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

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January 5, 2021

Revised

James P. Dexter, Superintendent
Washington-Saratoga-Warren-Hamilton-Essex BOCES
1153 Burgoyne Ave. Suite 2
Fort Edward, New York 12828

Dear Superintendent Dexter:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review (APPR) plan meets the criteria outlined in Education Law §3012-d and Subpart 30-3 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR plan. If any material changes are made to your approved plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

Please be advised that, pursuant to Education Law §3012-d, the Department will be analyzing data supplied by districts, BOCES, and/or schools and may order a corrective action plan if there are unacceptably low correlation results between the Student Performance category and the Teacher Observation or Principal School Visits category, and/or if the teachers' or principals' overall ratings and subcomponent scores show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results, and/or if schools or districts show a pattern of anomalous results in the Student Performance category and/or the Observation/School Visits category.

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

Thank you again for your hard work.

Sincerely,

Betty A. Rosa
Interim Commissioner

Attachment

NOTE:

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.

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

Task 1. General Information - Disclaimers and Assurances

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Disclaimers

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

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

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

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

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

APPR Assurances

Please check all of the boxes below

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

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Required Student Performance Subcomponent

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

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

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

Student Learning Objectives (SLOs)

For guidance on SLOs,see NYSED SLO Guidance.

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

MEASURES

SLO measures may be either individually attributed or collectively attributed.

Individually attributed measures

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

> Teacher and course-specific

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

Collectively attributed measures

A collectively attributed SLO is based on a student population across multiple sections of the same course or across multiple courses where more than one teacher either directly or indirectly contributes to student learning outcomes. When determining whether to use a collectively attributed SLO, the LEA should consider:

- identifying which measures and assessments could be used to encourage partnerships or teams where teachers have an opportunity to collectively impact student learning;
- identifying which assessments could be used to help foster and support an LEA's focus on a specific priority area(s);
- the impact on the LEA's ability to make strong and equitable inferences regarding an individual educator's effectiveness; and
- when using multiple measures, the appropriate weight of each measure that reflects individually and collectively attributed results.

> School- or program-wide

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

> District- or BOCES-wide

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

ASSESSMENTS

Any of the measures above may be used with one or more of the following assessment types.

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- **State assessment(s)**;or

  Assessment(s) that are selected from the list of State-approved:

- **third party assessments**; or
- **locally-developed assessments**(district-, BOCES- or regionally-developed).

HEDI Scoring Bands

Highly Effective			Effective			Developing		Ineffective											
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

SLO Assurances

Please check the boxes below.

- ☑ Assure that the teacher has an SLO as determined locally in a manner consistent with the goal-setting process determined by the Commissioner.
- ☑ Assure that all student growth targets represent a minimum of one year of expected growth, as determined locally in a manner consistent with the Commissioner's goal-setting process. Such targets may only take the following characteristics into account: poverty, students with disabilities, English language learner status and prior academic history.
- ☑ Assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.
- ☑ Assure that if a teacher's SLO is based on a small 'n' size population and the LEA chooses not to use the HEDI scoring bands listed above, then the teacher's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in SLO Guidance.
- ☑ Assure that processes are in place for the superintendent to monitor SLOs.
- ☑ Assure that the final Student Performance category rating for each teacher will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved APPR plan.
- ☑ Assure that for any SLO based, in part, on the New York State grade four science assessment, once the assessment is no longer administered the SLO will utilize only the remaining assessments.

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Common Branch Kindergarten Measures and Assessments

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

An individually attributed SLO measure

> Teacher and course-specific

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

A collectively attributed SLO measure

> School- or program-wide

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

> District- or BOCES-wide

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

Kindergarten: Measure Type

District- or BOCES-wide

Kindergarten: District- or BOCES-Wide Measure

District- or BOCES-wide results

Kindergarten: Assessment Type(s)

- ☑ Locally-developed course-specific assessment(s)
- ☑ Third party assessment(s)

Kindergarten: Locally-Developed Course-Specific Assessment(s)

- ☑ WSWHE BOCES

Kindergarten: Third Party Assessment(s)

- ☑ i-Ready Diagnostic

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Common Branch Grade One Measures and Assessments

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

An individually attributed SLO measure

> Teacher and course-specific

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

A collectively attributed SLO measure

> School- or program-wide

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

> District- or BOCES-wide

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

Grade 1: Measure Type

District- or BOCES-wide

Grade 1: District- or BOCES-Wide Measure

District- or BOCES-wide results

Grade 1: Assessment Type(s)

- ☑ Locally-developed course-specific assessment(s)
- ☑ Third party assessment(s)

Grade 1: Locally-Developed Course-Specific Assessment(s)

- ☑ WSWHE BOCES

Grade 1: Third Party Assessment(s)

- ☑ i-Ready Diagnostic

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Common Branch Grade Two Measures and Asssessments

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

An individually attributed SLO measure

> Teacher and course-specific

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

A collectively attributed SLO measure

> School- or program-wide

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

> District- or BOCES-wide

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

Grade 2: Measure Type

District- or BOCES-wide

Grade 2: District- or BOCES-Wide Measure

District- or BOCES-wide results

Grade 2: Assessment Type(s)

- ☑ Locally-developed course-specific assessment(s)
- ☑ Third party assessment(s)

Grade 2: Locally-Developed Course-Specific Assessment(s)

- ☑ WSWHE BOCES

Grade 2: Third Party Assessment(s)

- ☑ i-Ready Diagnostic

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Common Branch Grade Three Measures and Assessments

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

An individually attributed SLO measure

> Teacher and course-specific

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

A collectively attributed SLO measure

> School- or program-wide

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

> District- or BOCES-wide

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

Grade 3: Measure Type

District- or BOCES-wide

Grade 3: District- or BOCES-Wide Measure

District- or BOCES-wide results

Grade 3: Assessment Type(s)

- ☑ Locally-developed course-specific assessment(s)
- ☑ Third party assessment(s)

Grade 3: Locally-Developed Course-Specific Assessment(s)

- ☑ WSWHE BOCES

Grade 3: Third Party Assessment(s)

- ☑ i-Ready Diagnostic

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Grade Four

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

An individually attributed SLO measure

> Teacher and course-specific

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

A collectively attributed SLO measure

> School- or program-wide

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

> District- or BOCES-wide

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

Please choose the option that best describes grade four in your LEA.

☑ Common branch

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

Grade 4: Measure Type

District- or BOCES-wide

Grade 4: District- or BOCES-Wide Measure

District- or BOCES-wide results

Grade Four: Assessment Type(s)

- ☑ Locally-developed course-specific assessment(s)
- ☑ Third party assessment(s)

Grade Four: Locally-Developed Course-Specific Assessment(s)

- ☑ WSWHE BOCES

Grade Four: Third Party Assessment(s)

- ☑ i-Ready Diagnostic

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Grade Five

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

An individually attributed SLO measure

> Teacher and course-specific

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

A collectively attributed SLO measure

> School- or program-wide

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

> District- or BOCES-wide

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

Please choose the option that best describes grade five in your LEA.

☑ Common branch

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

Grade 5: Measure Type

District- or BOCES-wide

Grade 5: District- or BOCES Measure

District- or BOCES-wide results

Grade 5: Assessment Type(s)

- ☑ Locally-developed course-specific assessment(s)
- ☑ Third party assessment(s)

Grade 5: Locally-Developed Course-Specific Assessment(s)

- ☑ WSWHE BOCES

Grade 5: Third Party Assessment(s)

- ☑ i-Ready Diagnostic

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Grade Six

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

An individually attributed SLO measure

> Teacher and course-specific

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

A collectively attributed SLO measure

> School- or program-wide

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

> District- or BOCES-wide

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

Please choose the option that best describes grade six in your LEA.

☑ Common branch

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Grade Six (Common Branch) Measure and Assessment(s)

Grade 6: Measure Type

District- or BOCES-wide

Grade 6: District- or BOCES-Wide Measure

District- or BOCES-wide results

Grade 6: Assessment Type(s)

- ☑ Locally-developed course-specific assessment(s)
- ☑ Third party assessment(s)

Grade 6: Locally-Developed Course-Specific Assessment(s)

- ☑ WSWHE BOCES

Grade 6: Third Party Assessment(s)

- ☑ i-Ready Diagnostic

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Grade Seven

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

An individually attributed SLO measure

> Teacher and course-specific

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

A collectively attributed SLO measure

> School- or program-wide

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

> District- or BOCES-wide

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

Please choose the option that best describes grade seven in your LEA.

☑ Departmentalized - all core subjects use the same measure and assessment(s)

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Grade Seven (Departmentalized) Measure and Assessment(s)

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

Grade 7: Measure Type

District- or BOCES-wide

Grade 7: District- or BOCES-Wide Measure

District- or BOCES-wide results

Grade 7: Assessment Type(s)

- ☑ Locally-developed course-specific assessment(s)
- ☑ Third party assessment(s)

Grade 7: Locally-Developed Course-Specific Assessment(s)

- ☑ WSWHE BOCES

Grade 7: Third Party Assessment(s)

- ☑ i-Ready Diagnostic

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Grade Eight Measures and Assessments

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

An individually attributed SLO measure

> Teacher and course-specific

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

A collectively attributed SLO measure

> School- or program-wide

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

> District- or BOCES-wide

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

Please choose the option that best describes grade eight in your LEA.

☑ Departmentalized - all core subjects use the same measure and assessment(s)

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Grade Eight (Departmentalized) Measure and Assessment(s)

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

Grade 8: Measure Type

District- or BOCES-wide

Grade 8: District- or BOCES-Wide Measure

District- or BOCES-wide results

Grade Eight: Assessment Type(s)

- ☑ Locally-developed course-specific assessment(s)
- ☑ Third party assessment(s)

Grade Eight: Locally-Developed Course-Specific Assessment(s)

- ☑ WSWHE BOCES

Grade Eight: Third Party Assessment(s)

- ☑ i-Ready Diagnostic

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High School English Language Arts

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

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

An individually attributed SLO measure

> Teacher and course-specific

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

A collectively attributed SLO measure

> School- or program-wide

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

> District- or BOCES-wide

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

Please indicate whether grades 9 through 12 ELA teachers use the same type of measure and assessment(s) or if the measures and assessments vary by grade level.

☑ All high school ELA teachers use the same type of measure and assessment(s)

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High School ELA (All Grades) Measure and Assessment(s)

High School ELA: Measure Type

District- or BOCES-wide

High School ELA: District- or BOCES-Wide Measure

District- or BOCES-wide results

High School ELA: Assessment Type(s)

- ☑ Locally-developed course-specific assessment(s)
- ☑ Third party assessment(s)

High School ELA: Locally-Developed Course-Specific Assessment(s)

- ☑ WSWHE BOCES

High School ELA: Third Party Assessment(s)

- ☑ i-Ready Diagnostic

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High School Regents Math

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

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

An individually attributed SLO measure

> Teacher and course-specific

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

A collectively attributed SLO measure

> School- or program-wide

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

> District- or BOCES-wide

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

Please indicate whether high school Regents math teachers use the same measure or assessment(s) or if the measures and assessments vary by grade level.

☑ All high school Regents math teachers use the same type of measure and assessment(s)

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High School Regents Math (All Courses) Measure and Assessment(s)

High School Regents Math: Measure Type

District- or BOCES-wide

High School Regents Math: District- or BOCES-Wide Measure

District- or BOCES-wide results

High School Regents Math: Assessment Type(s)

- ☑ Locally-developed course-specific assessment(s)
- ☑ Third party assessment(s)

High School Regents Math: Locally-Developed Course-Specific Assessment(s)

- ☑ WSWHE BOCES

High School Regents Math: Third Party Assessment(s)

- ☑ i-Ready Diagnostic

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High School Regents Science

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

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

An individually attributed SLO measure

> Teacher and course-specific

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

A collectively attributed SLO measure

> School- or program-wide

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

> District- or BOCES-wide

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

Please indicate whether high school Regents science teachers use the same measure or assessment(s) or if the measures and assessments vary by grade level.

☑ All high school Regents science teachers use the same type of measure and assessment(s)

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

High School Regents Science: Measure

District- or BOCES-wide

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

District- or BOCES-wide results

High School Regents Science: Assessment Type(s)

- ☑ Locally-developed course-specific assessment(s)
- ☑ Third party assessment(s)

High School Regents Science: Locally-Developed Course-Specific Assessment(s)

- ☑ WSWHE BOCES

High School Regents Science: Third Party Assessment(s)

- ☑ i-Ready Diagnostic

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High School Regents Social Studies: Measures and Assessments

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

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

An individually attributed SLO measure

> Teacher and course-specific

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

A collectively attributed SLO measure

> School- or program-wide

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

> District- or BOCES-wide

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

Please indicate whether high school Regents social studies teachers use the same measure or assessment(s) or if the measures and assessments vary by grade level.

☑ All high school Regents social studies teachers use the same type of measure and assessment(s)

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

High School Regents Social Studies: Measure Type

District- or BOCES-wide

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

District- or BOCES-wide results

High School Regents Social Studies: Assessment Type(s)

- ☑ Locally-developed course-specific assessment(s)
- ☑ Third party assessment(s)

High School Regents Social Studies: Locally-Developed Course-Specific Assessment(s)

- ☑ WSWHE BOCES

High School Regents Social Studies: Third Party Assessment(s)

- ☑ i-Ready Diagnostic

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Other Courses

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

An individually attributed SLO measure

> Teacher and course-specific

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

A collectively attributed SLO measure

> School- or program-wide

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

> District- or BOCES-wide

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

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

Column 1: lowest grade that corresponds to the course

Column 2: highest grade that corresponds to the course

Column 3: subject of the course

Column 4: measure used

Columns 5-7: assessment(s) used

Follow the examples below to list other courses.

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

To add additional courses, click "Add Row".

Task 2. TEACHERS: Required Student Performance - Other Courses

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Grade From	**Grade To**	**Subject**	Measure	State or Regents Assessment(s)	Locally-developed Course-Specific Assessment(s)	Third Party Assessment(s)
K	12	All courses not named above	District-or BOCES-wide results		☑ WSWHE BOCES	☑ i-Ready Diagnostic

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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 percentage of Student Performance category attributed to the Required subcomponent willbe locally determined.

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

NO, the Optional subcomponent WILL NOT be used; the Required subcomponent will comprise 100% of the Student Performance category.

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Optional Student Performance Subcomponent

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

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

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

Options for measures and associated assessments include:

- **Option (A) A second SLO, provided that this SLO is different than that used in the required subcomponent;**
- **Option (B) A growth score based on a statistical growth model, where available, for either State-created or -administered assessments or State-designed supplemental assessments;**
- **Option (C) A measure of student growth, other than an SLO, based on State-created or -administered assessments or State-designed supplemental assessments;**
- **Option (D) A performance index based on State-created or -administered assessments or State-designed supplemental assessments;**
- **Option (E) An achievement benchmark on State-created or -administered assessments or State-designed supplemental assessments; or**
- **Any other collectively bargained measure of student growth or achievement included in the LEA's evaluation plan.**

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

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

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Teacher Observation Category

For guidance on the Teacher Observation category, see NYSED APPR Guidance.

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.

Rubric Name	**If more than one rubric is utilized, please indicate the group(s) of teachers each rubric applies to.**
Danielson's Framework for Teaching (2013 Revised Edition)	(No Response)

Rubric Assurances

Please check all of the boxes below.

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

Process for Weighting Rubric Domains/Subcomponents

For guidance on the Teacher Observation category, see NYSED APPR Guidance.

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

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

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

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

All observable subcomponents in Domains 1 through 4 will be observed at least once each year. All observable subcomponents in Domains 1 and 4 will be weighted equally and averaged, and then shall be weighted at 20% of the total Teacher Observation rating. All observable subcomponents of Domain 2 will be weighted equally and averaged, and then shall be weighted at 40% of the total Teacher Observation rating. All observable subcomponents of Domain 3 will be weighted equally and averaged, and then shall be weighted at 40% of the total Teacher Observation rating. The total teacher observation score will take into account the weights for each subcomponent in task 4.5. The overall observation rating will be calculated wholistically.

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Scoring Assurances

Please check each of the boxes below.

- ☑ Assure that each set of observations (by supervisor/other trained administrator, independent, or peer) will be completed using the selected practice rubric, producing an overall score between 1 and 4. The overall weighted observation score will then be converted into a HEDI rating using the ranges indicated below.
- ☑ Assure that once all observations are complete, the different types of observations will be combined using a weighted average consistent with the weights specified 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.

Teacher Observation Scoring Bands

The overall Observation score will be converted into a HEDI rating based on locally determined ratings consistent with the ranges listed.

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

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

HEDI Ranges

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

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

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

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

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

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

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	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

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

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

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Teacher Observation Subcomponent Weighting

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

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

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

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

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

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

Principal/Administrator [Required]	Independent Evaluator(s) [Required]	Peer Observer(s) [Optional]	**Group of teachers for which this weighting will apply**
90%	10%	0% (N/A)	(No Response)

Observation Assurances

Please check all of the boxes below.

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

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

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

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

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

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TEACHERS *Indicate whether the number and method selected applies to all teachers or to a subgroup of teachers.*	**SUBGROUP** *If "Subgroup of Teachers" is selected in the previous column, indicate which teachers the number and method selected applies to; otherwise, enter "N/A." For additional subgroups, add another row.*	**UNANNOUNCED Minimum Number of Observations**	**UNANNOUNCED Observation Method**	**ANNOUNCED Minimum Number of Observations**	**ANNOUNCED Observation Method**
Subgroup of Teachers	Tenured	1	Both	0	N/A
Subgroup of Teachers	Probationary	2	Both	0	N/A

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

At least one observation must be conducted by impartial independent trained evaluator(s) and at least one of the required observations must be unannounced (across both required subcomponents).

- Impartial independent trained evaluators are trained and selected by the LEA.
- They may be employed within the LEA, but may not be assigned to the same school building as the teacher being evaluated. This could include other administrators, department chairs, or peers (e.g., teacher leaders on career ladder pathways), so long as they are not from the same building (defined as same BEDS code) as the teacher being evaluated.
- LEAs may locally determine whether to use more than one observation by impartial independent trained evaluator(s).
- The frequency and duration of observations are locally determined.
- Observations may occur in person or by live or recorded video, as determined locally.

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

Indicate the minimum number of unannounced and announced observations by impartial independent trained evaluator(s), as well as the method of observation, in the table below.

TEACHERS *Indicate whether the number and method selected applies to all teachers or to a subgroup of teachers.*	**SUBGROUP** *If "Subgroup of Teachers" is selected in the previous column, indicate which teachers the number and method selected applies to; otherwise, enter "N/A." For additional subgroups, add another row.*	**UNANNOUNCED Minimum Number of Observations**	**UNANNOUNCED Observation Method**	**ANNOUNCED Minimum Number of Observations**	**ANNOUNCED Observation Method**
Subgroup of Teachers	Tenured	0	N/A	1	Both
Subgroup of Teachers	Probationary	0	N/A	1	Both

Independent Evaluator Assurances

Please check all of the boxes below.

- ☑ Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the teacher(s) they are evaluating.
- ☑ Assure that independent evaluator(s) will be trained and selected by the LEA.

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Please also check each of the following boxes.

- ☑ Assure that if the LEA is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective; and, that in any school year for which there is an approved waiver, the second observation(s) shall be conducted by one or more evaluators selected and trained by the LEA, who are different than the evaluator(s) who conducted the observation(s) required to be performed by the principal/supervisor or other trained administrator. See Section 30-3.4(c)(1)(ii)(a) of the Rules of the Board of Regents.
- ☑ Assure that if the LEA is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective; and, that in any school year for which there is an approved waiver and such waiver contains information that conflicts with the information provided in Task 4 of the LEA's approved Section 3012-d APPR plan, the provisions of the approved waiver will apply. See Section 30-3.4(c)(1)(ii)(b) of the Rules of the Board of Regents.

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Optional Subcomponent: Observations by Trained Peer Observer(s)

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

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

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

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

Peer Observation Assurances

Please check all of the boxes below.

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

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Category and Overall Ratings

For guidance on APPR scoring, see NYSED APPR Guidance.

Category Scoring Ranges

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

Student Performance Category

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

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

Teacher Observation

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

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

Scoring Matrix for the Overall Rating

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

		Teacher Observation Category			
		Highly Effective (H)	**Effective (E)**	**Developing (D)**	**Ineffective (I)**
Student Performance Category	**Highly Effective (H)**	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D	D	I	I

Category and Overall Rating Assurances

Please check all of the boxes below.

- ☑ Assure that each subcomponent and category score and rating and the Overall rating will be calculated pursuant to the requirements specified in Subpart 30-3 of the Rules of the Board of Regents.
- ☑ Assure that it is possible to obtain a zero in each subcomponent.
- ☑ Assure the overall rating determination for a teacher shall be determined according to the evaluation matrix.
- ☑ Assure that a student will not be instructed, for two consecutive school years, by any two teachers of the same subject in the same LEA, each of whom received an Ineffective rating under Education Law Section 3012-d in the year immediately prior to the school year in which the student is placed in the teacher's classroom unless the LEA has a Department-approved waiver from this requirement.

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Additional Requirements

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

Teacher Improvement Plan Assurances

Please check each of the boxes below.

- ☑ Assure that the LEA will formulate and commence implementation of a Teacher Improvement Plan (TIP) for all teachers who receive an overall rating of Developing or Ineffective by October 1 following the school year for which such teacher's performance is being measured or as soon as practicable thereafter.
- ☑ Assure that TIP plans developed and implemented by the superintendent or his/her designee, in the exercise of their pedagogical judgment, and subject to collective bargaining to the extent required under article 14 of the Civil Service Law, shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas.

Teacher Improvement Plan Forms

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

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

As a required attachment to this APPR plan, upload the TIP forms that are used in the LEA.

TIP Form for RR.docx.pdf

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Appeal Assurance

Please check the box below.

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

Appeals

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

(1) the substance of the annual professional performance review;which shall include the following:

(i) in the instance of a teacher rated Ineffective on the StudentPerformance category, but rated Highly Effective ontheObservationcategory based on an anomaly, as determined locally;

(2) the LEA'sadherence to the standards and methodologies required for such reviews, pursuant to Education Law§3012-d;

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents; and

(4)the LEA's issuance and/or implementation of the terms of the teacher improvement plan, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

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

Appeals Process for Teachers

Washington-Saratoga-Warren-Hamilton-Essex BOCES

APPR APPEALS PROCESS

BOCES and SABEA are committed to providing a fair, objective and expeditious appeal process.

I. Grounds for Appeal:

The burden of proof to establish a rational basis for the appeal rests with the Teacher. Pursuant to Education Law Section 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:
1. in the instance of ateacher rated Ineffective on the studentperformance category, but rated Highly Effective on the school visit category based on an anomaly, as determined locally
2. the BOCES adherence to the standards and methodology required for such reviews, pursuant to Education Law section 3012-d

3. the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the BOCES issuance and/or implementation of the terms of the teacher improvement plan, as required under Education Law section 3012-d.

Procedures

The procedures for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way.

II. APPR Subject to Appeal Procedure:

Tenured teachers who receive an APPR rating of “ineffective” or “developing” may appeal their APPR or the issuance or implementation of the Teacher Improvement Plan. Only one written appeal may be filed for each APPR or Teacher Improvement Plan, in accordance with Education Law 3012-d and the BOCES APPR Plan.

Probationary Teachers may not file an appeal, but may attach a rebuttal to their APPR.

III. Notification of the Appeal

The notification of the appeal must be filed by the tenured teacher, in writing, within ten (10) school days, based on the BOCES school calendar for instructional staff, after the teacher has received the overall APPR rating. If the tenured teacher is challenging the issuance and/or implementation of a Teacher Improvement Plan, the appeal must be filed, in writing, within ten (10) school days of the issuance and/or implementation of the terms of such plan. Notification of the appeal must be provided to the District Superintendent and date stamped upon receipt. All grounds for appeal must be clearly stated in writing by the tenured teacher with specificity within one appeal to explain in detail on what basis the appeal is being filed and any relief being sought. The notice must also include any and all documents or written materials that are specific to the point(s) of disagreement and/or relevant to the appeal. The notice and all documents and written materials will become the Appeals Packet. Any grounds not raised or materials not submitted at the time the appeal is filed shall not be considered in the deliberations relating to the resolution of the appeal.

IV. Decisions on Appeal

Stage 1 Conference with the Evaluating Administrator

The tenured teacher filing the appeal shall have a conference with the evaluating administrator within five (5) school days from the date the appeal is received by the District Superintendent. The tenured teacher may request a SABEA representative and the evaluating administrator may invite another BOCES representative to attend such a conference. If either party is bringing a representative, he/she will notify the other at least twenty-four (24) hours prior to the conference. The evaluating administrator will report his/her findings in writing to the District Superintendent and the teacher within five (5) school days of the conference. The findings will be included as part of the appeals packet. The teacher will notify the District Superintendent within two (2) school days from receipt of the findings as to whether he/she agrees or disagrees with the evaluating administrator’s findings. Within two (2) school days after receiving the teacher’s response to the evaluating administrator’s findings, the District Superintendent will:

a. if the teacher agrees, issue a final and binding notice to both the administrator and teacher that agreement has been reached and no further appeal may take place; or

b. if the teacher disagrees, forward the full record of the appeal (Appeals Packet) to the APPR Review Panel.

Stage 2 APPR Review Panel

The charge of the APPR Review Panel is to determine whether the teacher has met the burden of proof in regard to the grounds for appeal as noted in Section I.

A number of teachers and administrators will be called upon to participate in the APPR Review Panel process. Each member of the APPR Review Panel will be asked to make a one-year commitment. BOCES may recommend a number of master teachers to the President of the Association, to be considered for membership to the Panel. Up to nine (9) teacher representatives will be named by the President of the Association, to be called three (3) at a time to serve. Such teachers will be trained in the appeal process and have an understanding of teacher evaluation, specifically the Danielson 2013 Rubric, at BOCES expense. In the event that the number of teachers available to serve on the Panel falls below six (6) for any reason, replacements will be made as soon as training is available. Administrative representatives will be named by the District Superintendent.

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For each appeal to be considered, the APPR Review Panel will be comprised of five members:

1. Two (2) certified administrators: one cabinet member and one principal designated by the District Superintendent. The principal will have supervisory responsibilities over a different program from that of the teacher filing the appeal.
2. Three (3) certified teachers designated by the President of the Association.
3. Neither the evaluating administrator nor the tenured teacher who filed the notification of appeal shall participate as a member of the Panel considering such an appeal.

The APPR Review Panel will convene to consider all the materials in the appeals packet within five (5) school days of receipt of the stage one notice to move stage 2. The Panel will render a decision on a single appeal within two (2) school days of convening. If the panel with the same five members reviews multiple appeals on the same date, a decision will be rendered on each of the appeals within five (5) school days of convening. The Panel will write a collective decision outlining each of the grounds submitted by the appealing teacher, and report its decision to the District Superintendent. If the decision of the panel is unanimous, the District Superintendent will report the decision to the appealing teacher and the evaluating administrator within two (2) school days. If the panel reaches unanimous agreement to sustain or deny the appeal, the appeal will end with the written decision of the Panel, and will not be subject to further consideration. Such unanimous decisions shall be final and binding, and not subject to any further appeal pursuant to the contractual grievance procedure, or to any administrative or judicial tribunal.

Stage 3 District Superintendent

If the Panel is unable to reach a unanimous decision, the Panel will forward the appeals packet with the full record of the proceedings to the District Superintendent within the timeframe noted in Stage 2 (within two (2) days after hearing a single appeal or five (5) days after hearing multiple appeals). Within five (5) school days of receipt of the Panel's non-unanimous decision, the District Superintendent shall have the final authority to resolve the appeal and report his/her final findings in writing to the appealing teacher and the evaluating administrator. The District Superintendent's decision shall be final and binding, and not subject to any further appeal pursuant to the contractual grievance procedure, or to any administrative or judicial tribunal.

V. Exclusivity of 3012-d Appeals Procedure

The 3012-d appeal procedure contained herein shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher performance review and/or improvement plan.

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Training Assurance

Please check the box below.

☑ The LEA 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.

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

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

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

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

TRAINING OF EVALUATORS

The BOCES will ensure that all evaluators, including Lead Evaluators, Evaluators, Independent Evaluators, Peer Evaluators are properly trained and certified to complete an individual's performance review. Training of all evaluators will be conducted by appropriately qualified individuals or entities.

The BOCES will ensure that all Evaluators are trained as Lead Evaluators, including approximately three days of initial training. The District Superintendent of the WSWHE BOCES will certify all evaluators upon receipt of proper documentation that the individual has fully completed training. The Director of Human Resources, will maintain records of certification of all evaluators.

Training of all evaluators will occur regionally in cooperation with the WSWHE BOCES. Training will be conducted by WSWHE BOCES personnel who are authorized to train on behalf of an evaluation rubric approved by NYSED. All Evaluators will be recertified on an annual basis, to be determined by the BOCES. Annual retraining will include a one day refresher.

This training of all Evaluators will include the nine elements requiredby Regents Rule: 30-3.10.

The BOCES will establish a process to maintain inter-rater reliability over time. The BOCES anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators.

Lead Evaluator

The Lead Evaluator is any individual who conducts evaluations of classroom teachers or building principals. These BOCES individuals will be trained and certified as a lead evaluator, after completing approximately three (3) days of training, to ensure consistency and defensibility. All evaluators may do observations, but are prohibited from summative evaluations until they are appropriately certified.

Recertification and Updated Training

All Evaluators will be recertified on an annual basis through ongoing training provided by WSWHE BOCES personnel and/or other certified entities. Such training will consist of approximatelya one (1) day refresher.

In addition, the District in conjunction with the WSWHE BOCES personnel will work to maintain inter-rater reliability over time. 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.

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Teacher Evaluation Assurances

Please check all of the boxes below.

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

Assessment Assurances

Please check all of the boxes below.

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

Data Assurances

Please check all of the boxes below.

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

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Required Student Performance Subcomponent

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

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

Required Student Performance Measures

Student performance for prinicpals may be measured by either a student learning objectives (SLO) or an Input Model where the principal's overall rating shall be determined based on evidence of principal practice that promotes student growth related to the Leadership Standards.

STUDENT LEARNING OBJECTIVES

For guidance on SLOs, see NYSED SLO Guidance.

SLO measures may be either individually attributed or collectively attributed.

Individually attributed measures

An individually attributed SLO is based on the learning outcomes of a student population within the principal's building or program.

> Principal and building/program-specific

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

Collectively attributed measures

A collectively attributed SLO is based on a student population across multiple buildings/programs of similar grade configurationor across multiple building/programs where the learning activities of one building/programindirectly contributeto student learning outcomes in another building/program. When determining whether to use a collectively attributed SLO, the LEA should consider:

- identifying which measures and assessments could be used to encourage partnerships or teams where there is an opportunity for a collective impact on student learning;
- identifying which assessments could be used to help foster and support an LEA'sfocus on a specific priority area(s);
- the impact on the LEA's ability to make strong and equitable inferences regarding an individual educator's effectiveness; and
- when using multiple measures, the appropriate weight of each measure that reflects individually and collectively attributed results.

> District- or BOCES-wide

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

ASSESSMENTS

Any of the measures above may be used with one or more of the following assessment types.

- **State assessment(s)**;or

  Assessment(s) that are selected from the list of State-approved:

- **third party assessments**; or
- **locally-developed assessments**(district-, BOCES- or regionally-developed).

INPUT MODEL

Selection of the Input Model will require:

- adescription of the areas of principal practice that will be evaluated;
- adescription of how the selected areas of principal practice promote student growth;
- adescription of the evidence of student growth and principal practice that will be collected; and
- a description of how the district will use the evidence to differentiate effectiveness resulting in a score from 0 to 20 and ratings of Highly Effective, Effective, Developing, or Ineffective.

Assurances

Please check all of the boxes below.

- ☑ Assure that for any SLO based, in part, on the New York State grade four science assessment, once the assessment is no longer administered the SLO will utilize only the remaining assessments.
- ☑ For principals evaluated using an SLO, assure that such SLO is determined locally in a manner consistent with the goal-setting process determined by the Commissioner.
- ☑ For principals evaluated using an SLO, assure that all student growth targets represent a minimum of one year of expected growth, as determined locally in a manner consistent with the Commissioner's goal-setting process. Such targets may only take the following characteristics into account: poverty, students with disabilities, English language learner status and prior academic history.
- ☑ For principals evaluated using an SLO, assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.
- ☑ For principals evaluated using an SLO, assure that if the principal's SLO is based on a small 'n' size population and the LEA chooses not to use the HEDI scoring bands listed above, then the principal's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in SLO Guidance.
- ☑ For principals evaluated using an input model, assure that all applicable principals will be evaluated using the procedures described herein and approved by the Commissioner.
- ☑ Assure that processes are in place for the superintendent to monitor SLOs and input models.
- ☑ Assure that the final Student Performance category rating for each principal will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved APPR plan.

Required Student Performance for Principals

Please choose the option that best describes the required student performance subcomponent for principals in your LEA.

- ☑ The same measure(s) and assessment(s) will be used for all principals
- ☐ Different measure(s) and assessment(s) will be used for different grade configurations/programs

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All Principals

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

Student performance based on a Student Learning Objective (SLO)

An individually attributed SLO measure

> Principal and building/program-specific

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

A collectively attributed SLO measure

> District- or BOCES-wide

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

Student Performance based on an Input Model

An input model uses evidence of principal practice that promotes student growth related to the Leadership Standards.

Selection of the Input Model will require:

- adescription of the areas of principal practice that will be evaluated;
- adescription of how the selected areas of principal practice promote student growth;
- adescription of the evidence of student growth and principal practice that will be collected; and
- a description of how the district will use the evidence to differentiate effectiveness resulting in a score from 0 to 20 and ratings of Highly Effective, Effective, Developing, or Ineffective.

All Principals: Measure Type

Student Learning Objective (SLO)

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Principal Student Learning Objective

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

Student performance based on a Student Learning Objective (SLO)

An individually attributed SLO measure

> Principal and building/program-specific

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

A collectively attributed SLO measure

> District- or BOCES-wide

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

Please choose the type of SLO applicable to principals.

District- or BOCES-wide results

Principal Assessments

All Principals: Assessment Type(s)

- ☑ Locally-developed course-specific assessment(s)
- ☑ Third party assessment(s)

All Principals: Locally-Developed Course-Specific Assessment(s)

- ☑ WSWHE BOCES

All Principals: Third Party Assessment(s)

- ☑ i-Ready Diagnostic

HEDI Scoring Bands

Highly Effective			Effective			Developing		Ineffective												
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

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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 percentage of Student Performance category attributed to the Required subcomponent willbe locally determined.

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

NO, the Optional subcomponent WILL NOT be used; the Required subcomponent will comprise 100% of the Student Performance category.

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Optional Student Performance Subcomponent

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

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

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

Options for measures and associated assessments include:

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

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

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

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Principal School Visit Category

For guidance on the Principal School Visit category, see NYSED APPR Guidance.

Principals' professional performance shall be evaluated based on a State-approved rubric using multiple sources of evidence collected and incorporated into the school visit protocol. Where appropriate, such evidence may be aligned to building or district goals; provided, however, that professional goal-setting may not be used as evidence of teacher or principal effectiveness. Such evidence shall reflect school leadership practice aligned to the Leadership Standards and selected practice rubric.

Principal Practice Rubric

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

Rubric Name	**If more than one rubric is utilized, please indicate the group(s) of principals each rubric applies to.**
Multidimensional Principal Performance Rubric	(No Response)

Rubric Assurances

Please check all of the boxes below.

- ☑ Assure that all observable ISLLC 2008 Leadership Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual school visits.
- ☑ Assure that the process for assigning points for the Principal School Visit category will be in compliance with the locally-determined subcomponent weights and overall School Visit category score and rating based on the constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents.
- ☑ Assure that the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the LEA, provided that LEAs may locally determine whether to use different rubrics for a principal assigned to different programs or grade configurations as indicated in the table above.
- ☑ 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.

Process for Weighting Rubric Domains/Subcomponents

For guidance on the Principal School Visit category, see NYSED APPR Guidance.

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

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

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

Example: All subcomponents of Domains 1-4 of the MPPR rubric have been negotiated as observable. Domains 1, 2 and 3 are weighted as 30% each, and Domain 4 is weighted as 10%. For each school visit, all observed subcomponents in a domain are weighted equally and averaged to create a domain score, which is then weighted as above and averaged to reach a final score for each school visit. Scores for each school visit are weighted equally and averaged to reach a final score for each school visit type. The district will ensure that all subcomponents designated as observable will be observed at least once across the school visit cycle.

Within each observable domain of the MPPR Rubric, each observable subcomponent will be weighted equally and averaged. Each observable domain of the MPPR Rubric will be weighted as indicated in the chart below.
The total school visit score will take into account the weights for each visit for subcomponent 2 in Task 9.

Avg. Domain 1 Score __ x .078 =
Avg. Domain 2 Score __ x .444 =
Avg. Domain 3 Score __ x .279 =
Avg. Domain 4 Score __ x .111 =
Avg. Domain 5 Score __ x .044 =
Avg. Domain 6 Score __ x .044 =
Total Principal SchoolVisit Score=___(Overall Rubric Avg. Score)

Scoring Assurances

Please check each of the boxes below.

- ☑ Assure that each set of school visits (by supervisor/other trained administrator, independent, or peer) will be completed using the selected practice rubric, producing an overall score between 1 and 4. The overall weighted school visit score will be converted into a HEDI rating using the ranges indicated below.
- ☑ Assure that once all school visits are complete, the different types of school visits will be combined using a weighted average consistent with the weights specified 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 school visits, a score of 0 will be assigned.

Principal School Visit Scoring Bands

The overall School Visit score will be converted into a HEDI rating based on locally determined ratings consistent with the ranges listed.

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

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

HEDI Ranges

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

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

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

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

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

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

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

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

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

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Principal School Visit Subcomponent Weighting

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

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

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

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

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

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

Supervisor/Administrator [Required]	Independent Evaluator(s) [Required]	Peer School Visit(s) [Optional]	**Group of principals for which this weighting will apply**
90%	10%	0% [N/A]	(No Response)

School Visit Assurances

Please check all of the boxes below.

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

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

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

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

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

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PRINCIPALS *Indicate whether the number and method selected applies to all principals or to a subgroup of principals.*	**SUBGROUP** *If "Subgroup of Principals" is selected in the previous column, indicate which principals the number and method selected applies to; otherwise, enter "N/A." For additional subgroups, add another row.*	**UNANNOUNCED Minimum Number of School Visits**	**ANNOUNCED Minimum Number of School Visits**
All Principals (enter 'N/A' in the next column)	N/A	1	1

Required Subcomponent 2: School Visits by Impartial Independent Trained Evaluator(s)*

At least one school visit must be conducted by impartial independent trained evaluator(s) and at least one of the required school visits must be unannounced (across both required subcomponents).

- Impartial independent trained evaluators are trained and selected by the LEA.
- They may be employed within the LEA but may not be assigned to the same school building as the principal being evaluated. This could include other administrators, department chairs/directors, or peers, so long as they are not from the same building (defined as same BEDS code) as the principal being evaluated.
- LEAs may locally determine whether to use more than one school visit by impartial independent trained evaluator(s).
- The frequency and duration of school visits are locally determined.
- School visits may not occur by live or recorded video.

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

Indicate the minimum number of unannounced and announced school visits by impartial independent trained evaluator(s) in the table below.

PRINCIPALS *Indicate whether the number and method selected applies to all principals or to a subgroup of principals.*	**SUBGROUP** *If "Subgroup of Principals" is selected in the previous column, indicate which principals the number and method selected applies to; otherwise, enter "N/A." For additional subgroups, add another row.*	**UNANNOUNCED Minimum Number of School Visits**	**ANNOUNCED Minimum Number of School Visits**
All Principals (enter 'N/A' in the next column)	N/A	0	1

Independent Evaluator Assurances

Please check all of the boxes below.

- ☑ Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the principal(s) they are evaluating.
- ☑ Assure that independent evaluator(s) will be trained and selected by the LEA.

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Please also check each of the following boxes.

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

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

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

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

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

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

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

Peer Principal School Visit Assurances

Please check all of the boxes below.

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

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Category and Overall Ratings

For guidance on APPR scoring, see NYSED APPR Guidance.

Category Scoring Ranges

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

Student Performance Category

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

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

Principal School Visit Category

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

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

Scoring Matrix for the Overall Rating

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

		Principal School Visit Category			
		Highly Effective (H)	**Effective (E)**	**Developing (D)**	**Ineffective (I)**
Student Performance Category	**Highly Effective (H)**	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D	D	I	I

Category and Overall Rating Assurances

Please check all of the boxes below.

- ☑ Assure that each subcomponent and category score and rating and the Overall rating will be calculated pursuant to the requirements specified in Subpart 30-3 of the Rules of the Board of Regents.
- ☑ Assure that it is possible to obtain a zero in each subcomponent.
- ☑ Assure the overall rating determination for a principal shall be determined according to the evaluation matrix.

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Additional Requirements

For guidance on additional requirements for principals, see NYSED APPR Guidance.

Principal Improvement Plan Assurances

Please check each of the boxes below.

- ☑ Assure that the LEA will formulate and commence implementation of a Principal Improvement Plan (PIP) for all principals who receive an overall rating of Developing or Ineffective by October 1 following the school year for which such principal's performance is being measured or as soon as practicable thereafter.
- ☑ Assure that PIP plans developed and implemented by the superintendent or his/her designee, in the exercise of their pedagogical judgment, and subject to collective bargaining to the extent required under article 14 of the Civil Service Law, shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a principal's improvement in those areas.

Principal Improvement Plan Forms

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

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

As a required attachment to this APPR plan, upload the PIP forms that are used in the LEA.

PRINCIPAL IMPROVEMENT PLAN.pdf

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Appeal Assurance

Please check the box below.

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

Appeals

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

(1) the substance of the annual professional performance review;which shall include the following:

(i) in the instance of a principal rated Ineffective on the studentperformance category, but rated Highly Effective on the school visit category based on an anomaly, as determined locally;

(2) the LEA's adherence to the standards and methodologies required for such reviews, pursuant to Education Law§3012-d;

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents; and

(4) the LEA's issuance and/or implementation of the terms of the principal improvement plan, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

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

Principal Appeals

Basis

The burden of proof to establish a rational basis for the appeal rests with the Principal and they may only appeal an overall evaluation for one of the following reasons:

1. the substance of the annual professional performance review;which shall include the following:
- in the instance of a principal rated Ineffective on the studentperformance category, but rated Highly Effective on the school visit category based on an anomaly, as determined locally;
2. the school district's or BOCES adherence to standards and methodologies required for such review, pursuant to Education Law section 3012-d.
3. the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or; implementation of the terms of the principal improvement plan, as required under Education Law section 3012-d.

APPR APPEALS PROCESS FOR PRINCIPALS

I. APPR Subject to Appeal Procedure

Principals who receive an APPR rating of "ineffective" or "developing" may appeal their APPR or the issuance or implementation of the Principal Improvement Plan. Only one written appeal may be filed for each APPR or Principal Improvement Plan, in accordance with Education Law 3012-d and the BOCES APPR Plan.

II. Request for Documents and Notification of the Appeal

Within two (2) work days of receipt of the APPR, a principal may request, in writing, that the District Superintendent issue any and all documents and written materials upon which the APPR was based. The District Superintendent will provide such documents within three (3) work days of the request. The notification of the appeal must be filed by the principal, in writing to the District Superintendent, within ten (10) work days of receipt of the requested supporting documents. If the Principal is challenging the issuance and/or implementation of a Principal Improvement Plan, the appeal must be filed, in writing, within ten (10) work days of the issuance and/or implementation of the terms of such plan. All grounds for appeal must be clearly stated in writing by the Principal, with specificity within one appeal, to explain in detail on what basis the appeal is being filed and any relief being sought. The Principal must include any and all documents or written materials that are specific to the point(s) of disagreement and/or relevant to the appeal. Any grounds not raised or materials not submitted at the time the appeal is filed shall not be considered in the deliberations relating to the resolution of the appeal. The District Superintendent will forward the appeal to the Principal APPR Review Panel within one (1) work day.

III. Decisions on Appeal

The Principal has the burden of proof in regard to the grounds for appeal under Section 3012-d.

Stage 1: Conference with the Direct Supervisor

The principal filing the appeal shall have a conference with the direct supervisor within five (5) school days from the date the appeal is received by the District Superintendent. The principal may request a representative from the administrator's association and the evaluating administrator may invite another BOCES representative to attend such a conference. If either party is bringing a representative, he/she will notify the other at least twenty-four (24) hours prior to the conference. The direct supervisor will report his/her findings in writing to the District Superintendent and the principal within five (5) school days of the conference. The findings will be included as part of the appeals packet. The principal will notify the District Superintendent within two (2) school days from receipt of the findings as to whether he/she agrees or disagrees with the direct supervisor's findings. Within two (2) school days after receiving the principal's response to the direct supervisor's findings, the District Superintendent will: a. if the principal agrees, issue a final and binding notice to both the direct supervisor and principal that agreement has been reached and no further appeal may take place; or b. if the principal disagrees, forward the full record of the appeal to the APPR Review Panel.

Stage 2: Principal APPR Review Panel

The charge to the three member Principal APPR Review Panel is to determine whether the principal has met the burden of proof. The appealing principal will be given the option to appear in person in front of the Panel.

Membership on each panel considering an appeal will consist of an administrator designated by the District Superintendent, a principal designated by the President of the Administrators' Association, and a third trained administrative evaluator designated by the District Superintendent from a list jointly established in advance and reviewed annually by the President of the Administrators' Association and the District Superintendent. The evaluating direct supervisor and the appealing principal will not participate as members of the panel considering such an appeal involving either party.

The panel for each appeal will convene after school hours within ten (10) work days after receipt of the appeal from the District Superintendent. Within two (2) work days of the hearing, a decision to sustain or deny the appeal will be rendered in writing by collective report of the panel, and a recommendation will be forwarded to the District Superintendent, with the full record of the proceedings.

Stage 3: The District Superintendent has the final authority to resolve the appeal. He/she will report, in writing, findings to sustain or deny the appeal to the appealing Principal and the evaluating direct supervisor, within five (5) work days of receipt of the recommendation from the Panel. Such

decision shall be final and binding, and not subject to any further appeal pursuant to the contractual grievance procedure, or to any administrative or judicial tribunal.

IV. Exclusivity of 3012-d Appeals Procedure

The 3012-d appeal procedure contained herein shall 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. A Principal may not resort to any other process, including adjudication before an administrative body or individual (including but not limited to the Commissioner of Education (except where permitted for the challenge of an Ineffective State Provided Growth Score), or court action for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.

Consistent with 3012-d and implementing regulations, nothing in this appeals process shall be construed to alter or diminish, or in any way restrict the authority of the governing body of the Washington-Saratoga-Warren-Hamilton-Essex BOCES to grant or deny tenure to or terminate probationary principals during the pendency of an appeal for statutorily and constitutionally permissible reasons including the principal's performance that is the subject of the appeal.

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Training Assurance

Please check the box below.

☑ The LEA 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 evaluators and peer principals need only be trained on elements 1, 2, and 4 below.

Training of Lead Evaluators, Evaluators, Independent Evaluators, and Peer Principals and Certification of Lead Evaluators

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

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

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

TRAINING OF EVALUATORS

The BOCES will ensure that all evaluators, including Lead Evaluators, Evaluators, Independent Evaluators, Peer Evaluators are properly trained and certified to complete an individual's performance review. Training of all evaluators will be conducted by appropriately qualified individuals or entities.

The BOCES will ensure that all Evaluators are trained as Lead Evaluators, including approximately three days of initial training. The District Superintendent of the WSWHE BOCES will certify all evaluators upon receipt of proper documentation that the individual has fully completed training. The Director of Human Resources, will maintain records of certification of all evaluators.

Training of all evaluators will occur regionally in cooperation with the WSWHE BOCES. Training will be conducted by WSWHE BOCES personnel who are authorized to train on behalf of an evaluation rubric approved by NYSED. All Evaluators will be recertified on an annual basis, to be determined by the BOCES. Annual retraining will include a one day refresher.

This training of all Evaluators will include the ninerequired elementsby Regents Rule: 30-3.10.

The BOCES will establish a process to maintain inter-rater reliability over time. The BOCES anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators.

Lead Evaluator

The Lead Evaluator is any individual who conducts evaluations of classroom teachers or building principals. These BOCES individuals will be trained and certified as a lead evaluator, after completing approximately three(3) days of training, to ensure consistency and defensibility. All evaluators may do observations, but are prohibited from summative evaluations until they are appropriately certified.

Recertification and Updated Training

All Evaluators will be recertified on an annual basis through ongoing training provided by WSWHE BOCES personnel and/or other certified entities. Such training will consist of approximatelya one (1) day refresher.

In addition, the District in conjunction with the WSWHE BOCES personnel will work to maintain inter-rater reliability over time. 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.

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Principal Evaluation Assurances

Please check all of the boxes below.

- ☑ Assure that the LEA shall compute and provide to the principal their score and rating for the Student Performance category, if available, and for the Principal School Visit category for the principal's Annual Professional Performance Review, in writing, no later than the last school day of the school year for which the principal is being measured, but in no case later than September 1 of the school year next following the school year for which the principal's performance is being measured.
- ☑ Assure that the evaluation system will be used as a significant factor for employment decisions.
- ☑ Assure that principals will receive timely and constructive feedback as part of the evaluation process.
- ☑ Assure that the following prohibited elements listed in Education Law Section 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 locally-developed assessment that has not been approved by the department; and any growth or achievement target that does not meet the minimum standards as set forth in regulations of the Commissioner. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- ☑ Assure that the LEA shall compute and provide principals with their APPR scores and ratings as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the principal's performance is being measured.

Assessment Assurances

Please check all of the boxes below.

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

Data Assurances

Please check all of the boxes below.

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

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Upload APPR LEA Certification Form

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

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

WSWHE BOCES LEA Cert.pdf

TEACHER IMPROVEMENT PLAN (TIP)

Teacher: _____ School Year: _____

Assignment: _____ Date Plan Developed: _____

Class: _____

Ratings: Student Performance _____ Teacher Observation _____ Overall Rating _____

This form is a tool for communicating expectations and recommendations for improvement for all teachers receiving an overall composite score of developing or ineffective on their Annual Professional Performance Review. The plan will be developed by the principal and reviewed in consultation with the teacher.

AREAS IN NEED OF IMPROVEMENT
____Domain 1
____Domain 2
____Domain 3
____Domain 4

AREAS OF IMPROVEMENT NEEDED	EXPECTED OUTCOMES	INDICATORS OF IMPROVEMENT	DIFFERENTIATED ACTIVITIES, SUPPORT AND RESOURCES TO BE PROVIDED	EXPECTED DATE FOR ACHIEVING IMPROVEMENT

_____ _____ _____ _____

Teacher	Date	Evaluator	Date

TEACHER IMPROVEMENT PLAN (TIP)

Teacher: _____ School Year: _____

Assignment: _____ Date Plan Developed: _____

Class: _____

Improvement should be formally assessed approximately every ten (10) weeks following inception of TIP. ***The TIP will be developed to include intermediate steps with a defined timeline for formative assessments of the TIP and parameters related to the improvement plan.***
(Additional pages may be added for assessment of TIP)

DATE(S) PLAN ASSESSED	ACCOMPLISHMENTS IN EACH AREA OF IMPROVEMENT:	FURTHER DEVELOPMENT NEEDED:	Initials of Evaluator and Teacher

OUTCOMES:

_____ _____ _____ _____

Teacher Date Evaluator Date

PRINCIPAL IMPROVEMENT PLAN (PIP)

Principal: _____ School Year: _____

Building: _____ Date Plan Developed: _____

Program(s): _____

Scores: Student Performance _____ School Visit _____ Overall Rating _____

This form is a tool for communicating expectations and recommendation for improvement. The plan will be collaboratively developed by the principal and his/her evaluator.

AREAS IN NEED OF IMPROVEMENT

____Domain 1 ____Domain 2
____Domain 3 ____Domain 4
____Domain 5 ____Domain 6

AREAS OF IMPROVEMENT NEEDED	EXPECTED OUTCOMES	INDICATORS OF IMPROVEMENT	DIFFERENTIATED ACTIVITIES, SUPPORT AND RESOURCES TO BE PROVIDED	EXPECTED DATE FOR ACHIEVING IMPROVEMENT

_____ _____ _____ _____

Principal *Date* *Evaluator* *Date*

PRINCIPAL IMPROVEMENT PLAN (PIP)

Principal: _____ School Year: _____

Building: _____ Date Plan Developed: _____

Program(s): _____

Improvement should be formally assessed approximately every ten (10) weeks following inception of PIP. ***The PIP will be developed to include intermediate steps with a defined timeline for formative assessments of the PIP and parameters related to the improvement plan.***

DATE(S) PLAN ASSESSED	ACCOMPLISHMENTS IN EACH AREA OF IMPROVEMENT:	FURTHER DEVELOPMENT NEEDED:

OUTCOMES:

_____ _____ _____ _____

Principal Date Evaluator Date

LEA CERTIFICATION FORM: Please download, sign, and upload this form to complete the submission of your LEA's Annual Professional Performance Review (APPR) plan.

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

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

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

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

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

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

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 LEA 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 or achievement will be used across all classrooms in the same grade/subject, for teachers, or similar building configurations/programs, for principals, in the LEA will be used in a consistent manner to the extent practicable;
- Assure that all growth targets represent a minimum of one year of expected growth;
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval by March 1 of each school year;
- Assure that the LEA 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.

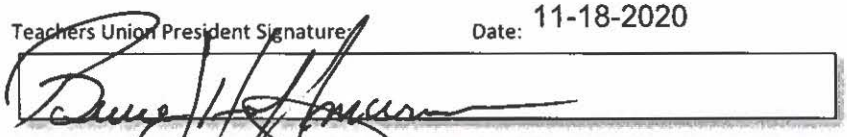
Signatures, dates

Superintendent Signature: Date: 11-18-2020

Superintendent Name (print):

James A. Dexter

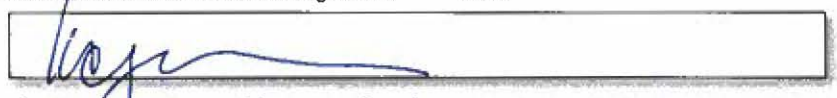
Teachers Union President Signature: Date: 11-18-2020



Teachers Union President Name (print):

BRUCE HOFFMANN

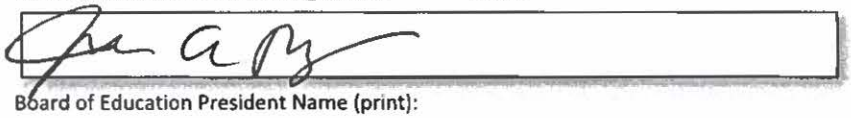
Administrative Union President Signature: Date: 11-18-2020



Administrative Union President Name (print):

Katherine C. Jones

Board of Education President Signature: Date: 11-18-2020



Board of Education President Name (print):

John A. Pieger