



Our Students. Their Moment.

New York State's Teacher and Principal Evaluation System Education Law §3012-d

**Review Room Training
Task 12: “Joint Certification of APPR Plan”**



Module Objectives

- Learn how to complete Task 12 of an APPR plan, which covers the Joint Certification.

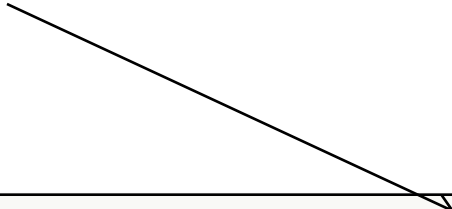
Task 12 Overview:

- A. Downloading the Certification Form
- B. Assurances, Signatures, and Dates
- C. Uploading the Completed Certification Form



A. Downloading the Certification Form

- The first step in completing Task 12 of your APPR plan is downloading the certification form.
- To obtain a blank PDF of the certification form, you will click on the “APPR District Certification Form” link as seen below.



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.

Choose File No file chosen

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B. Assurances, Signatures, and Dates

Assurances

- A series of assurances are listed in the “APPR District Certification Form.”
- By signing the form, each individual is ensuring implementation of each listed assurance in the APPR plan.

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 Plan that are subject to collective negotiations have been resolved pursuant to the provisions of Article 14 of the Civil Service Law and that such 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, certifies 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 the 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 unrelated changes will be made to the Plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-3 of the Rules of the Board of Regents.

The school district or BOCES and its collective bargaining agent(s), where applicable, also acknowledge that if approval of the APPR Plan is requested or required for any reason, any State aid increases received as a result of the Commissioner's approval of the 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 §3012-1(1), 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 for 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 higher 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 NY 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 21st Century Learning 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 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 required 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 administrative classroom quizzes or exams, portfolio review, 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: _____

Teachers Union President Signature: _____ Date: _____

Administrative Union President Signature: _____ Date: _____

Board of Education President Signature: _____ Date: _____



B. Assurances, Signatures, and Dates

Signatures and Dates

- Before uploading the form to Review Room, the district/BOCES must obtain the required signatures on the second page of the form.
- Required Signatures:
 1. Superintendent
 2. Teachers Union President
 3. Administrative Union President
 4. Board of Education President
- Each time you upload a new “APPR District Certification Form,” be sure to update the signature dates as well. The signatures must be dated the same day as, or the day after, the final edits to the plan are made.

B. Assurances, Signatures, and Dates

- If any of the required signatories are unable to sign the District Certification Form, an authorized individual may sign in their absence, provided that the district/BOCES assures that said individual has authority to bind the indicated party.
- The district/BOCES must submit a letter from the required signatory authorizing the individual to sign on their behalf. Additionally, the district/BOCES must also submit a copy of the by-laws or other legal document from which the aforementioned binding authority is derived.

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C. Uploading the Completed Certification Form

- After the “APPR District Certification Form” has been signed and dated by all required signatories, the district/BOCES must upload the signed form in Task 12 using the “Choose File” button.

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.

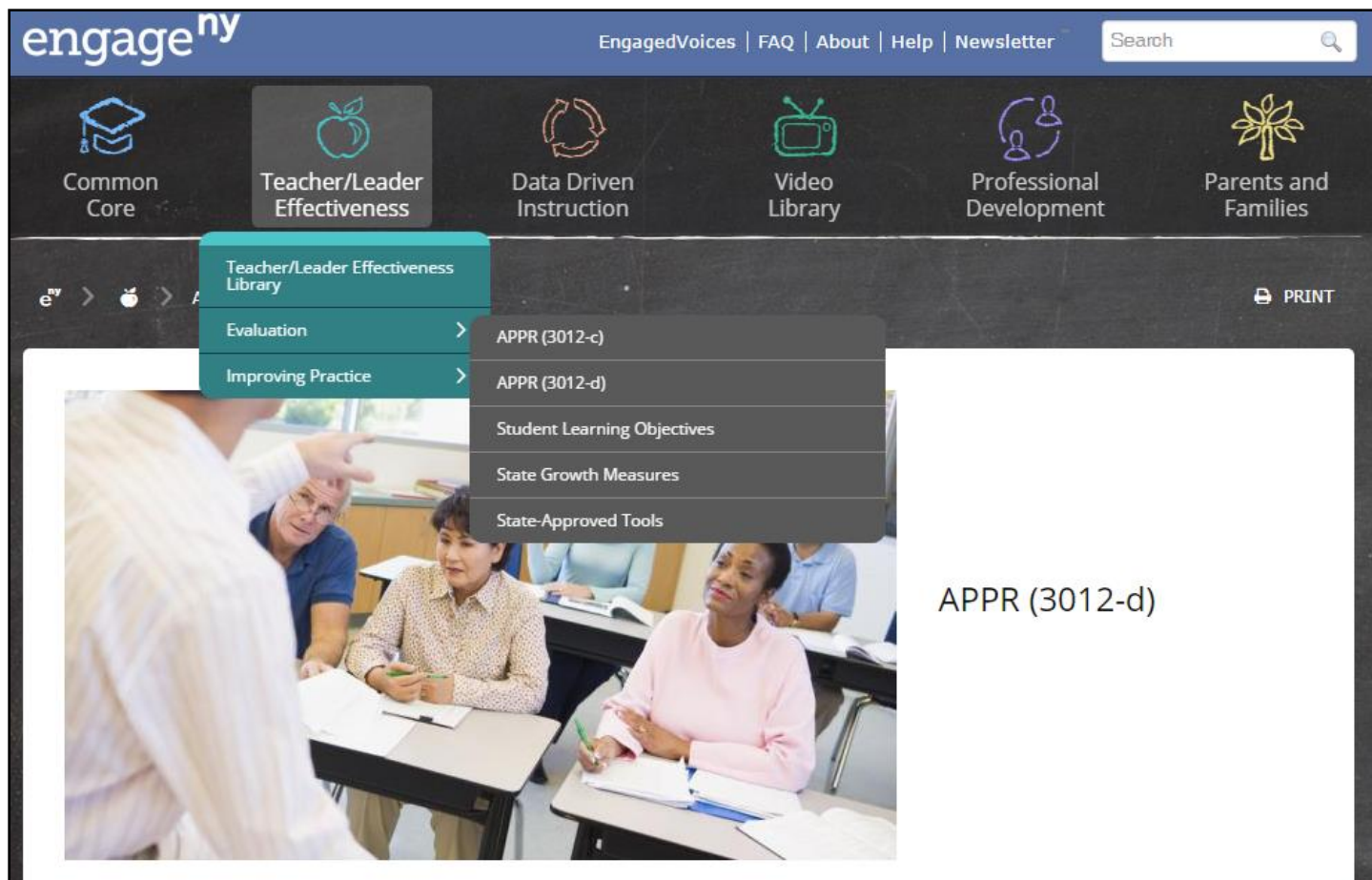
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- Be sure to upload both pages of the completed District Certification form.



Conclusion

For additional resources please visit the APPR (3012-d) page on EngageNY: <https://www.engageny.org/resource/appr-3012-d>.



The screenshot displays the EngageNY website interface. At the top, the EngageNY logo is on the left, and navigation links for EngagedVoices, FAQ, About, Help, and Newsletter are on the right. A search bar is also present. Below the header, there are six main navigation categories: Common Core, Teacher/Leader Effectiveness, Data Driven Instruction, Video Library, Professional Development, and Parents and Families. The Teacher/Leader Effectiveness category is highlighted, and a dropdown menu is open, showing sub-categories: Evaluation and Improving Practice. The Improving Practice sub-category is further expanded to show a list of resources: APPR (3012-c), APPR (3012-d), Student Learning Objectives, State Growth Measures, and State-Approved Tools. A large image of a classroom scene is visible in the background of the dropdown menu. A PRINT button is located in the top right corner of the content area.

APPR (3012-d)