March 24, 2022

Educator Evaluation Plan - Variance

Anibal Soler, Superintendent
Schenectady City School District
108 Education Drive
Schenectady, NY 12303

Dear Superintendent Soler:

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

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

The New York State Education Department and I look forward to continuing our work together, with the goal of ensuring that every school has world-class educators in the classroom, every teacher has a world-class school leader to support their professional growth, and every student achieves success.

Thank you again for your hard work.

Sincerely,

Betty A. Rosa
Commissioner

Attachment

c: Anita Murphy
NOTE:

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

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

Your variance is approved for the 2021-22 school year. Because you requested this variance to address issues related to COVID-19, the approval of this variance for any future school years is contingent on the continuation of the current COVID-19 pandemic notwithstanding your request for this variance to apply in future school years. Upon expiration of state-imposed restrictions or emergency measures related to the pandemic, or abatement of the pandemic, it is expected that your variance will no longer be required. As such, SED may withdraw its approval of this variance for any subsequent school years or may require a separate application or other documentation for continuation of the variance in future school years. Upon expiration of the approved term of your variance, you must implement the terms of your current plan as approved by the Commissioner.
Educator Evaluation COVID-19 Variance (Education Law 3012-d)

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

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

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

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

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

Variance Application Timeline

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

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

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

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

Variance Assurances

Please read the assurances below and check each box.

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

Variance Applicability

Teacher Variance

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

- Task 4. TEACHERS: Observations
Principal Variance

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

Please read the options below and check the appropriate box.

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

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

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

- Required principal/supervisor and/or independent evaluator observations

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

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

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

**Other Courses**
Please only check the box below if none of the options for other courses in the table above are applicable (e.g., teachers of art, music, and physical education use different measures and assessments).
Required Subcomponent 1: Observations by Principal(s) or Other Trained Administrators

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

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

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

<table>
<thead>
<tr>
<th>Applicable Teachers Row Groups</th>
<th>Subgroup of Applicable Teacher Group(s)</th>
<th>UNANNOUNCED Minimum number of observations</th>
<th>UNANNOUNCED Observation method</th>
<th>ANNOUNCED Minimum number of observations</th>
<th>ANNOUNCED Observation method</th>
<th>ANNOUNCED Other observation method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1 Tenured</td>
<td>0</td>
<td>In person</td>
<td>NA</td>
<td>0</td>
<td>Not applicable</td>
<td>NA</td>
</tr>
<tr>
<td>Group 1 Probationary</td>
<td>0</td>
<td>Not applicable</td>
<td>NA</td>
<td>2</td>
<td>In person</td>
<td>NA</td>
</tr>
</tbody>
</table>

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

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

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

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

<table>
<thead>
<tr>
<th>Applicable Teachers Row Groups</th>
<th>Subgroup of Applicable Teacher Group(s)</th>
<th>UNANNOUNCED Minimum number of observations</th>
<th>UNANNOUNCED Observation method</th>
<th>ANNOUNCED Minimum number of observations</th>
<th>ANNOUNCED Observation method</th>
<th>ANNOUNCED Other observation method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1 Tenured</td>
<td>0</td>
<td>In person</td>
<td>NA</td>
<td>0</td>
<td>Not applicable</td>
<td>NA</td>
</tr>
<tr>
<td>Applicable Teachers Row Groups From the Task 4 'Applicability' page</td>
<td>Subgroup of Applicable Teacher Group(s) If all selected teachers from the first column apply enter &quot;All&quot;</td>
<td>UNANNOUNCED Minimum number of observations</td>
<td>UNANNOUNCED Observation method Check all that apply</td>
<td>UNANNOUNCED Other observation method Only complete if ‘Other’ is selected in the previous column</td>
<td>ANNOUNCED Minimum number of observations</td>
<td>ANNOUNCED Observation method Check all that apply</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>☐ Group 1 Probationary</td>
<td>1</td>
<td>☐ In person</td>
<td>NA</td>
<td>0</td>
<td>☐ Not applicable</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Independent Evaluator Assurances**

Please read the assurances below and check each box.

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

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

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

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

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

Rationale

Please provide a rationale for this variance request.

Applicable Teachers

<table>
<thead>
<tr>
<th>Groups</th>
<th>Your rationale should include information regarding the specific, identified COVID-related needs and/or challenges of the LEA, and how such needs and/or challenges inform development of the teacher observation variance request.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>Adjustments in the organization due to COVID have altered teaching, administrative responsibilities, and school systems and structures. Reducing the number of observations for tenured teachers would allow principals and instructional leaders more time in focused conversations and support around new teaching and learning environments. Instructional leaders could reallocate time to support all staff as they navigate the challenges of teaching during COVID. Teachers utilizing new methodologies for teaching and learning need a non-evaluative environment in which to take risks and reflect on successes and challenges. This is a prime opportunity for instructional leaders to talk to teachers about their practices and work those challenges out together. Additionally, reducing the number of observations would minimize the number of people coming in and out of buildings and classrooms. As a result, the Schenectady City School District is seeking a variance to allow for 1 unannounced observation for tenured teachers by their supervisors or independent evaluator. (Most are being completed by supervisor = Principal or Assistant Principals, some are being completed by Independent Evaluators = District Assistant Director.) Probationary teachers will have 2 announced by the supervisor and 1 unannounced by Independent Evaluators = Assistant Directors.). Probationary teachers will not see a reduction in the number of observations as per the currently approved APPR plan. The impact of COVID on teaching and learning has been exponential. Supporting our teachers to grow at that rate requires time to talk about practice outside of the evaluation process. In the instance where a second observation is performed for a tenured teacher, the scores will be weighted equally and averaged to reach a final observation score. The district will not require an Independent Evaluator Hardship waiver due to the process described here.</td>
</tr>
</tbody>
</table>

Standards and Procedures

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

Applicable Teachers

<table>
<thead>
<tr>
<th>Groups</th>
<th>This description should provide a specific, detailed explanation of the approach that the LEA is seeking to implement as part of its variance request. This description should include, but not be limited to, a description of the alternate measures and/or evidence of teacher practice that will be used to evaluate educators.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>Due to COVID, the district will perform 1 observation for tenured teachers. Probationary teachers will receive 2 announced observations by the supervisor and 1 by the Independent Evaluator. As a result, the Schenectady City School District is seeking a variance to allow for 1 unannounced observation for tenured teachers by their supervisors or independent evaluator. (Most are being completed by supervisor = Principal or Assistant Principals, some are being completed by Independent Evaluators = District Assistant Director.) Probationary teachers will have 2 announced by the supervisor and 1 unannounced by Independent Evaluators = Assistant Directors.). Probationary teachers will not see a reduction in the number of observations as per the currently approved APPR plan. The impact of COVID on teaching and learning has been exponential. Supporting our teachers to grow at that rate requires time to talk about practice outside of the evaluation process. In the instance where a second observation is performed for a tenured teacher, the scores will be weighted equally and averaged to reach a final observation score. The district will not require an Independent Evaluator Hardship waiver due to the process described here.</td>
</tr>
</tbody>
</table>

03/21/2022 11:37 AM
Applicable Teachers
Row Groups
This description should provide a specific, detailed explanation of the approach that the LEA is seeking to
implement as part of its variance request.
This description should include, but not be limited to, a description of the alternate measures and/or evidence of
teacher practice that will be used to evaluate educators.

Approved APPR plan. If we find that it is necessary to have additional observations, the district will work with
the teacher to do so. For all tenured and probationary teachers, all observable components will be scored,
weighted equally, and averaged to arrive at a score for each observation. All Tenured teachers would benefit
from the process of the unannounced observation. If the rubric components are not able to be observed during
the unannounced observation, the lead evaluator will return for a second unannounced observation if
necessary. For tenured teachers, the score for the single observation will be the total observation score. For
probationary teachers, between the three observations, a teacher will have a total of 32 indicators scored. -
Indicators are each assigned a point value; Highly Effective = 4, Effective = 3, Developing = 2, and Ineffective
= 1.

The final Rating for probationary teachers is an average between 1-4 based on all 32 indicators (28
announced and 4 unannounced) from the observation process. All indicators from across the three
observations are weighted equally and averaged to produce a final observation rating. That rating is then used
on the APPR Matrix to determine a teacher's final observation score.

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

☑ Assure that the process for assigning points for the Teacher Observation category will be consistent with the process described in the LEA's
approved Educator Evaluation plan and/or this variance application and in compliance with Education Law Section 3012-d.

☑ Assure that once all observations are complete, the process for determining an overall Teacher Observation category score and rating will
incorporate the evidence collected across all observations to produce an overall Teacher Observation category rating on a HEDI scale.

☑ Assure that it is possible for a teacher to obtain any number of points in the applicable scoring ranges, including zero, in each subcomponent.
Variance Details

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

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

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

Applicability of Variance

**Assurances**

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

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

Upload Educator Evaluation Variance Certification Form

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

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

APPR Variance Signature page 21-22 Completed.pdf
APPR VARIANCE CERTIFICATION FORM: Please download, check the assurances, sign, and upload this form to complete the submission of your LEA's Annual Professional Performance Review (APPR) Variance, Education Law §3012-d application.

Assurances: Please check the boxes below

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

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

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

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

Signatures, dates

Superintendent Signature:  Date: 3/15/2022

Superintendent Name (print):

Anibal Siller, Jr.

Teachers Union President Signature:  Date: 3/15/2022

Teachers Union President Name (print):

Juliet C. Benavides

Administrative Union President Signature:  Date: 3/15/2022

Administrative Union President Name (print):

Tracy E. Boylan

Board of Education President Signature:  Date: 3/16/2022

Board of Education President Name (print):

Catherine A. Lewis
May 19, 2020

Revised

Aaron Bochniak, Superintendent
Schenectady City School District
108 Education Drive
Schenectady, NY 12303

Dear Superintendent Bochniak:

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,

Shannon L. Tahoe
Interim Commissioner

Attachment

c: Anita Murphy
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.
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’s plan.

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 APPR plan 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.
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 LEA in the current school year.

ASSESSMENTS
Any of the measures above may be used with one or more of the following assessment types.
Task 2. TEACHERS: Required Student Performance - Information and Assurances

- 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

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>19</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>9-10</td>
<td>8-19</td>
<td>7-18</td>
<td>6-17</td>
</tr>
<tr>
<td>0-9</td>
<td></td>
<td>0-9</td>
<td>0-9</td>
</tr>
</tbody>
</table>

### 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 the teacher has an SLO 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 represent a minimum of one year of expected growth, as determined locally in a manner consistent with the Commissioner's goal-setting process.
- [ ] 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.
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 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 LEA in 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)

- [ ] State or Regents assessment(s)

Kindergarten: State or Regents Assessment(s)

- [ ] All Regents given in LEA
Task 2. TEACHERS: Required Student Performance - Grade One

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 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 LEA in the current school year.

<table>
<thead>
<tr>
<th>Grade 1: Measure Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>District- or BOCES-wide</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 1: District- or BOCES-Wide Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>District- or BOCES-wide results</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 1: Assessment Type(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>State or Regents assessment(s)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 1: State or Regents Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Regents given in LEA</td>
</tr>
</tbody>
</table>
Common Branch Grade Two Measures and Assessments

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 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 LEA in 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)

- State or Regents assessment(s)

Grade 2: State or Regents Assessment(s)

- All Regents given in LEA
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 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 LEA in the current school year.

<table>
<thead>
<tr>
<th>Grade 3: Measure Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>District- or BOCES-wide</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 3: District- or BOCES-Wide Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>District- or BOCES-wide results</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 3: Assessment Type(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>State or Regents assessment(s)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 3: State or Regents Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Regents given in LEA</td>
</tr>
</tbody>
</table>
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 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 LEA in the current school year.

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

- [ ] Common branch
### 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)
- State or Regents assessment(s)

#### Grade Four: State or Regents Assessment(s)
- All Regents given in LEA
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 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 LEA in the current school year.

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

- [ ] Common branch
### Grade Five (Common Branch) Measure and Assessment(s)

<table>
<thead>
<tr>
<th>Grade 5: Measure Type</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>District- or BOCES-wide</td>
<td></td>
</tr>
</tbody>
</table>

**Grade 5: District- or BOCES Measure**

| District- or BOCES-wide results |  |

**Grade 5: Assessment Type(s)**

- [x] State or Regents assessment(s)

**Grade 5: State or Regents Assessment(s)**

- [ ] All Regents given in LEA
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 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 LEA in the current school year.

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

- Departmentalized - all core subjects use the same measure and assessment(s)
## Grade Six (Departmentalized) Measure and Assessment(s)

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

<table>
<thead>
<tr>
<th>Grade 6: Measure Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>District- or BOCES-wide</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 6: District- or BOCES-Wide Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>District- or BOCES-wide results</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 6: Assessment Type(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>State or Regents assessment(s)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 6: State or Regents Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Regents given in LEA</td>
</tr>
</tbody>
</table>
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 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 LEA in 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)
## Grade Seven (Departmentalized) Measure and Assessment(s)

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

<table>
<thead>
<tr>
<th>Grade 7: Measure Type</th>
<th>District- or BOCES-wide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 7: District- or BOCES-Wide Measure</td>
<td>District- or BOCES-wide results</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 7: Assessment Type(s)</th>
<th>State or Regents assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 7: State or Regents Assessment(s)</td>
<td>All Regents given in LEA</td>
</tr>
</tbody>
</table>
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 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 LEA in 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)
Grade Eight (Departmentalized) Measure and Assessment(s)
Grade eight departmentalized with uniform measure and assessment(s) across core subjects

<table>
<thead>
<tr>
<th>Grade 8: Measure Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>District- or BOCES-wide</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 8: District- or BOCES-Wide Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>District- or BOCES-wide results</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Eight: Assessment Type(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☣ State or Regents assessment(s)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Eight: State or Regents Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☣ All Regents given in LEA</td>
</tr>
</tbody>
</table>
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 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 LEA in 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)
### 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)**
- State or Regents assessment(s)

**High School ELA: State or Regents Assessment(s)**
- All Regents given in LEA
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 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 LEA in 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)
### High School Regents Math (All Courses) Measure and Assessment(s)

<table>
<thead>
<tr>
<th>High School Regents Math: Measure Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>District- or BOCES-wide</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High School Regents Math: District- or BOCES-Wide Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>District- or BOCES-wide results</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High School Regents Math: Assessment Type(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ State or Regents assessment(s)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High School Regents Math: State or Regents Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ All Regents given in LEA</td>
</tr>
</tbody>
</table>
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 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 LEA in 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)
### 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)**
- [ ] State or Regents assessment(s)

**High School Regents Science: State or Regents Assessment(s)**
- [ ] All Regents given in LEA
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 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 LEA in 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)
### High School Regents Social Studies (All Courses) Measure and Assessment(s)

<table>
<thead>
<tr>
<th>High School Regents Social Studies: Measure Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>District- or BOCES-wide</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High School Regents Social Studies: District- or BOCES-Wide Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>District- or BOCES-wide results</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High School Regents Social Studies: Assessment Type(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>State or Regents assessment(s)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High School Regents Social Studies: State or Regents Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Regents given in LEA</td>
</tr>
</tbody>
</table>
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 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 LEA in 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 measure and assessment(s) are the same including, for example, “All courses not named above”):

<table>
<thead>
<tr>
<th>Column 1: lowest grade that corresponds to the course</th>
<th>Column 2: highest grade that corresponds to the course</th>
<th>Column 3: subject of the course</th>
<th>Column 4: measure used</th>
<th>Columns 5-7: assessment(s) used</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Other Courses</td>
<td>K 12</td>
<td>All courses not named above</td>
<td>District- or BOCES-wide results</td>
<td>ELA Regents, Algebra Regents</td>
</tr>
<tr>
<td>K-3 Art</td>
<td>K 3</td>
<td>Art</td>
<td>Teacher and course-specific results</td>
<td>Questar III BOCES</td>
</tr>
<tr>
<td>Grades 9-12 English Electives</td>
<td>9 12</td>
<td>English Electives</td>
<td>School- or program-wide linked results</td>
<td>All Regents given in LEA</td>
</tr>
</tbody>
</table>

To add additional courses, click "Add Row".
### Task 2. TEACHERS: Required Student Performance - Other Courses

<table>
<thead>
<tr>
<th>Grade From</th>
<th>Grade To</th>
<th>Subject</th>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>12</td>
<td>All courses not named above</td>
<td>District or BOCE S-wide results</td>
<td>☒ All Regents given in LEA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 will be 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.
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.
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.

<table>
<thead>
<tr>
<th>Rubric Name</th>
<th>If more than one rubric is utilized, please indicate the group(s) of teachers each rubric applies to.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NYSUT Teacher Practice Rubric (2014 Edition)</td>
<td>(No Response)</td>
</tr>
</tbody>
</table>

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 weighting the observable domains/subcomponents of the chosen practice rubric (e.g., Domains 1 and 2 will be weighted 30% each and Domains 3 and 4 will be weighted 20% each).

All observable components will be weighted equally and averaged.

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.
**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.

<table>
<thead>
<tr>
<th>Minimum Rubric Score</th>
<th>Maximum Rubric Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective:</td>
<td>3.50</td>
</tr>
<tr>
<td></td>
<td>4.00</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Minimum Rubric Score</th>
<th>Maximum Rubric Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective:</td>
<td>2.50</td>
</tr>
<tr>
<td></td>
<td>3.49</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Minimum Rubric Score</th>
<th>Maximum Rubric Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing:</td>
<td>1.50</td>
</tr>
<tr>
<td></td>
<td>2.49</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Minimum Rubric Score</th>
<th>Maximum Rubric Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ineffective:</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>1.49</td>
</tr>
</tbody>
</table>
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%.

<table>
<thead>
<tr>
<th>Principal/Administrator [Required]</th>
<th>Independent Evaluator(s) [Required]</th>
<th>Peer Observer(s) [Optional]</th>
<th>Grades and subjects for which Peer Observers will be used</th>
</tr>
</thead>
<tbody>
<tr>
<td>88%</td>
<td>12%</td>
<td>0% (N/A)</td>
<td>(No Response)</td>
</tr>
</tbody>
</table>

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 person, 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.
TEACHERS
Indicate whether the number and method selected applies to all teachers or to a subgroup of teachers.

<table>
<thead>
<tr>
<th>SUBGROUP</th>
<th>UNANNOUNCED Minimum Number of Observations</th>
<th>UNANNOUNCED Observation Method</th>
<th>ANNOUNCED Minimum Number of Observations</th>
<th>ANNOUNCED Observation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subgroup of Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenured Teachers</td>
<td>0</td>
<td>In Person</td>
<td>1</td>
<td>In Person</td>
</tr>
<tr>
<td>Probationary Teachers</td>
<td>0</td>
<td>In Person</td>
<td>2</td>
<td>In Person</td>
</tr>
<tr>
<td>Tenured Teachers In Good Standing</td>
<td>2</td>
<td>In Person</td>
<td>0</td>
<td>In Person</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>TEACHERS</th>
<th>UNANNOUNCED Minimum Number of Observations</th>
<th>UNANNOUNCED Observation Method</th>
<th>ANNOUNCED Minimum Number of Observations</th>
<th>ANNOUNCED Observation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subgroup of Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenured Teachers</td>
<td>1</td>
<td>In Person</td>
<td>0</td>
<td>In Person</td>
</tr>
<tr>
<td>Probationary Teachers</td>
<td>1</td>
<td>In Person</td>
<td>0</td>
<td>In Person</td>
</tr>
<tr>
<td>Tenured Teachers In Good Standing</td>
<td>1</td>
<td>In Person</td>
<td>0</td>
<td>In Person</td>
</tr>
</tbody>
</table>

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.

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.
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."

<table>
<thead>
<tr>
<th>TEACHERS</th>
<th>SUBGROUP</th>
<th>UNANNOUNCED Minimum Number of Observation</th>
<th>UNANNOUNCED Observation Method</th>
<th>ANNOUNCED Minimum Number of Observation</th>
<th>ANNOUNCED Observation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Teachers (enter 'N/A' in the next column)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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.
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.

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

### Teacher Observation

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

<table>
<thead>
<tr>
<th>HEDI Rating</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>3.5 to 3.75</td>
<td>4.0</td>
</tr>
<tr>
<td>E</td>
<td>2.5 to 2.75</td>
<td>3.49 to 3.74</td>
</tr>
<tr>
<td>D</td>
<td>1.5 to 1.75</td>
<td>2.49 to 2.74</td>
</tr>
<tr>
<td>I</td>
<td>0.00</td>
<td>1.49 to 1.74</td>
</tr>
</tbody>
</table>

### Scoring Matrix for the Overall Rating

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

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

### 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.
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.

Tier 1 TIP.docx
Tier 2 TIP Updated.docx
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 on the Observation 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 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 handled in a timely and expeditious manner.

Appeals Process - Teachers

A. Teacher Request for Supporting Documents

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

B. Right to Appeal

1.) Only tenured teachers who receive an APPR rating of “ineffective” or “developing” may appeal their APPR through the procedure herein. A teacher may file only one appeal from a single APPR.

2.) A probationary teacher who receives an APPR rating of “ineffective” may appeal their APPR through the procedure herein. A teacher may file only one appeal from a single APPR.

C. Filing of Appeal by Teacher

A teacher may file a written appeal of the APPR within fifteen school days of the receipt of the requested supporting documents. Any appeal shall be filed with the superintendent of schools.

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

a. The substance of the APPR; which shall include the instance of a teacher rated ineffective on the student performance category but rated highly effective on the observation category based on an anomaly as determined locally;

b. The District’s failure to adhere to the standards and methodologies required for the APPR that are set forth in Education Law §3012-d and subpart 30-3 of Commissioner's regulations;

c. The District’s failure to adhere to the Commissioner's regulations, as applicable to such reviews and compliance with any applicable locally negotiated procedures, as required under Education Law §3012-d; and

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

D. Review by APPR Appeals Committee

Appeals shall be referred for consideration by the APPR Appeals Committee, a standing committee made up of two tenured administrators from within the District appointed by the superintendent of schools, and two tenured teachers from within the District appointed by the president of the SFT. All members of the committee shall be appointed for a term of three years, and all members shall be required to complete the training required of lead evaluators under the APPR regulations. The parties agree that in the event the work of the committee would require a member of the committee to consider an appeal from an APPR that the committee member authored, or if a member of the committee wishes to be excused from consideration of any appeal, the appealing teacher shall have the option of either having the appeal considered by a subcommittee of one administrator and one teacher, or having the appeal considered by the remaining members of the committee and a substitute member selected, for that appeal only, by the superintendent of schools, in the event an administrator is excused, or by the president of the SFT, in the event a teacher is excused. While substituting administrators must have completed the training required of lead evaluators under the APPR regulations, such training shall not be required of substituting teachers. The APPR Appeals Committee shall convene to consider the appeal within ten (10) school days of the filing of the appeal. The committee shall determine its own rules and procedures, which may be altered as the Committee sees fit as it performs its duties. The committee shall determine whether to invite either the appealing teacher or the authoring administrator, or both, to address or be questioned by the committee.

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

E. Determination of Appeal

Upon the conclusion of its consideration of an appeal, each member of the committee shall vote to either uphold the APPR or modify the APPR. If the committee unanimously agrees on one of these choices, the committee shall give written notice of its decision to the appealing teacher, the president of the SFT and the superintendent of schools, and the decision of the committee shall be final and binding.

In the event the committee is not unanimous in its decision on an appeal, each member of the committee shall write a brief statement setting forth and explaining his or her recommendation for disposition of the appeal. The committee members’ written statements, together with the full record of the appeal, shall then be forwarded to three educators, each of whom shall be jointly selected and jointly appointed by the superintendent of schools and the president of the SFT. The decision of these three educators shall be in writing and will have as attachments all of the committee members’ written statements attached thereto. This decision shall be final and there shall be no further appeal available.

A written decision on the merits of the appeal shall be rendered no later than thirty (30) calendar days from the date upon which the APPR Appeals Committee convenes to consider the appeal. If the decision of the APPR Appeals Committee is not unanimous, the three educators who will make the
final decision on the merits of the appeal shall render a written decision no later than fifteen (15) school days from the date upon which the full record of the appeal is forwarded to them.

F. Exclusivity of Appeal Process

The APPR appeals process set forth herein shall be the sole method of appealing either an APPR or claimed violations of the procedural or substantive requirements of the APPR process. There shall be no appeal allowed through the contractual grievance procedure or to any administrative or judicial tribunal.
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 Schenectady City School District will comply with all requirements for the training and certification of all evaluators, including lead evaluators, evaluators, and independent observers. This commitment is to the initial training of all evaluators on the nine elements listed in Section 30-3.10 of the Rules of the Board of Regents and the ongoing training and support essential to maintain the needed level of inter-rater reliability.

• All evaluators in the Schenectady City School District, who will conduct observations, have been trained and will be trained as lead evaluators for APPR.
• After completion of required components all evaluators are certified/re-certified by the Superintendent of Schools. All evaluators are re-certified bi-annually.
• Initial and recertification training for all evaluators will consist of a total of three days and will cover the nine required elements outlined in section 30-3 of the Rules of the Board of Regents.
• Central Office Administrators will provide support to building principals and administrators by conducting walkthroughs and learning walks.

Training of evaluators will be contracted through the Board of Cooperative Education Services (BOCES).
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.
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 principals 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 configuration or across multiple building/programs where the learning activities of one building/program indirectly contribute to 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'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.

> 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 principals will be based on the growth of students in the group/team of principals’ buildings/programs in an LEA in 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
  • third party assessments; or
  • locally-developed assessments (district-, BOCES- or regionally-developed).

INPUT MODEL

Selection of the Input Model will require:
Annual Professional Performance Review - Education Law §3012-d, amended in 2019

Task 7. PRINCIPALS: Required Student Performance - Information and Assurances

Page Last Modified: 02/28/2020

- a description of the areas of principal practice that will be evaluated;
- a description of how the selected areas of principal practice promote student growth;
- a description 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
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 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 principals will be based on the growth of students in the group/team of principals’ buildings/programs in an LEA in 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:

• a description of the areas of principal practice that will be evaluated;
• a description of how the selected areas of principal practice promote student growth;
• a description 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.

<table>
<thead>
<tr>
<th>All Principals: Measure Type</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Objective (SLO)</td>
<td></td>
</tr>
</tbody>
</table>
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 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 principals will be based on the growth of students in the group/team of principals’ buildings/programs in an LEA in 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)

☐ State or Regents assessment(s)

All Principals: State or Regents Assessment(s)

☐ All Regents given in LEA

HEDI Scoring Bands

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

<table>
<thead>
<tr>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>97-100</td>
</tr>
<tr>
<td>93-90</td>
</tr>
<tr>
<td>90-85</td>
</tr>
<tr>
<td>85-80</td>
</tr>
<tr>
<td>80-75</td>
</tr>
<tr>
<td>75-70</td>
</tr>
<tr>
<td>70-65</td>
</tr>
<tr>
<td>65-60</td>
</tr>
<tr>
<td>60-55</td>
</tr>
<tr>
<td>55-50</td>
</tr>
<tr>
<td>50-45</td>
</tr>
<tr>
<td>45-40</td>
</tr>
<tr>
<td>40-35</td>
</tr>
<tr>
<td>35-30</td>
</tr>
<tr>
<td>30-25</td>
</tr>
<tr>
<td>25-20</td>
</tr>
<tr>
<td>20-15</td>
</tr>
<tr>
<td>15-10</td>
</tr>
<tr>
<td>10-5</td>
</tr>
<tr>
<td>5-0</td>
</tr>
<tr>
<td>0-4%</td>
</tr>
</tbody>
</table>

Page Last Modified: 02/28/2020
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 will be 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.
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.
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.

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

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.

Please describe the process for weighting the observable domains/subcomponents of the chosen practice rubric (e.g., Domains 2 and 3 will be weighted 30% each and Domains 1, 4, 5 and 6 will be weighted 10% each).

All observable components will be weighted equally and averaged.

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

<table>
<thead>
<tr>
<th>Score and Rating</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>3.5 to 3.75</td>
<td>4.0</td>
</tr>
<tr>
<td>E</td>
<td>2.5 to 2.75</td>
<td>3.49 to 3.74</td>
</tr>
<tr>
<td>D</td>
<td>1.5 to 1.75</td>
<td>2.49 to 2.74</td>
</tr>
<tr>
<td>I</td>
<td>0.00*</td>
<td>1.49 to 1.74</td>
</tr>
</tbody>
</table>

*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.

<table>
<thead>
<tr>
<th>Highly Effective:</th>
<th>Minimum Rubric Score</th>
<th>Maximum Rubric Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.50</td>
<td>4.00</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Effective:</th>
<th>Minimum Rubric Score</th>
<th>Maximum Rubric Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.50</td>
<td>3.49</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Developing:</th>
<th>Minimum Rubric Score</th>
<th>Maximum Rubric Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.50</td>
<td>2.49</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Ineffective:</th>
<th>Minimum Rubric Score</th>
<th>Maximum Rubric Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.00</td>
<td>1.49</td>
</tr>
</tbody>
</table>
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%.

<table>
<thead>
<tr>
<th>School Visit Type</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor/Administrator</td>
<td>88%</td>
</tr>
<tr>
<td>Independent Evaluator(s)</td>
<td>12%</td>
</tr>
<tr>
<td>Peer School Visit(s)</td>
<td>0% [N/A]</td>
</tr>
<tr>
<td>Grade configurations for which Peer School Visits will be used</td>
<td>(No Response)</td>
</tr>
</tbody>
</table>

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).
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.

<table>
<thead>
<tr>
<th>PRINCIPALS</th>
<th>SUBGROUP</th>
<th>UNANNOUNCE</th>
<th>ANNOUNCED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate whether the number and method selected applies to all principals or to a subgroup of principals.</td>
<td>If &quot;Subgroup of Principals&quot; is selected in the previous column, indicate which principals the number and method selected applies to; otherwise, enter &quot;N/A.&quot; For additional subgroups, add another row.</td>
<td>Minimum Number of School Visits</td>
<td>Minimum Number of School Visits</td>
</tr>
<tr>
<td>Subgroup of Principals</td>
<td>Tenured Principals</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Subgroup of Principals</td>
<td>Probationary Principals</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

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.
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.
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."

<table>
<thead>
<tr>
<th>PRINCIPALS</th>
<th>SUBGROUP</th>
<th>UNANNOUNCE</th>
<th>ANNOUNCED</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Principals (enter ‘N/A’ in the next column)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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.
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.

<table>
<thead>
<tr>
<th>Overall Student Performance Category Score and Rating</th>
<th>Overall School Visit Category Score and Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum</td>
<td>Maximum</td>
</tr>
<tr>
<td>H</td>
<td>18</td>
</tr>
<tr>
<td>E</td>
<td>15</td>
</tr>
<tr>
<td>D</td>
<td>13</td>
</tr>
<tr>
<td>I</td>
<td>00</td>
</tr>
</tbody>
</table>

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

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

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

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.
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.

Tier 1 PIP.docx
Tier 2 PIP Revised.docx
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 student performance 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.
Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious manner.

Annual Professional Performance Review (APPR) Appeal Procedure

a. Appeals shall be available for all principals, whether probationary or tenured. Evaluations which have resulted in a rating of Ineffective or Developing may be appealed. Principals may submit written rebuttals of determinations of “Effective” and “Highly Effective” but may not appeal such ratings.

b. Within fifteen (15) school days of the receipt of the final annual evaluation providing a rating as set forth in Subparagraph (a) above, a principal may appeal the annual evaluation to the First Level Reviewer as defined below. If a principal is on vacation or other paid leave when the final evaluation is issued, the fifteen (15) school days for appeal provided herein shall not commence until the principal returns from such leave. The appeal shall be in writing and shall articulate in detail the basis of the appeal. Appeals shall be limited to:

1. the substance and rating of the annual professional performance review which shall include the instance of a principal rated Ineffective on the Student Performance Category but rated Highly Effective on the Observation/School Visit Category based on an anomaly, as determined locally;
2. the school district’s adherence to the standards and methodologies required for such reviews pursuant to Section 3012(d) of the Education Law;
and
3. the school district’s adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated evaluation procedures

c. Within thirty (30) school days of receipt of the appeal, the First Level Review Committee shall deliver a written determination of the appeal to the principal. It shall be the duty of the First Level Review Committee to answer the question, “Has the principal demonstrated that the APPR should be modified?” In the course of answering this question, the committee may consider claims of procedural violations and shall determine whether the claimed violations are significant enough to modify the APPR.

d. For Purposes of this Section, the term “First Level Review Committee” shall consist of a JOINT REVIEW BOARD. The Joint Review Board shall consist of one representatives appointed by the Association and one representative appointed by the Superintendent. The Joint Review Board shall have thirty (30) calendar days to issue a written decision. The Joint Review Board shall have the power to discuss an appeal with the evaluator, the appealing principal, or with both at the same time, if it believes such a discussion will be helpful. The Joint Review Board cannot act except when all of its members are present. The Joint Review Board’s decisions will be explained in a writing that sets forth the reasoning of each panel member. If the Joint Review Board’s decision is 2-1 against the unit member, then the decision will be final, binding, and non-reviewable. In the event that the Joint Review Board decision is 2-0 in favor of the unit member, then the unit member may appeal the decision to an independent reviewer which will be mutually agreed upon by both parties.

e. The following additional level of appeal shall apply to any principal who: (i) has received two or more consecutive Ineffective ratings; (ii) is probationary and has received a second rating of Ineffective or Developing; overall APPR rating for a second time during his/her probationary term, or (iii) is probationary and has received a rating of Ineffective or Developing in his/her last probationary year (whether such year is a fourth year or a Juul year). The principal may, at his/her option, bring the appeal within ten (10) school days from receipt of the initial appeal determination, to a mutually agreed upon independent reviewer. In the event the parties are unable to agree within ten (10) school days of the filing of the appeal then the organization will request a list of qualified reviewers from CASDA. The cost associated with the retired administrator/independent reviewer shall be borne by the District. The independent reviewer shall issue a written determination within thirty (30) school days from the conclusion of the review. The independent reviewer’s decision shall be final and binding on all parties.

f. The evaluated principal may be represented at all stages by a union representative of his/her choosing. The evaluated principal may submit a rebuttal to the APPR evaluation either before or after his/her appeal without jeopardizing their rights to file or pursue an appeal.

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

h. The foregoing shall not affect the ability of a principal to challenge any aspect of his/her evaluation in a 3020-a/3020-b proceeding.
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 Schenectady City School District will comply with all requirements for the training and certification of all evaluators, including lead evaluators, evaluators, and independent observers. This commitment is to the initial training of all evaluators on the nine elements listed in Section 30-3.10 of the Rules of the Board of Regents and the ongoing training and support essential to maintain the needed level of inter-rater reliability.

• All evaluators in the Schenectady City School District, who will conduct school visits, have been trained and will be trained as lead evaluators for APPR.

• After completion of required components all evaluators, including the Superintendent, are certified/re-certified by the trainer. All evaluators will be re-certified bi-annually.

• Initial and recertification training for all evaluators will consist of a total of three days and will cover the nine required elements outlined in section 30-3 of the Rules of the Board of Regents.

• Central Office Administrators will provide support to building principals and administrators by conducting walk-throughs and learning walks. Training of evaluators will be contracted through the Board of Cooperative Education Services (BOCES) or Learner-Centered Initiatives (LCI).
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.
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.

[DocuSign_APPR_Joint Certification_for_SED.pdf]
## Tier 1
### Focused Teacher Improvement Plan

**Teacher’s Name:** ____________________________

**Subject/Grade:** _____________________________

**Building:** _____________________________

**Reason for TIP:** ___________________________

<table>
<thead>
<tr>
<th>Targeted Goals/ Areas of Improvement</th>
<th>Expected Outcomes</th>
<th>Recommended Resources</th>
<th>Responsibilities: Teacher &amp; Admin</th>
<th>Evidence of Achievement</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Progress:**

<table>
<thead>
<tr>
<th>Targeted Goals Areas of Improvement</th>
<th>Expected Outcomes</th>
<th>Recommended Resources</th>
<th>Responsibilities: Teacher &amp; Admin</th>
<th>Evidence of Achievement</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Progress:**


This section is to be completed at the end of the TIP cycle.

Teacher Reflection:

1. Did you meet your goals(s)? How do you know?

2. What steps or strategies were most effective in your practice? In what way did they benefit your students?

3. What would you have changed or done differently in this action plan?

Administrator Reflection:

Teacher Signature: _____________________________________________ Date: ______________

Administrator: ________________________________________________ Date: ______________
# Tier 2
## General Teacher Improvement Plan

Teacher’s Name: __________________________

Subject/Grade: __________________________

Building: _____________________________

Reason for TIP: _________________________

<table>
<thead>
<tr>
<th>Targeted Goals/ Areas of Improvement</th>
<th>Expected Outcomes</th>
<th>Recommended Resources</th>
<th>Responsibilities: Teacher &amp; Admin</th>
<th>Evidence of Achievement</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Progress:**

Teacher Signature: __________________________________________________________ Date: ________________

Administrator: ______________________________________________________________ Date: ________________
## Tier 1
### Focused Principal Improvement Plan

Principal’s Name: ________________________________  Subject/Grade: ________________________________

Building: ________________________________  Reason for PIP: ________________________________

<table>
<thead>
<tr>
<th>Targeted Goals/ Areas of Improvement</th>
<th>Expected Outcomes</th>
<th>Recommended Resources</th>
<th>Responsibilities: Principal &amp; Supervising Admin</th>
<th>Evidence of Achievement</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Progress:

<table>
<thead>
<tr>
<th>Targeted Goals/ Areas of Improvement</th>
<th>Expected Outcomes</th>
<th>Recommended Resources</th>
<th>Responsibilities: Principal &amp; Supervising Admin</th>
<th>Evidence of Achievement</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Progress:
Principal Signature:  ___________________________________________________________  Date:  ________________

Administrator:  ______________________________________________________________   Date:  ________________
This section is to be completed at the end of the PIP cycle.

Principal Reflection:

1. Did you meet your goals(s)? How do you know?

2. What steps or strategies were most effective in your practice? In what way did they benefit your students, teachers, and building?

3. What would you have changed or done differently in this action plan?

Supervising Administrator Reflection:

Principal Signature: ____________________________ Date: ______________

Supervising Administrator: ____________________________ Date: ______________
## Tier 2
### General Principal Improvement Plan

Principal’s Name: ________________________________  Subject/Grade: ____________________________

Building: ________________________________  Reason for PIP: ________________________________

<table>
<thead>
<tr>
<th>Targeted Goals/ Areas of Improvement</th>
<th>Expected Outcomes</th>
<th>Recommended Resources</th>
<th>Responsibilities: Principal &amp; Supervising Admin</th>
<th>Evidence of Achievement</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Progress:

Principal Signature: _____________________________________________  Date: ________________

Supervising Administrator: _____________________________________________  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 statutes 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:

Superintendent Name (print):

Aaron T. Bochniak

Teachers Union President Signature: Date:

Teachers Union President Name (print):

Juliet C. Benaquisto

Administrative Union President Signature: Date:

Administrative Union President Name (print):

Steven Boynton

Board of Education President Signature: Date:

Board of Education President Name (print):

John Foley