
<td>District- or BOCES-wide results</td>
<td>Common Core English, Common Core Algebra, Living Environment, Global 2, US History</td>
</tr>
<tr>
<td>11-12</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.
### Grade From | Grade To | Measure | State or Regents Assessment(s) | Locally-Developed Course-Specific Assessment(s) | Third Party Assessment(s)
--- | --- | --- | --- | --- | ---
K | 5 | District- or BOCES-wide results | Common Core English | | |
| 6 | 12 | Principal-specific results | Common Core English | | |

#### 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>
</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.

### Please Note

Clicking ‘Save’ or ‘Save & Continue’ will alter the last date modified timestamp for this page. As a reminder, the Statement of Assurances must be signed and dated after the latest timestamp on each page in order for this application to be approved. You may use the survey navigation on the left to move directly to the Statement of Assurances page.
Upload Statement of Assurances

Please Note: SED Monitoring timestamps each page revision individually and signatures cannot be dated earlier than the last revision. Clicking ‘Save’ or ‘Save & Continue’ on any page will alter the last date modified timestamp for that page.

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

APPR Cert 3-22-17.pdf
DISTRICT CERTIFICATION FORM: Please download this form, sign and upload to APPR form

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

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that upon information and belief, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that rigorously adheres to Education Law §3012-d as implemented by Subpart 30-3 of the Rules of the Board of Regents.

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

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

The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this APPR Plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner’s approval of this APPR Plan may be withheld or forfeited by the State pursuant to Education Law §3012-d(11), as added by Chapter 56 of the Laws of 2015.

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

- Assure that, during the 2015-16 through 2018-19 school years, the overall transition rating will be used as a significant factor in employment decisions, including tenure determinations and teacher and principal improvement plans;
- Assure that, during the 2015-16 through 2018-19 school years, the district or BOCES will continue to provide teachers and principals with original APPR scores and ratings calculated based on the measures described in this APPR plan without any modifications, substitutions, or replacements pursuant to §30-3.17 of the Rules of the Board of Regents;
- Assure that, during the 2015-16 through 2018-19 school years, original APPR scores and ratings will not be used as the basis for employment decisions and will only be used for advisory purposes;
- Assure that beginning in the 2019-2020 school year, the original overall APPR score pursuant to the district or BOCES approved APPR plan shall be used as the basis for employment decisions, including tenure determinations and teacher and principal improvement plans;
- Assure that, during the 2015-16 through 2018-19 school years, the district or BOCES, shall provide teachers and principals whose Student Performance Category measures are based, in whole or in part, on the grades 3-8 ELA/math State assessments and/or State-provided growth scores with their APPR transition scores and ratings calculated pursuant to §30-3.17 of the Rules of the Board of Regents as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the teacher’s performance is being measured.
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall provide such teachers and principals with their original composite APPR rating by September 1 of the school year next following the school year for which the teacher’s performance is being measured, or as soon as practicable thereafter.
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall continue to provide teachers and principals whose Student Performance Category measures are not based on the grades 3-8 ELA/math State assessments or State-provided growth scores with their score and rating on the Student Performance category, if
Assure that the alternate SLOs described in Tasks 2 and 7 of this APPR plan will be used as the basis for certain

Assure that any material changes to this APPR Plan will be

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 assigned to subcomponents and categories is transparent and available to those being rated before the beginning of each school year;

Assure that, during the 2015-16 through 2018-19 school years, the entire APPR will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured;

Assure that beginning in the 2019-20 school year, the district or BOCES shall compute and provide to the teacher/principal their score and rating on the Student Performance category, if applicable, and for the Teacher Observation category or Principal School Visit Category of a teacher's or principal's annual professional performance review, in writing, no later than the last day of the school year for which the teacher or principal is being measured, but in no case later than September 1 of the school year next following the school year for which the teacher's or principal's performance is measured;

Assure that the APPR Plan will be filed in the district office and made available to the public on the district's or BOCES' website no later than September 10th of each school year, or within 10 days after the plan's approval by the Commissioner, whichever shall later occur;

Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner;

Assure that, during the 2015-16 through 2018-19 school year, the district or BOCES will continue to report both the original and transition individual category and subcomponent scores and the overall original and transition ratings to the State for each classroom teacher and building principal in a manner prescribed by the Commissioner;

Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them;

Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process;

Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English language learners and students with disabilities;

Assure that, during the 2015-16 through 2018-19 school years, any educators who receive a Developing or Ineffective rating as their overall transition rating will receive a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statutes 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 statutes and regulations, by October 1 in the school year following the school year for which such teacher's or principal's performance is being measured or as soon as practicable thereafter;

Assure that such improvement plan shall be developed by the superintendent or his/her designee in the exercise of their pedagogical judgment, and shall be subject to collective bargaining to the extent required under Article 14 of the Civil Service Law;

Assure that all evaluators and lead evaluators, including independent evaluators and peer evaluators, as applicable, will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with all applicable statutes and regulations;

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

Assure that, for teachers, all observable NYS Teaching Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual observations and, for principals, all observable ISLLC 2008 Leadership Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual school visits;

Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0, for each subcomponent and that the district and BOCES shall ensure that the process by which weights and scoring ranges are assigned to subcomponents and categories is transparent and available to those being rated before the beginning of each school year;

Assure that if a second measure for the Student Performance category is locally selected, then the same locally selected measures of student growth across all classrooms in the same grade/subject in the district/BOCES must be used in a consistent manner to the extent practicable;

Assure that all growth targets represent a minimum of one year of expected growth, as determined by the superintendent or another trained administrator;

Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval by March 1 of each school year, on a form prescribed by the Commissioner, to the Commissioner for approval;

Assure that the alternate SLOs described in Tasks 2 and 7 of this APPR plan will be used as the basis for certain teachers’ and principals’ transition APPR scores and ratings, where applicable and consistent with section 30-3.17 of
the Rules of the Board Regents, during the 2016-17 through 2018-19 school years only;

- Assure that, beginning in the 2019-20 school year, no transition scores and ratings will be generated and the district or BOCES' original APPR Plan will apply to all classroom teachers and building principals as defined in the statute, regulations, and SED guidance without any modifications, substitutions, or replacements as a result of the requirements of §30-3.17 of the Rules of the Board of Regents;
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to Subpart 30-3 of the regulations;
- Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by State or Federal law for each classroom or program of the grade does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for such classroom or program of the grade; and
- Assure that the amount of time devoted to test preparation under standardized testing conditions for each grade does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for such grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, or performance assessments shall not be counted towards the limits established by this subdivision. In addition, formative and diagnostic assessments shall not be counted towards the limits established by this subdivision and nothing in this subdivision shall be construed to supersede the requirements of a section 504 plan of a qualified student with a disability or Federal law relating to English language learners or the individualized education program of a student with a disability.

Signatures, dates

Superintendent Signature: Date: 3/22/2017

Teachers Union President Signature: Date: 3/22/2017

Administrative Union President Signature: Date: 3/22/2017

Board of Education President Signature: Date: 3/22/2017
For guidance related to Annual Professional Performance Review plans, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

Task 1. School District Information

Disclaimers

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) School District's BEDS Number: 521200050000

If this is not your BEDS Number, please enter the correct one below

521200050000

1.2) School District Name: MECHANICVILLE CITY SD

If this is not your school district, please enter the correct one below

MECHANICVILLE CITY SD

1.3) 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.

<table>
<thead>
<tr>
<th>1.4) Submission Status</th>
</tr>
</thead>
</table>

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? For districts, BOCES or charter schools that did have an existing approved APPR plan under Education Law §3012-d, this must be listed as a submission of material changes to the approved APPR plan.

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

Created: 04/30/2013
Last updated: 10/20/2015

Use the links above to move between pages in Task 2; be sure to click 'Save & Continue Editing' before moving to another page. The 'Next' button at the bottom of the page can be used to move forward only when the current page is complete.

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

Page 1: Task 2.1, Task 2.2 (4-8 ELA and Math)

Page 1: Task 2.1 (Assurances) and Task 2.2 (4-8 ELA and Math)

REQUIRED SUBCOMPONENT
(100% of 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 check the boxes below:

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

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 those teachers who would typically receive a State-provided growth score, the district/BOCES must also include a back-up SLO process 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.

2.2) Grades 4-8 ELA and Math: Assessments

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

Please note: If your district/BOCES does not have grade/subject-specific teachers for one or more of the rows in task 2.2, choose "Not Applicable" from the drop-down box. This would be appropriate if, for example, the district/BOCES does not have certain grades; the district/BOCES does not offer a specific subject; etc. If a grade/subject ends in a State assessment, i.e., 4-8 ELA or Math, such assessment must be used as the underlying evidence for the SLO.

<table>
<thead>
<tr>
<th>Grade 4 ELA Assessment Name</th>
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<tbody>
<tr>
<td>NYS Grade 4 ELA Assessment</td>
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<table>
<thead>
<tr>
<th>Grade 5 ELA Assessment Name</th>
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<table>
<thead>
<tr>
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<table>
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<th>Grade 4 Math Assessment Name</th>
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<tr>
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</tbody>
</table>
Grade 6 Math Assessment Name

NYS Grade 6 Math Assessment

Grade 7 Math Assessment Name

NYS Grade 7 Math Assessment

Grade 8 Math Assessment Name

NYS Grade 8 Math Assessment and Common Core Algebra Regents

Page 2: Task 2.3 (3 ELA and Math), Task 2.4 (4 and 8 Science)

Page 2: Task 2.3 (3 ELA and Math) and Task 2.4 (4 and 8 Science)

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

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

For grade 3 ELA and math, grade 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

2.3) Grade 3 ELA and Math: Assessments

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

Please note: If your district/BOCES does not have grade/subject-specific teachers for one or more of the rows in task 2.3, choose "Not Applicable" from the drop-down box. This would be appropriate if, for example, the district/BOCES does not have certain grades; the district/BOCES does not offer a specific subject; etc. If a grade/subject ends in a State assessment, i.e., grade 3 ELA or Math, such assessment must be used as the underlying evidence for the SLO.

Grade 3 ELA Assessment Name

NYS Grade 3 ELA Assessment

Grade 3 Math Assessment Name

NYS Grade 3 Math Assessment

2.4) Grades 4 and 8 Science: Assessment(s)

Using the drop-down box below, please select the assessment that will be used for the SLOs for the grade/subject listed.
Please note: If your district/BOCES does not have grade/subject-specific teachers for one or more of the rows in task 2.4, choose "Not Applicable" from the drop-down box. This would be appropriate if, for example, the district/BOCES does not have certain grades; the district/BOCES does not offer a specific subject; etc. If a grade/subject ends in a State assessment, i.e., grade 8 Science, such assessment must be used as the underlying evidence for the SLO.

### Grade 4 Science Assessment Name

NYS Grade 4 Science Assessment

### Grade 8 Science Assessment Name

NYS Grade 8 Science Assessment

Page 3: Task 2.5 (HS Courses Ending in a Regents), Task 2.6 (HS ELA)

Page 3: Task 2.5 (High School Courses Ending in a Regents Exam) and Task 2.6 (High School ELA)

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

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

For grade 3 ELA and math, grade 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

#### 2.5) High School Courses Ending in a Regents Exam: Assessments

Note: Additional high school courses may be listed below in the “All Other Courses” section of this form.

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

Please note: If your district/BOCES does not have grade/subject-specific teachers for one or more of the rows in task 2.5, choose "Not Applicable" from the drop-down box. This would be appropriate if, for example, the district/BOCES does not have certain grades; the district/BOCES does not offer a specific subject; etc. If a grade/subject ends in a Regents assessment, i.e., high school Regents courses, such assessment must be used as the underlying evidence for the SLO.

### Global 2 Assessment Name

Global 2 Regents

### US History Assessment Name

US History Regents

### Living Environment Assessment Name
### STUDENT LEARNING OBJECTIVES: High School English Language Arts

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, regional or BOCES-developed assessments; or
- School- or BOCES-wide, group, team, or linked results based on State/Regents assessments

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

Using the drop-down boxes below, please select the measure that will be used for SLOs for the grade/subject listed. Once a measure is selected, a corresponding menu will appear for the selection of the name of the assessment(s) used.

Note: Additional high school English Language Arts courses may be listed below in the "All Other Courses" section of this form.

Please note: If your district/BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 2.6, choose "Not
Applicable” from the drop-down box. This would be appropriate if, for example, the district/BOCES does not have certain grades; the district/BOCES does not offer a specific subject; etc.

Grade 9 ELA Measure

School- or BOCES-wide group, team, or linked results based on State/Regents assessment

Indicate the assessment(s) used for the grade 9 ELA school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

Common Core English Regents

Grade 10 ELA Measure

School- or BOCES-wide group, team, or linked results based on State/Regents assessment

Indicate the assessment(s) used for the grade 10 ELA school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

Common Core English Regents

Grade 11 ELA Measure

Regents assessment

Grade 11 ELA Regents Assessment Name

Common Core English Regents

Grade 12 ELA Measure

School- or BOCES-wide group, team, or linked results based on State/Regents assessment

Indicate the assessment(s) used for the grade 12 ELA school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

Common Core English Regents

Page 4: Task 2.7 (K-2 ELA and Math)

Page 4: Task 2.7 (K-2 ELA and Math)

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

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:

- State-approved non-traditional standardized 3rd party assessments (grades K-2)
- State-approved district, regional or BOCES-developed assessments
- School- or BOCES-wide, group, team, or linked results based on State/Regents assessments

2.7) Grade K-2 ELA and Math: Measures and Assessments

Using the drop-down boxes below, please select the measure that will be used for SLOs for the grade/subject listed. Once a measure is selected, a corresponding menu will appear for the selection of the name of the assessment(s) used.

Please note: If your district/BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 2.7, choose “Not Applicable” from the drop-down box. This would be appropriate if, for example, common branch teachers also teach 6th grade science and/or social studies and therefore would have State-provided growth measures; the district/BOCES does not have certain grades; the district/BOCES does not offer a specific subject; etc.

Grade K ELA Measure

School, or BOCES group, team, or linked results based on State/Regents assessments

Indicate the assessment(s) used for the K ELA school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

- A building-wide State-provided growth score

Grade 1 ELA Measure

School, or BOCES group, team, or linked results based on State/Regents assessments

Indicate the assessment(s) used for the 1 ELA school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

- A building-wide State-provided growth score

Grade 2 ELA Measure

School, or BOCES group, team, or linked results based on State/Regents assessments

Indicate the assessment(s) used for the grade 2 ELA school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

- A building-wide State-provided growth score

Grade K Math Measure

School, or BOCES group, team, or linked results based on State/Regents assessments
Indicate the assessment(s) used for the grade K math school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

A building-wide State-provided growth score

Grade 1 Math Measure

School, or BOCES group, team, or linked results based on State/Regents assessments

Indicate the assessment(s) used for the grade 1 math school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

A building-wide State-provided growth score

Grade 2 Math Measure

School, or BOCES group, team, or linked results based on State/Regents assessments

Indicate the assessment(s) used for the grade 2 math school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

A building-wide State-provided growth score

Page 5: Task 2.8 (Grades 6-7 Science, 6-8 Social Studies), Task 2.9 (Global 1)

Page 5: Task 2.8 (Grades 6-7 Science and 6-8 Social Studies) and Task 2.9 (Global Studies 1)

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

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:

- State-approved 3rd party assessments
- State-approved district, regional or BOCES-developed assessments
- School- or BOCES-wide, group, team, or linked results based on State/Regents assessments

2.8) Grades 6-7 Science and Grades 6-8 Social Studies: Measures and Assessments

Using the drop-down boxes below, please select the measure that will be used for SLOs for the grade/subject listed. Once a measure is selected, a corresponding menu will appear for the selection of the name of the assessment(s) used.

Please note: If your district/BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 2.8, choose "Not Applicable" from the drop-down box. This would be appropriate if, for example, common branch teachers also teach 6th grade science and/or social studies and therefore would have State-provided growth measures; the district/BOCES does not have certain grades; the district/BOCES does not offer a specific subject; etc.
Grade 6 Science Measure

School- or BOCES-wide group, team, or linked results based on State/Regents assessments

Indicate the assessment(s) used for the grade 6 science school, or BOCES group, team, or linked results based on State assessments:

**Responses Selected:**

- NYS Grade 6 ELA Assessment
- NYS Grade 6 Math Assessment

Grade 7 Science Measure

School- or BOCES-wide group, team, or linked results based on State/Regents assessments

Indicate the assessment(s) used for the grade 7 science school, or BOCES group, team, or linked results based on State assessments:

**Responses Selected:**

- NYS Grade 7 ELA Assessment
- NYS Grade 7 Math Assessment

Grade 6 Social Studies Measure

School- or BOCES-wide group, team, or linked results based on State/Regents assessments

Indicate the assessment(s) used for the grade 6 social studies school, or BOCES group, team, or linked results based on State assessments:

**Responses Selected:**

- NYS Grade 6 ELA Assessment
- NYS Grade 6 Math Assessment

Grade 7 Social Studies Measure

School- or BOCES-wide group, team, or linked results based on State/Regents assessments

Indicate the assessment(s) used for the grade 7 social studies school, or BOCES group, team, or linked results based on State assessments:

**Responses Selected:**

- NYS Grade 7 ELA Assessment
- NYS Grade 7 Math Assessment

Grade 8 Social Studies Measure

School- or BOCES-wide group, team, or linked results based on State/Regents assessments
Indicate the assessment(s) used for the grade 8 social studies school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>NYS Grade 8 ELA Assessment</td>
</tr>
<tr>
<td>NYS Grade 8 Math Assessment</td>
</tr>
</tbody>
</table>

2.9) Regents Global Studies 1: Measures and Assessments

Note: Additional high school social studies courses may be listed below in the “All Other Courses” section of this form. Once a measure is selected, a corresponding menu will appear for the selection of the name of the assessment(s) used.

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

Please note: If your district/BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 2.9, choose "Not Applicable" from the drop-down box. This would be appropriate if, for example, the district/BOCES does not have certain grades; the district/BOCES does not offer a specific subject; etc.

Global 1 Measure

| School- or BOCES-wide group, team, or linked results based on State/Regents assessments |

Indicate the assessment(s) used for the Global 1 school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global 2 Regents</td>
</tr>
</tbody>
</table>

Page 6: Task 2.10 (All Other Courses), Tasks 2.11-2.14

Page 6: Task 2.10 (All Other Courses), Task 2.11 (HEDI Scoring Bands), Task 2.12 (Teachers with More Than One Growth Measure), Task 2.13 (Assurances) and Task 2.14 (Use of the Optional Subcomponent and Student Performance Category Weighting)

2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have SLOs. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, “all other teachers not named above”.

For “All Other Courses” indicate the following:

- 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

Once a measure is selected, a corresponding menu will appear for the selection of the name(s) of the assessment(s) used.

To designate "All Courses Not Named Above":
- lowest grade = K, highest grade = 12, subject = All Courses Not Named Above
To list specific courses, follow the examples below:

**K-3 Art:**
- lowest grade = K
- highest grade = 3
- subject = Art
- measure = State-approved district, regional, or BOCES developed assessment
- assessment = District A-developed K-3 Art Assessment

**Grades 9 - 12 English Electives:**
- lowest grade = 9
- highest grade = 12
- subject = English Electives
- measure = School- or BOCES-wide group, team, or linked results based on State/Regents assessment
- assessment = Common Core English Regents

### Other Courses #1 Grade(s), Subject and Measure

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<th>LOWEST GRADE</th>
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<tr>
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<td>Art</td>
<td>School- or BOCES-wide group, team, or linked results based on State/Regents assessments</td>
</tr>
</tbody>
</table>

Indicate the assessment(s) used for the Other Courses #1 school, or BOCES group, team, or linked results based on State assessments:

**Responses Selected:**
- A building-wide State-provided growth score

**Responses Selected:**
- Click to Add Another Course

### Other Courses #2 Grade(s), Subject and Measure

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<tr>
<th>LOWEST GRADE</th>
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<th>SUBJECT</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>12</td>
<td>Art</td>
<td>School- or BOCES-wide group, team, or linked results based on State/Regents assessments</td>
</tr>
</tbody>
</table>

Indicate the assessment(s) used for the Other Courses #2 school, or BOCES group, team, or linked results based on State assessments:

**Responses Selected:**
- A building-wide State-provided growth score

**Responses Selected:**
- Click to Add Another Course
### Other Courses #3 Grade(s), Subject and Measure

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<tbody>
<tr>
<td>K</td>
<td>5</td>
<td>Music</td>
<td>School- or BOCES-wide group, team, or linked results based on State/Regents assessments</td>
</tr>
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</table>

Indicate the assessment(s) used for the Other Courses #3 school, or BOCES group, team, or linked results based on State assessments:

**Responses Selected:**

A building-wide State-provided growth score

**Responses Selected:**

Click to Add Another Course

### Other Courses #4 Grade(s), Subject and Measure

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<th>SUBJECT</th>
<th>MEASURE</th>
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<tbody>
<tr>
<td>6</td>
<td>12</td>
<td>Music</td>
<td>School- or BOCES-wide group, team, or linked results based on State/Regents assessments</td>
</tr>
</tbody>
</table>

Indicate the assessment(s) used for the Other Courses #4 school, or BOCES group, team, or linked results based on State assessments:

**Responses Selected:**

A building-wide State-provided growth score

**Responses Selected:**

Click to Add Another Course

### Other Courses #5 Grade(s), Subject and Measure

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<tr>
<th>LOWEST GRADE</th>
<th>HIGHEST GRADE</th>
<th>SUBJECT</th>
<th>MEASURE</th>
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<tbody>
<tr>
<td>K</td>
<td>5</td>
<td>Physical Education</td>
<td>School- or BOCES-wide group, team, or linked results based on State/Regents assessments</td>
</tr>
</tbody>
</table>

Indicate the assessment(s) used for the Other Courses #5 school, or BOCES group, team, or linked results based on State assessments:
### Responses Selected:

- A building-wide State-provided growth score

### Other Courses #6 Grade(s), Subject and Measure

<table>
<thead>
<tr>
<th>LOWEST GRADE</th>
<th>HIGHEST GRADE</th>
<th>SUBJECT</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>12</td>
<td>Physical Education</td>
<td>School- or BOCES-wide group, team, or linked results based on State/Regents assessments</td>
</tr>
</tbody>
</table>

Indicate the assessment(s) used for the Other Courses #6 school, or BOCES group, team, or linked results based on State assessments:

### Responses Selected:

- A building-wide State-provided growth score

### Other Courses #7 Grade(s), Subject and Measure

<table>
<thead>
<tr>
<th>LOWEST GRADE</th>
<th>HIGHEST GRADE</th>
<th>SUBJECT</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>12</td>
<td>Languages Other Than English</td>
<td>School- or BOCES-wide group, team, or linked results based on State/Regents assessments</td>
</tr>
</tbody>
</table>

Indicate the assessment(s) used for the Other Courses #7 school, or BOCES group, team, or linked results based on State assessments:

### Responses Selected:

- A building-wide State-provided growth score

### Other Courses #8 Grade(s), Subject and Measure
<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Subject</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 12</td>
<td>Technology</td>
<td>School- or BOCES-wide group, team, or linked results based on State/Regents assessments</td>
</tr>
</tbody>
</table>

Indicate the assessment(s) used for the Other Courses #8 school, or BOCES group, team, or linked results based on State assessments:

**Responses Selected:**

A building-wide State-provided growth score

**Responses Selected:**

Click to Add Another Course

Other Courses #9 Grade(s), Subject and Measure

<table>
<thead>
<tr>
<th>LOWEST GRADE</th>
<th>HIGHEST GRADE</th>
<th>SUBJECT</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>12</td>
<td>Health</td>
<td>School- or BOCES-wide group, team, or linked results based on State/Regents assessments</td>
</tr>
</tbody>
</table>

Indicate the assessment(s) used for the Other Courses #9 school, or BOCES group, team, or linked results based on State assessments:

**Responses Selected:**

A building-wide State-provided growth score

**Responses Selected:**

Click to Add Another Course

Other Courses #10 Grade(s), Subject and Measure

<table>
<thead>
<tr>
<th>LOWEST GRADE</th>
<th>HIGHEST GRADE</th>
<th>SUBJECT</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>5</td>
<td>Library</td>
<td>School- or BOCES-wide group, team, or linked results based on State/Regents assessments</td>
</tr>
</tbody>
</table>

Indicate the assessment(s) used for the Other Courses #10 school, or BOCES group, team, or linked results based on State assessments:

**Responses Selected:**

A building-wide State-provided growth score
Responses Selected:
Click to Add Another Course

Other Courses #11 Grade(s), Subject and Measure

<table>
<thead>
<tr>
<th>LOWEST GRADE</th>
<th>HIGHEST GRADE</th>
<th>SUBJECT</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>8</td>
<td>Library</td>
<td>School- or BOCES-wide group, team, or linked results based on State/Regents assessments</td>
</tr>
</tbody>
</table>

Indicate the assessment(s) used for the Other Courses #11 school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:
A building-wide State-provided growth score

Responses Selected:
Click to Add Another Course

Other Courses #12 Grade(s), Subject and Measure

<table>
<thead>
<tr>
<th>LOWEST GRADE</th>
<th>HIGHEST GRADE</th>
<th>SUBJECT</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>12</td>
<td>Family and Consumer Science</td>
<td>School- or BOCES-wide group, team, or linked results based on State/Regents assessments</td>
</tr>
</tbody>
</table>

Indicate the assessment(s) used for the Other Courses #12 school, or BOCES group, team, or linked results based on State assessments:

Responses Selected:
A building-wide State-provided growth score

Responses Selected:
Click to Add Another Course

Other Courses #13 Grade(s), Subject and Measure

<table>
<thead>
<tr>
<th>LOWEST GRADE</th>
<th>HIGHEST GRADE</th>
<th>SUBJECT</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>12</td>
<td>Business</td>
<td>School- or BOCES-wide group, team, or linked results based on State/Regents assessments</td>
</tr>
</tbody>
</table>
**Other Courses #13 School, Subject and Measure**

<table>
<thead>
<tr>
<th>LOWEST GRADE</th>
<th>HIGHEST GRADE</th>
<th>SUBJECT</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>12</td>
<td>Social Studies</td>
<td>School- or BOCES-wide group, or linked results based on State/Regents assessments</td>
</tr>
</tbody>
</table>

**Indicate the assessment(s) used for the Other Courses #13 school, or BOCES group, team, or linked results based on State assessments:**

**Responses Selected:**

- A building-wide State-provided growth score

---

**Other Courses #14 Grade(s), Subject and Measure**

<table>
<thead>
<tr>
<th>LOWEST GRADE</th>
<th>HIGHEST GRADE</th>
<th>SUBJECT</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>12</td>
<td>Social Studies</td>
<td>School- or BOCES-wide group, or linked results based on State/Regents assessments</td>
</tr>
</tbody>
</table>

**Indicate the assessment(s) used for the Other Courses #14 school, or BOCES group, team, or linked results based on State assessments:**

**Responses Selected:**

- Global 2 Regents
- US History Regents

**Responses Selected:**

- Click to Add Another Course

---

**Other Courses #15 Grade(s), Subject and Measure**

<table>
<thead>
<tr>
<th>LOWEST GRADE</th>
<th>HIGHEST GRADE</th>
<th>SUBJECT</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>8</td>
<td>Special Education</td>
<td>School- or BOCES-wide group, or linked results based on State/Regents assessments</td>
</tr>
</tbody>
</table>

**Indicate the assessment(s) used for the Other Courses #15 school, or BOCES group, team, or linked results based on State assessments:**

**Responses Selected:**

- A building-wide State-provided growth score

**Responses Selected:**

- Click to Add Another Course
### Other Courses #16 Grade(s), Subject and Measure

<table>
<thead>
<tr>
<th>LOWEST GRADE</th>
<th>HIGHEST GRADE</th>
<th>SUBJECT</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>12</td>
<td>Special Education</td>
<td>School- or BOCES-wide group, team, or linked results based on State/Regents assessments</td>
</tr>
</tbody>
</table>

Indicate the assessment(s) used for the Other Courses #16 school, or BOCES group, team, or linked results based on State assessments:

**Responses Selected:**

A building-wide State-provided growth score

Click to Add Another Course

### Other Courses #17 Grade(s), Subject and Measure

<table>
<thead>
<tr>
<th>LOWEST GRADE</th>
<th>HIGHEST GRADE</th>
<th>SUBJECT</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>12</td>
<td>Special Education</td>
<td>School- or BOCES-wide group, team, or linked results based on State/Regents assessments</td>
</tr>
</tbody>
</table>

Indicate the assessment(s) used for the Other Courses #17 school, or BOCES group, team, or linked results based on State assessments:

**Responses Selected:**

A building-wide State-provided growth score

Click to Add Another Course

### Other Courses #18 Grade(s), Subject and Measure

<table>
<thead>
<tr>
<th>LOWEST GRADE</th>
<th>HIGHEST GRADE</th>
<th>SUBJECT</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>5</td>
<td>Special Education</td>
<td>School- or BOCES-wide group, team, or linked results based on State/Regents assessments</td>
</tr>
</tbody>
</table>

Indicate the assessment(s) used for the Other Courses #18 school, or BOCES group, team, or linked results based on State assessments:

**Responses Selected:**
A building-wide State-provided growth score

**Responses Selected:**

Click to Add Another Course

---

### Other Courses #19 Grade(s), Subject and Measure

<table>
<thead>
<tr>
<th>LOWEST GRADE</th>
<th>HIGHEST GRADE</th>
<th>SUBJECT</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>5</td>
<td>AIS/RTI</td>
<td>School- or BOCES-wide group, team, or linked results based on State/Regents assessments</td>
</tr>
</tbody>
</table>

Indicate the assessment(s) used for the Other Courses #19 school, or BOCES group, team, or linked results based on State assessments:

**Responses Selected:**

A building-wide State-provided growth score

**Responses Selected:**

Click to Add Another Course

---

### Other Courses #20 Grade(s), Subject and Measure

<table>
<thead>
<tr>
<th>LOWEST GRADE</th>
<th>HIGHEST GRADE</th>
<th>SUBJECT</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>12</td>
<td>Special Education</td>
<td>State or Regents assessment</td>
</tr>
</tbody>
</table>

**Other Courses #20 Regents Assessment Name**

NYSSA

If you need additional space, upload a copy of “Form 2.10: All Other Courses” as an attachment for review. [Click here for a downloadable copy of Form 2.10. (MS Word)]

(No response)

---

### 2.11) HEDI Scoring Bands

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-19</td>
<td>17-16</td>
<td>15</td>
<td>14-13</td>
</tr>
<tr>
<td>97-100%</td>
<td>89-94%</td>
<td>85-84%</td>
<td>75-79%</td>
</tr>
<tr>
<td>93-96%</td>
<td>90-92%</td>
<td>88-84%</td>
<td>76-79%</td>
</tr>
</tbody>
</table>

---

### 2.12) Teachers with More Than One Growth Measure
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: Common branch teacher with State-provided 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). 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.

2.13) Assurances

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

| 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. | Checked |
| 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. | Checked |
| Assure that all growth targets are approved by the superintendent or another trained administrator. | Checked |
| 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. | Checked |
| 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. | Checked |
| Assure that processes are in place for the superintendent to monitor SLOs. | Checked |
| 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. | Checked |

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 the use of the Optional subcomponent by making the appropriate selection below. Information related to the Optional subcomponent will be entered into Task 3.

The Optional subcomponent WILL NOT be used; the Required subcomponent will comprise 100% of the Student Performance category.
Task 3. Student Performance - Optional Subcomponent (Teachers)

Use the links above to move between pages in Task 3; be sure to click 'Save & Continue Editing' before moving to another page. The 'Next' button at the bottom of the page can be used to move forward only when the current page is complete. For guidance on the Optional subcomponent of the Student Performance measure, see NYSED APPR Guidance:
https://www.engageny.org/resource/appr-3012-d.

Page 1: Task 3

Page 1: Task 3.1 (Use of the Optional Subcomponent of the Student Performance Category)

OPTIONAL SUBCOMPONENT
(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 the use of the Optional subcomponent by making the appropriate selection below.

- If the Optional subcomponent WILL be used, please fill out tasks 3.2-3.12 by using the "Next" button to move through each task.

The Optional subcomponent WILL NOT be used in the Student Performance category for any teacher.
**Task 4. Teacher Observation Category**

Created: 04/30/2013  
Last updated: 10/20/2015

Please note, within this section, task 4.1 may contain the rubric selection(s) from your plan as it existed on June 2, 2015.* The remaining tasks in this section will not contain data from your previous plan and must be completed.  
*Please note that documents and language will not be pre-populated into the plan if your district/BOCES chose to start with a blank application.

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

---

**Page 1**

**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. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.

If your district/BOCES is using an additional rubric, please select the rubric from the second menu below. If your district/BOCES will not use a second rubric, please select "N/A" from the end of the drop-down menu. (Note: Any district/BOCES may use multiple rubrics, as long as the same rubric is used for all classroom teachers in a grade/subject across the district/BOCES.)

**Rubric 1**

Danielson's Framework for Teaching

**Rubric 2**

N/A

**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. | Checked |
| 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. | Checked |
| 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. | Checked |
| Assure that the same rubric(s) is used for all observations of a classroom teacher across the observation types in a given school year. | Checked |

**4.3) Process for Weighting Rubric Domains/Subcomponents**

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). For guidance on the Teacher Observation category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.
All observable components will be weighted equally and averaged

4.4) Calculating Observation Ratings

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 chart shown 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.

- Assure that if the district is granted an annual 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.

Teacher Observation Scoring Bands

<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>

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

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

<table>
<thead>
<tr>
<th>Subcomponent</th>
<th>Principal - required</th>
<th>Independent Evaluator(s) - required</th>
<th>Peer Observer(s) - optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate the weighting of each subcomponent:</td>
<td>90%</td>
<td>10%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

If your district has allocated weight to Peer Observer(s), please indicate the grades and subjects for which Peer Observers will be used:

(No response)

4.6) Assurances

Please check all of the boxes below:

<table>
<thead>
<tr>
<th>Assurance</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
<tr>
<td>Assure that the length of all observations for teachers will be conducted pursuant to the locally-determined durations.</td>
<td>Checked</td>
</tr>
<tr>
<td>Assure that independent evaluator(s) will be trained and selected by the district/BOCES.</td>
<td>Checked</td>
</tr>
</tbody>
</table>
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.

 Checked

4.7) Number of Observations
Probationary Teachers

Indicate the number of unannounced and announced observations for each observation type in the boxes below (e.g., minimum of 2, 5). If the Optional Peer Observation subcomponent will not be used, please indicate, "N/A".

<table>
<thead>
<tr>
<th></th>
<th>Principal - required</th>
<th>Independent Evaluator(s) - required</th>
<th>Peer Observer(s) - optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unannounced</td>
<td>1</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Announced</td>
<td>1</td>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Tenured Teachers

Indicate the number of unannounced and announced observations for each observation type in the boxes below (e.g., minimum of 2, 5). If the Optional Peer Observation subcomponent will not be used, please indicate, "N/A".

<table>
<thead>
<tr>
<th></th>
<th>Principal - required</th>
<th>Independent Evaluator(s) - required</th>
<th>Peer Observer(s) - optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unannounced</td>
<td>1</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Announced</td>
<td></td>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
</table>

4.8) Observation Method
Probationary Teachers

<table>
<thead>
<tr>
<th></th>
<th>Principal - required</th>
<th>Independent Evaluator(s) - required</th>
<th>Peer Observer(s) - optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will unannounced observations of teachers be done in person, by video, or both?</td>
<td>In Person</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Will announced observations of teachers be done in person, by video, or both?</td>
<td>In Person</td>
<td>In Person</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Tenured Teachers

<table>
<thead>
<tr>
<th></th>
<th>Principal - required</th>
<th>Independent Evaluator(s) - required</th>
<th>Peer Observer(s) - optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will unannounced observations of teachers be done in person, by video, or both?</td>
<td>In Person</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Will announced observations of teachers be done in person, by video, or both?</td>
<td>N/A</td>
<td>In Person</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Task 5. Overall Scoring (Teachers)

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

### 5.1) Scoring Ranges

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

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

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

<table>
<thead>
<tr>
<th>Assurances</th>
<th>Checked</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Assure that it is possible to obtain a zero in each subcomponent.</td>
<td></td>
</tr>
<tr>
<td>Assure the overall rating determination for a teacher shall be determined according to the evaluation matrix.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
**Task 6. Additional Requirements (Teachers)**

*Created: 04/30/2013*

*Last updated: 10/16/2015*

Please note, within this section, tasks 6.2 (improvement plan), 6.4 (appeals language) and 6.6 (training language) may contain information from your plan as it existed on June 2, 2015. The remaining tasks in this section will not contain data from your previous plan and must be completed. Additionally, task 6.6 must be modified to address training of independent evaluators and, as applicable, peer observers.

* Please note that documents and language will not be pre-populated into the plan if your district/BOCES chose to start with a blank application.

For more information on the additional requirements for teachers, see NYSED APPR Guidance: [https://www.engageny.org/resource/appr-3012-d](https://www.engageny.org/resource/appr-3012-d)

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**Page 1**

6.1) Assurances: Teacher Improvement Plans

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 his/her pedagogical judgment, 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.

| 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. | Checked |
| Assure that TIP plans developed and implemented by the superintendent or his/her designee, in the exercise of his/her pedagogical judgment, 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. | Checked |

6.2) Attachment: Teacher Improvement Plan Forms

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

For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.


6.3) Assurance: Appeals

Please check the box below:

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

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

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

(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:

Mechanicville City School District
APPR Appeals

A. Teacher Request for Supporting Documents
Within five school days of receipt of the APPR, a teacher may request, in writing, that the administrator issuing the APPR provide to the teacher a copy of any and all documents and written materials upon which the APPR was based for all appeals. The authoring administrator shall provide all such documents to the teacher within five school days of the request. Only materials provided in response to this request shall be considered in the deliberations as to the validity of the APPR.

B. Right to Appeal
1.) Only tenured teachers who receive an APPR rating of "ineffective" or "developing" may appeal their APPR through the procedure herein. A teacher may file only one appeal from a single APPR.
2.) Probationary teachers may not file appeals through the procedure established herein but may file a written rebuttal which shall be attached to the APPR. Probationary teachers may only challenge claims of APPR procedural violations through the contractual grievance procedure.

C. Filing of Appeal by Tenured Teacher
For an appeal to be accepted, a tenured teacher must request supporting documentation from the authoring administrator as per part A. The teacher may then file a written appeal of the APPR within fifteen (15) school days of the receipt of the supporting documents. Any appeal shall be filed with the superintendent of schools. An appeal of an APPR must be based upon one or more of the following grounds:
   a. The substance of the APPR; which shall include the following: The instance of a Highly Effective on the observation subcomponent and an Ineffective on the student performance subcomponent based on an anomaly, as determined locally.
   b. The District's failure to adhere to the standards and methodologies require for the APPR that are set forth in Education Law §3012-d and applicable rules and regulations;
   c. The District's failure to comply with locally negotiated procedures; and
   d. The District's failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under Education Law §3012-d.

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

D. Review by APPR Appeals Committee
Appeals shall be referred for consideration by the APPR Appeals Committee, a standing committee made up of two administrators from within the District appointed by the Superintendent of Schools, and two tenured teachers from within the District appointed by the president of the
Mechanicville Teachers' Association. All members of the committee shall be appointed for a term of three years, and all members shall be required to complete the training required of lead evaluators under the APPR regulations. The parties agree that in the event the work of the committee would require a member of the committee to consider an appeal from an APPR that the committee member authored, or if a member of the committee wishes to be excused from consideration of any appeal, the appealing teacher shall have the option of either having the appeal considered by a subcommittee of one administrator and one teacher, or having the appeal considered by the remaining members of the committee and a substitute member selected, for that appeal only, by the superintendent of schools, in the event an administrator is excused, or by the president of the Mechanicville Teachers' Association, in the event a teacher is excused.

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

E. Determination of Appeal

Upon the conclusion of its consideration of an appeal, each member of the committee shall vote to uphold the APPR, modify the APPR, or vacate the APPR. If the committee unanimously agrees on one of these choices, the committee shall, within five (5) days, give written notice of its decision to the appealing teacher, the president of the Mechanicville Teachers' Association, and the superintendent of schools, and the decision of the committee shall be final.

In the event the committee is not unanimous in its decision on an appeal, each member of the committee shall write a brief statement setting forth and explaining his or her recommendation for disposition of the appeal. The committee members' written statements, together with the full record of the appeal, shall then be forwarded to the superintendent of schools, within five (5) days, who shall have final authority to resolve the appeal. The superintendent's decision shall be in writing and will have as attachments all of the committee members' written statements attached thereto. The superintendent's decision will be made and disseminated within five (5) days of receipt of the appeal. All decisions here within will be made in a timely and expeditious manner as per Education Law 3012(d).

F. Exclusivity of Appeal Process

The APPR appeals process set forth herein shall be the sole method of appealing either an APPR or claimed violations of the procedural or substantive requirements of the APPR process. Except as specifically allowed in Section B2, there shall be no appeal allowed through the contractual grievance procedure or to any administrative or judicial tribunal.

6.5) Assurance: Evaluators

<table>
<thead>
<tr>
<th>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.</th>
<th>Checked</th>
</tr>
</thead>
</table>

(1) The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable

(2) Evidence-based observation techniques that are grounded in research

(3) Application and use of the student growth percentile model and any other growth model approved by the Department as defined in section 30-3.2 of this Subpart

(4) Application and use of the State-approved teacher rubric(s) selected by the district/BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher's practice
(5) Application and use of any assessment tools that the school district/BOCES utilizes to evaluate its classroom teachers

(6) Application and use of any locally selected measures of student growth used in the Optional subcomponent of the Student Performance category used by the district/BOCES to evaluate its teachers

(7) Use of the Statewide Instructional Reporting System

(8) The scoring methodology utilized by the Department and/or the district/BOCES to evaluate a teacher under this Subpart, including the weightings of each subcomponent within a category; how overall scores/ratings are generated for each subcomponent and category and application and use of the evaluation matrix(es) prescribed by the Commissioner for the four designated rating categories used for the teacher’s overall rating and their category ratings

(9) Specific considerations in evaluating teachers of English language learners and students with disabilities

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

Describe the process for training evaluators, including impartial and independent observers and peer observers, and certifying and re-certifying lead evaluators. Your description 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,
4) the nature (content) and the duration (how many hours, days) of such training.

Lead Evaluator

Any individual who conducts evaluations of classroom teachers and/or building principals. This training process also applies to the impartial independent evaluators. These individuals will be trained and certified as a lead evaluator according to SED’s model to ensure consistency and defensibility. Any individual who fails to receive required training or achieve certification or re-certification, as applicable, by the district shall not conduct or complete an evaluation.

The District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual’s performance review. The Mechanicville Board of Education will certify lead evaluators upon receipt of proper documentation that the individual has fully completed the training sequence. This documentation will be provided by the training entity, such as WSWHE BOCES or other allowable providers in accordance to the regulations. The Mechanicville District Clerk will maintain records of certification of evaluators.

Evaluator training will occur regionally in cooperation with the WSWHE BOCES. Training will be conducted by WSWHE BOCES Network Team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by NYSED. Length of training will be no less than three full days. Lead evaluator training will include training on:

Training for all evaluators will address the nine elements in Regents rules section 30-3.10.

Recertification and Updated Training

Lead Evaluators will be recertified on an annual basis through ongoing training provided by the WSWHE BOCES Network Team and/or other certified entities. This training will consist of at least 1 day of recertification training. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete final evaluations.

In addition, the District in conjunction with the WSWHE BOCES Network Team will work to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols. These protocols will include measures such as, but not limited to: ongoing professional development, differentiated support, data analysis; periodic comparisons of assessments; and annual calibration sessions across evaluators. For the 2015-16 school year and thereafter, all lead evaluators of classroom teachers and principals shall be appropriately trained and certified by September 1 or ninety (90) days after appointment. All evaluators will receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.
### 6.7) Assurances: Teacher Evaluation

Please check all of the boxes below:

<table>
<thead>
<tr>
<th>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 a 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.</th>
<th>Checked</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assure that the evaluation system will be used as a significant factor for employment decisions.</td>
<td>Checked</td>
</tr>
<tr>
<td>Assure that teachers will receive timely and constructive feedback as part of the evaluation process.</td>
<td>Checked</td>
</tr>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
</tbody>
</table>

### 6.8) Assurances: Assessments

Please check all of the boxes below:

<table>
<thead>
<tr>
<th>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.</th>
<th>Checked</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
</tbody>
</table>

### 6.9) Assurances: Data

Please check all of the boxes below:

<table>
<thead>
<tr>
<th>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.</th>
<th>Checked</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assure that the district/BOCES provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.</td>
<td>Checked</td>
</tr>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
<tr>
<td>Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.</td>
<td>Checked</td>
</tr>
<tr>
<td>Assure that procedures for ensuring data accuracy and integrity are being utilized.</td>
<td>Checked</td>
</tr>
</tbody>
</table>
Task 7. Student Performance – Required Subcomponent

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

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REQUIRED SUBCOMPONENT

(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 in 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

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, (e.g., K-5, PK-6, 6-8, 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 a SLO consistent with a goal setting 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. (See Guidance for more detail on principals with State-provided measures and SLOs.)

For those principals who would typically receive a State-provided growth score, the district/BOCES must also include a back-up SLO process 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 (please list, e.g., K-5, PK-6, 6-8, 6-12, 7-12, 9-12). For each configuration, also indicate the measure and assessment(s) used for the back-up 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
- Use the checkboxes to indicate the State assessments or Regents exams used

Follow the examples below

Grades K-6:

- lowest grade = K
- highest grade = 6
• assessments = NYS Grades 4-6 ELA and Math Assessments (check all)

Grades 7-12:
• lowest grade = 7
• highest grade = 12
• assessments = NYS Grades 7-8 ELA and Math Assessments and All Regents assessments which are used to generate the principal's State-provided growth score (check all)

### Grade Configuration #1

<table>
<thead>
<tr>
<th>GRADE FROM</th>
<th>GRADE TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>5</td>
</tr>
</tbody>
</table>

Grade Configuration #1 Assessment Name(s)

Responses Selected:

- NYS Grade 4 ELA Assessment
- NYS Grade 5 ELA Assessment
- NYS Grade 4 Math Assessment
- NYS Grade 5 Math Assessment

Responses Selected:

Click to Add Another Configuration

### Grade Configuration #2

<table>
<thead>
<tr>
<th>GRADE FROM</th>
<th>GRADE TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>12</td>
</tr>
</tbody>
</table>

Grade Configuration #2 Assessment Name(s)

Responses Selected:

- NYS Grade 6 ELA Assessment
- NYS Grade 7 ELA Assessment
- NYS Grade 8 ELA Assessment
- NYS Grade 6 Math Assessment
- NYS Grade 7 Math Assessment
- NYS Grade 8 Math Assessment
- All Regents assessments which are used to generate the principal's State-provided growth score

No Responses Selected

### 7.1) Assurances
7.2) STUDENT LEARNING OBJECTIVES

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 assessments 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. For guidance on SLOs, see NYSED SLO Guidance: [https://www.engageny.org/resource/appr-3012-d](https://www.engageny.org/resource/appr-3012-d). The district/BOCES must select the type of assessment that will be used with the SLO from the options below.

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

Follow the example below

Grades K-3:

- lowest grade = K
- highest grade = 3
- measure = State or Regents assessment
- assessment = NYS Grade 3 ELA Assessment and NYS Grade 3 Math Assessment

## Grade Configuration #1 Grades and Measure

<table>
<thead>
<tr>
<th>GRADE FROM</th>
<th>GRADE TO</th>
<th>MEASURE</th>
</tr>
</thead>
</table>

No Responses Selected

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>20-19</td>
<td>18</td>
<td>17</td>
<td>16</td>
</tr>
<tr>
<td>97-100%</td>
<td>93-96%</td>
<td>90-89%</td>
<td>85-84%</td>
</tr>
<tr>
<td></td>
<td>55-59%</td>
<td>49-48%</td>
<td>43%</td>
</tr>
<tr>
<td></td>
<td>23-28%</td>
<td>21-20%</td>
<td>16%</td>
</tr>
</tbody>
</table>
### 7.4) Principals with More Than One Growth Measure

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

### 7.5) Assurances

Please check all of the boxes below:

<table>
<thead>
<tr>
<th>Assurance</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
<tr>
<td>Assure that all growth targets are approved by the superintendent or another trained administrator.</td>
<td>Checked</td>
</tr>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
<tr>
<td>Assure that processes are in place for the superintendent to monitor SLOs.</td>
<td>Checked</td>
</tr>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
</tbody>
</table>

### 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 the use of the Optional subcomponent by checking the box below. Information related to the Optional subcomponent will be entered into Task 8.

The Optional subcomponent WILL NOT be used; the Required subcomponent will comprise 100% of the Student Performance category.
Task 8. Student Performance – Optional Subcomponent

Use the links above to move between pages in Task 8; be sure to click 'Save & Continue Editing' before moving to another page. The 'Next' button at the bottom of the page can be used to move forward only when the current page is complete. For guidance on the Optional subcomponent of the Student Performance category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

Page 1: Task 8.1

Page 1: Task 8.1 (Use of the Optional Subcomponent of the Student Performance Category)

OPTIONAL SUBCOMPONENT
(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 the use of the Optional subcomponent by making the appropriate selection below.

- If the Optional subcomponent WILL be used, please fill out tasks 8.2-8.4 by using the "Next" button to move through each task.

The Optional subcomponent WILL NOT be used in the Student Performance category for any principal.
**Task 9. Principal School Visit Category**

Created: 04/30/2013
Last updated: 10/08/2015

Please note, within this section, task 9.1 may contain the rubric selection(s) from your plan as it existed on June 2, 2015.* The remaining tasks in this section will not contain data from your previous plan and must be completed. 
*Please note that documents and language will not be pre-populated into the plan if your district/BOCES chose to start with a blank application.

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

**Page 1**

**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. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.

If your district/BOCES is using an additional rubric, please select the rubric from the second menu below. If your district/BOCES will not use a second rubric, please select "N/A" from the end of the drop-down menu. (Note: Any district may use multiple rubrics, as long as the same rubric is used for all principals in the same or similar programs or grade configurations across the district.)

<table>
<thead>
<tr>
<th>Rubric 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>McRel Principal Evaluation System</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rubric 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

**9.2) Assurances**

Please check all of the boxes below:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Checked</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
</tbody>
</table>

**9.3) Process for Weighting Rubric Domains/Subcomponents**

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). For guidance on the Principal School Visit category, see NYSED APPR Guidance:
All observable components will be weighted equally and averaged.

### 9.4) Calculating School Visit Ratings

Please check the boxes below:

<table>
<thead>
<tr>
<th>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 chart shown below.</th>
<th>Checked</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
</tbody>
</table>

### Principal School Visit Scoring Bands

<table>
<thead>
<tr>
<th>Overall School Visit Category Score and Rating</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>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>

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></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

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

<table>
<thead>
<tr>
<th>Subcomponent</th>
<th>Supervisor - required</th>
<th>Independent Evaluator(s) - required</th>
<th>Peer Observer(s) - optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate the weighting of each subcomponent:</td>
<td>90%</td>
<td>10%</td>
<td>N/A</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. Checked
- 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. Checked
- 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. Checked
- Assure that the length of all school visits for principals will be conducted pursuant to the locally-determined durations. Checked
- Assure that independent evaluator(s) will be trained and selected by the district/BOCES. Checked
- Assure that peer observer(s), as applicable, will be trained and selected by the district/BOCES. Checked
- Assure that at least one of the required school visits by the supervisor or trained administrator will be unannounced. Checked
- Assure that school visits will not be conducted via video. Checked

9.7) Number of School Visits

Probationary Principals

Indicate the number of unannounced and announced school visits for each school visit type in the boxes below (e.g., minimum of 2, 5). If the Optional Peer School Visit subcomponent will not be used, please indicate, "N/A".
<table>
<thead>
<tr>
<th></th>
<th>Supervisor - required</th>
<th>Independent Evaluator(s) - required</th>
<th>Peer Observer(s) - optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unannounced</td>
<td>1</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Announced</td>
<td>1</td>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Tenured Principals**

Indicate the number of unannounced and announced school visits for each school visit type in the boxes below (e.g., minimum of 2, 5). If the Optional Peer School Visit subcomponent will not be used, please indicate, "N/A".

<table>
<thead>
<tr>
<th></th>
<th>Supervisor - required</th>
<th>Independent Evaluator(s) - required</th>
<th>Peer Observer(s) - optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unannounced</td>
<td>1</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Announced</td>
<td>N/A</td>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Task 10. Overall Scoring (Principals)

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

Page 1

10.1) Scoring Ranges

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

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

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

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

10.2) Scoring Matrix for the Overall Rating
* 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:

<table>
<thead>
<tr>
<th>Assurance</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assure that each subcomponent and category score and rating and the</td>
<td>Checked</td>
</tr>
<tr>
<td>Overall rating will be calculated pursuant to the requirements specified</td>
<td></td>
</tr>
<tr>
<td>in Subpart 30-3 of the Rules of the Board of Regents.</td>
<td></td>
</tr>
<tr>
<td>Assure that it is possible to obtain a zero in each subcomponent.</td>
<td>Checked</td>
</tr>
<tr>
<td>Assure the overall rating determination for a principal shall be</td>
<td>Checked</td>
</tr>
<tr>
<td>determined according to the evaluation matrix.</td>
<td></td>
</tr>
</tbody>
</table>
Task 11. Additional Requirements - Principals

Created: 04/30/2013
Last updated: 10/16/2015

Please note, within this section, tasks 11.2 (improvement plan), 11.4 (appeals language) and 11.6 (training language) may contain information from your plan as it existed on June 2, 2015.* The remaining tasks in this section will not contain data from your previous plan and must be completed. Additionally, task 11.6 should be modified to address training of independent evaluators and, as applicable, peer observers.

* Please note that documents and language will not be pre-populated into the plan if your district/BOCES chose to start with a blank application.

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

Page 1

11.1) Assurances: Improvement Plans

Please check the boxes below:

<table>
<thead>
<tr>
<th>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.</th>
<th>Checked</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assure that PIP plans developed and implemented by the superintendent or his/her designee, in the exercise of his/her pedagogical judgment, 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.</td>
<td>Checked</td>
</tr>
</tbody>
</table>

11.2) Attachment: Principal Improvement Plan Forms

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

For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

https://NYSED-APPR3.fluidreview.com/media/assets/nRf6m6bKdBbKbmgZPxxw8M8xvm5g7s/survey-uploads/5276/177234-Df0w3Xx5v6/Principal%20Improvement%20Plan-McREL%20Rubric_1.docx

11.3) Assurance: Appeals

Please check box below:

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

11.4) Appeals
Pursuant to Education Law §3012-d, a principal may only challenge the following in an appeal:

(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:

THE APPEAL PROCESS

A. APPR Appeals Process

1. Probationary principals may submit a written rebuttal that will be attached to the APPR in the member’s personnel file within fifteen (15) school days upon receipt of the APPR. Probationary principals may not appeal the APPR.

2. A tenured principal who earns a rating of ineffective or developing rating may appeal his/her annual professional performance review and the school district's issuance and/or implementation of an improvement plan in accordance with the procedures and conditions set forth in this section within fifteen (15) school days upon receipt of APPR or PIP. Such procedures and conditions constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal performance review and/or improvement plan. Tenured principals may submit written rebuttals of determinations of “Effective” and “Highly Effective” if desired, but may not appeal such ratings.

3. Tenured principals may only appeal the substance of the review, the District's adherence to the standards and methodologies required for such review, adherence to Commissioner’s regulations, and/or the issuance and/or implementation of the terms of an improvement plan, in connection with “Ineffective” and “Developing” determinations.

4. A principal may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised in the initial appeal shall be deemed waived.

5. The appeal must be submitted in writing to the Superintendent within 15 school days of the issuance of the APPR or implementation of a Principal Improvement Plan and shall set forth the basis of the appeal. The Superintendent will have ten (10) school days to convene an Appeal Hearing, facilitated by a single Hearing Officer. The Hearing Officer will be a Superintendent from the following school districts (Schuylerville, Stillwater, Greenwich, Ballston Spa, and Waterford) to be chosen by Mechanicville Administrator’s Association. The Hearing Officer can uphold or deny the appeal. A written determination will be rendered within 15 school days of the hearing.

The determination of the appeal pursuant to the above process is final and binding. Only the failure of either the District or Association to abide by the above agreed upon process is subject to the grievance procedure. All decisions here within will be made in a timely and expeditious manner as per Education Law 3012(d).

6. Burden of Proof - The burden of proof to establish a rational basis for the appeal rests with the principal.
11.5) Assurance: Evaluators

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.

(1) The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable

(2) Evidence-based observation techniques that are grounded in research

(3) Application and use of the student growth percentile model and any other growth model approved by the Department as defined in section 30-3.2 of this Subpart

(4) Application and use of the State-approved principal rubric(s) selected by the district/BOCES for use in evaluations, including training on the effective application of such rubrics to observe a principal’s practice

(5) Application and use of any assessment tools that the school district/BOCES utilizes to evaluate its building principals

(6) Application and use of any locally selected measures of student growth used in the Optional subcomponent of the Student Performance category used by the district/BOCES to evaluate its principals

(7) Use of the Statewide Instructional Reporting System

(8) The scoring methodology utilized by the department and/or the district/BOCES to evaluate a principal under this Subpart, including the weightings of each subcomponent within a category; how overall scores/ratings are generated for each subcomponent and category and application and use of the evaluation matrix(es) prescribed by the Commissioner for the four designated rating categories used for the principal’s overall rating and their category ratings

(9) Specific considerations in evaluating principals of English language learners and students with disabilities

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

Describe the process for training evaluators, including impartial and independent observers and peer observers, and certifying and re-certifying lead evaluators. Your description 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,
4) the nature (content) and the duration (how many hours, days) of such training.

Lead Evaluator

Any individual who conducts evaluations of classroom teachers and/or building principals. This training process also applies to the impartial independent evaluators. These individuals will be trained and certified as a lead evaluator according to SED’s model to ensure consistency and defensibility. Any individual who fails to receive required training or achieve certification or re-certification, as applicable, by the district shall not conduct or complete an evaluation.

The District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual’s performance review. The Mechanicville Board of Education will certify lead evaluators upon receipt of proper documentation that the individual has fully completed the training sequence. This documentation will be provided by the training entity, such as WSWHE BOCES or other allowable providers in accordance to the regulations. The Mechanicville District Clerk will maintain records of certification of evaluators.

Evaluator training will occur regionally in cooperation with the WSWHE BOCES. Training will be conducted by WSWHE BOCES Network Team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by NYSED. Length of training will be no less than three full days. Lead evaluator training will include training on:
Training for all evaluators will address the nine elements in Regents rules section 30-3.10.

Recertification and Updated Training
Lead Evaluators will be recertified on an annual basis through ongoing training provided by the WSWHE BOCES Network Team and/or other certified entities. This training will consist of at least 1 day of recertification training. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete final evaluations.

In addition, the District in conjunction with the WSWHE BOCES Network Team will work to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols. These protocols will include measures such as, but not limited to: ongoing professional development, differentiated support, data analysis; periodic comparisons of assessments; and annual calibration sessions across evaluators.

For the 2015-16 school year and thereafter, all lead evaluators of classroom teachers and principals shall be appropriately trained and certified by September 1 or ninety (90) days after appointment. All evaluators will receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.

11.7) Assurances: Principal Evaluation
Please check all of the boxes below:

<table>
<thead>
<tr>
<th>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 a 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.</th>
<th>Checked</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assure that the evaluation system will be used as a significant factor for employment decisions.</td>
<td>Checked</td>
</tr>
<tr>
<td>Assure that principals will receive timely and constructive feedback as part of the evaluation process.</td>
<td>Checked</td>
</tr>
<tr>
<td>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.</td>
<td>Checked</td>
</tr>
</tbody>
</table>

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. | Checked |
| 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. | Checked |
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. | Checked

11.9) Assurances: Data

Please check all of the boxes below:

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

Created: 04/30/2013
Last updated: 10/21/2015

Page 1

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. Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.


File types supported for uploads

PDF (preferred)

Microsoft Office (.doc, .ppt, .xls)

Microsoft Office 2007: Supported but not recommended (.docx, .pptx, .xlsx)

Open Office (.odt, .ott)

Images (.jpg, .gif)

Other Formats (.html, .xhtml, .txt, .rtf, .latex)

Please note that .docx, .pptx, and .xlsx formats are not entirely supported. Please save your file types as .doc, .ppt or .xls respectively before uploading.
Mechanicville City School District

Teacher Improvement Plan (TIP)

All teachers who receive an overall APPR composite rating of Developing or Ineffective on their Annual Professional Performance Review or who are deemed in need of improvement based on pedagogical judgment by the Superintendent or his designee will receive a Teacher Improvement Plan within ten days of opening of classes in the school year. All probationary teachers and tenured teachers with an ineffective rating will use this form, this form will also be used for probationary teachers rated developing. (Except as noted below)

Issued to: _________________________________ Position: _________________________________

Issued by: _________________________________ Date Issued: ________ / ______ / _______

The following is a chart of specific domains and components that are in need of improvement and corresponding action plans.

<table>
<thead>
<tr>
<th>Areas of Improvement</th>
<th>Plan(s) of Action</th>
<th>Teacher's Responsibility</th>
<th>Administrator’s Responsibility</th>
<th>Timeline for achieving improvement</th>
<th>How will improvements be assessed?</th>
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</thead>
<tbody>
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</tbody>
</table>
Mechanicville City School District - Teacher Improvement Plan (TIP) - Progress Form

As a result of this TIP, we anticipate that said teacher will substantially improve in the areas identified as needing improvement. Regular meetings as outlined above will be held between the building/department administrator, the teacher, and an MTA representative to discuss progress and make adjustments in the plan when/where applicable. The Superintendent or his/her designee would make the adjustment.

**Progress Report:** To be completed by the building principal/director and reviewed with the teacher and MTA representative during regular TIP meetings to monitor and assess progress towards targets.

<table>
<thead>
<tr>
<th>Date of Progress Meetings</th>
<th>Areas of Improvement</th>
<th>Status of Action Plans</th>
<th>Names of Meeting Attendees</th>
<th>Satisfactory Progress</th>
<th>Plan adjustment needed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

Administrator

Personnel File
Mechanicville City School District

Teacher Improvement Plan (TIP)-Expedited

All teachers who receive an overall APPR composite rating of Developing or Ineffective on their Annual Professional Performance Review or who are deemed in need of improvement based on pedagogical judgment by the Superintendent or his designee will receive a Teacher Improvement Plan within ten days of opening of classes in the school year. Tenured teachers who receive a composite rating of Developing may use this form.

Teacher Name: __________________________________ Position: ____________________
Issuing Administrator: ______________________ Date Issued: ____________________

The following is a chart of specific domains and components that are in need of improvement and corresponding action plans.

<table>
<thead>
<tr>
<th>Area of Improvement</th>
<th>Plan(s) of Action</th>
<th>Teacher's Responsibility</th>
<th>Administrators’ Responsibility</th>
<th>Timeline for achieving improvement</th>
<th>How will improvement be assessed?</th>
</tr>
</thead>
</table>

Teacher Signature: __________________________________ Date: ____________________
Administrator Signature: __________________________ Date: ____________________

Written Comments may be attached by the teacher.

At the end of the school year or upon completion of the TIP:

Final Determination of TIP completion:

Date of completion: ____________________ Optional Comments: ____________________________
Teacher Signature: ____________________ Date: ______ Administrator Signature: ___________ Date:
Mechanicville City School District – Teacher Improvement Plan (TIP) Progress Form

As a result of this TIP, we anticipate that said teacher will substantially improve in the areas identified as needing improvement. Regular meetings as outlined above will be held between the building/department administrator, the teacher, and an MTA representative to discuss progress and make adjustments in the plan when/where applicable. The Superintendent or his/her designee would make the adjustment.

**Progress Report:** To be completed by the building principal/director and reviewed with the teacher at TIP meetings to monitor and assess progress towards targets.

<table>
<thead>
<tr>
<th>Date of Progress Meeting</th>
<th>Area of Improvement</th>
<th>Status of Action Plan</th>
<th>Names of Meeting Attendees</th>
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<th>Plan adjustment needed</th>
</tr>
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<td>YES</td>
<td>NO</td>
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</tbody>
</table>

Comments:

C: Administrator

Personnel File
## Mechanicville City Schools Principal Improvement Plan

<table>
<thead>
<tr>
<th>Area Needing Improvement</th>
<th>What Will Be Improved</th>
<th>How Will Improvement Be Assessed</th>
<th>Activities to Support Improvement</th>
<th>Timeframe for Improvement</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MANAGING CHANGE</strong></td>
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<tr>
<td>Change Agent</td>
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<td>Flexibility</td>
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<td>Ideals and Beliefs</td>
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<td>Intellectual Stimulation</td>
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<td>Curriculum, Instruction and Assessment</td>
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<td>Monitor and Evaluate</td>
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<td>Optimize</td>
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</table>
### FOCUS OF LEADERSHIP

<table>
<thead>
<tr>
<th>Contingent Rewards</th>
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<tr>
<td>Discipline</td>
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<td>Focus</td>
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<td>Curriculum, Instruction and Assessment</td>
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<td>Order</td>
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<td>Outreach</td>
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<td>Resources</td>
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</table>

### PURPOSEFUL COMMUNITY

<table>
<thead>
<tr>
<th>Affirmation</th>
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<tbody>
<tr>
<td>Communication</td>
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<td>Culture</td>
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<td>Input</td>
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<td>Relationships</td>
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<td>Situational Awareness</td>
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<td>Visibility</td>
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</table>
DISTRICT CERTIFICATION FORM: Please download this form, sign and upload to APPR form

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

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that upon information and belief, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that rigorously adheres to Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

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

The 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 will be returned or forfeited to the State pursuant to Chapter 57 of the Laws of 2012 and/or 2013 and Education Law §3012-d(11), as applicable.

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 the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR review will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES shall compute and provide to the teacher/principal their score and rating on the Student Performance category, if available, for the Teacher Observation category or Principal School Visit Category for a teacher's or principal's annual professional performance review, in writing, no later than the last day of the school year for which the teacher or principal is being measured, but in no case later than September 1 of the school year next following the school year for which the teacher's or principal's performance is measured
- Assure that the APPR Plan will be filed in the district office and made available to the public on the district's or BOCES' website no later than September 10th of each school year, or within 10 days after the plan's approval by the Commissioner, whichever shall later occur
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual category and subcomponent scores and the overall rating 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 educators who receive a Developing or Ineffective rating will receive a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statutes 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

- Assure that all evaluators and lead evaluators, including independent evaluators and peer evaluators, as applicable, will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with all applicable statutes and regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the statute and regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all observable NYS Teaching Standards/Domains of the selected practice rubric are assessed at least 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 this APPR Plan applies to all classroom teachers and building principals as defined in the statute, regulations, and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to Subpart 30-3 of the regulations
- Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by State or Federal law for each classroom or program of the grade does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for such classroom or program of the grade; and
- Assure that the amount of time devoted to test preparation under standardized testing conditions for each grade does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for such grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, or performance assessments shall not be counted towards the limits established by this subdivision. In addition, formative and diagnostic assessments shall not be counted towards the limits established by this subdivision and nothing in this subdivision shall be construed to supersede the requirements of a section 504 plan of a qualified student with a disability or Federal law relating to English language learners or the individualized education program of a student with a disability.

Signatures, dates

Superintendent Signature: Date: 

[Signature] 10/20/15

Teachers Union President Signature: Date: 

[Lynch] 10/20/15

Administrative Union President Signature: Date: 

[Signature] 10/20/15

Board of Education President Signature: Date: 

[Signature] 10/20/15