

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

Commissioner of Education

and Subpart 30-3 of the  
As a Greenfield, We are relying on the  
& R P P L V V L R Q H U T V 5 H J X O D W L R Q V As a Greenfield, 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 teacher or principal overall ratings and subcomponent scores show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results, and/or if schools or districts show a pattern of anomalous results in the Student Performance category and/or the Observation/School Visits category.

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

Thank you again for your hard work.

Sincerely,

MaryEllen Elia  
Commissioner

Attachment

**NOTE:**

Pursuant to sections 30-2.14 and 30-3.17 of the Rules of the Board of Regents, during the 2015-16 through 2018-19 school years, your district/BOCES must calculate transition scores and ratings for teachers and principals that exclude the results of grades 3-8 ELA and math State assessments and any State-provided growth scores. For the 2016-17 through 2018-19 school years, your district/BOCES must establish alternate SLOs for affected teachers and principals who, as a result of the above exclusions, have no remaining measures in the Student Performance C-3(a)(13)(g)-4(o)(13)(r)-4(y).

**Annual Professional Performance Review - Education Law §3012-d**

Task 1. School District Information - Tasks 1.1, 1.2

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**Task 1) Disclaimers**

For guidance related to Annual Professional Performance Review plans, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.

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

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

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

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

**1.1) Assurances****Please check all of the boxes below**

- Assure that the content of this form represents the district's/BOCES' entire APPR plan and that the APPR plan is in compliance with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.
- Assure that a detailed version of the district's/BOCES' entire APPR plan is kept on file and that a copy of such plan will be provided to the Department upon request for review of compliance with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.





**Annual Professional Performance Review - Education Law §3012-d**

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.3 (3 ELA/Math), 2.4 (4/8 SCI)

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**2.3) Grade 3 ELA and Math: Assessments (Original)**

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

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

SLOs are the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

**For grade 3 ELA and math; grades 4 and 8 science; high school math, science, and social studies courses associated with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO for students taking such assessments:**

- State assessments (or Regents or Regent equivalents), *required if one exists*

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

	Grade 3 ELA	Grade 3 Math
State Assessment	Grade 3 ELA	Grade 3 Math

**2.4) Grades 4 and 8 Science: Assessments (Original)**

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

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

SLOs are the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

**For grade 3 ELA and math; grades 4 and 8 science; high school math, science, and social studies courses associated with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO for students taking such assessments:**

- State assessments (or Regents or Regent equivalents), *required if one exists*

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

	Grade 4 Science	Grade 8 Science
State or Regents Assessment(s)	Common branch	Grade 8 Science

**Annual Professional Performance Review - Education Law §3012-d**

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**Annual Professional Performance Review - Education Law §3012-d**

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.5, 2.6 (High School Courses)

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**Annual Professional Performance Review - Education Law §3012-d**

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.8 (6-8 SCI/SS) 2.9 (Global 1)

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

Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.8 (6-8 SCI/SS) 2.9 (Global 1)

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	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
Global 1	District- or BOCES-wide results	<input checked="" type="checkbox"/> All Regents given in building/district		

**Annual Professional Performance Review - Education Law §3012-d**

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.10 (Other Courses), 2.11-2.14

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**2.10) All Other Courses (Original)**

**STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams**

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

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

**For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:**

- District-determined assessments from list of State-approved 3rd party assessments; or
- State-approved district, regionally or BOCES-developed course-specific assessments; or
- School- or program-wide, group, team, or linked results; or
- District- or BOCES-wide results

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

- **Column 1: lowest grade that corresponds to the course**
- **Column 2: highest grade that corresponds to the course**
- **Column 3: subject of the course**
- **Column 4: measure used**
- **Columns 5-6: assessment(s) used**

*Follow the examples below to list other courses.*

	(1) lowest grade	(2) highest grade	(3) subject	(4) measure	(5-6) assessment(s)
All Other Courses	K	12	All courses not named above	District- or BOCES-wide results	Common Core English, Common Core Algebra
K-3 Art	K	3	Art	Teacher-specific results	Questar III BOCES
Grades 9-12 English Electives	9	12	English Electives	School- or program-wide, group, team, or linked results	All Regents given in building/district

**To add additional courses, click "Add Row".**

Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.10 (Other Courses), 2.11-2.14

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Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-developed Course-Specific Assessment(s)	Third Party Assessment(s)
9	12	CTE	Teacher-specific results		<input checked="" type="checkbox"/> Western Suffolk BOCES	
3	8	Special Education	Teacher-specific results	<input checked="" type="checkbox"/> NYSAA		
9	12	Special Education	Teacher-specific results	<input checked="" type="checkbox"/> NYSAA		
K	8	All courses not named above	District- or BOCES-wide results			<input checked="" type="checkbox"/> aimsweb
9	12	All courses not named above	District- or BOCES-wide results	<input checked="" type="checkbox"/> All Regents given in building/district		
K	12	ELL	Teacher-specific results	<input checked="" type="checkbox"/> NYSESLAT		

2.11) HEDI Scoring Bands

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

2.12) Teachers with More Than One Growth Measure (Original)

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

If educators have more than one State-provided growth score and rating, those scores and ratings will be combined into one 0-20 score and HEDI rating for the Required Student Performance subcomponent provided by the Department. (Examples: Common branch teacher with State-provided growth measures for both ELA and Math in grade 4; middle school math teacher with both 7th and 8th grade math courses.)

If educators have more than one SLO (or a State-provided growth measure and an SLO), the measures will each earn a score from 0-20 points which districts/BOCES must weight proportionately based on the number of students in each SLO (or in the State-provided growth measure and the SLO).

2.13) Assurances

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

**Annual Professional Performance Review - Education Law §3012-d**

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.10 (Other Courses), 2.11-2.14

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**Please check the boxes below.**

- Assure that the teacher has an SLO or a back-up SLO, where applicable, consistent with the goal setting process developed by the Commissioner that results in a student growth score.
- Assure that all growth targets represent a minimum of one year of expected growth, as determined by the superintendent or another trained administrator. Such targets, as determined by the superintendent or another trained administrator, may only take the following characteristics into account: poverty, students with disabilities, English language learner status and prior academic history.
- Assure that all growth targets are approved by the superintendent or another trained administrator.
- Assure that any disagreement between parties regarding the content of the SLO, including the growth target, will be resolved by the superintendent or another trained administrator.
- Assure that if a teacher's SLO is based on a small n size population and the district/BOCES chooses not to use the HEDI scoring bands listed in task 2.11, then the teacher's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in APPR Guidance.
- Assure that processes are in place for the superintendent to monitor SLOs.
- Assure that the final Student Performance category rating for each teacher will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved APPR plan.

**2.14) Use of the Optional Subcomponent and Student Performance Category Weighting**

- If the Optional subcomponent is not used, the Required subcomponent will comprise 100% of the Student Performance category.
- If the Optional subcomponent is used, the Required subcomponent must comprise at least 50% of the Student Performance category.

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

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

**Annual Professional Performance Review - Education Law §3012-d**

Task 2. Transition Student Performance - Required (Teachers) - Task 2 Alternate SLOs

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**Task 2) Required Student Performance Subcomponent (Transition Period, 2016-17 through 2018-19)**

*The measures indicated in this section only apply during the 2016-17 through 2018-19 school years.*





**Annual Professional Performance Review - Education Law §3012-d**

Task 3.1. Optional Subcomponent Use (Teachers) - Task 3.1 (Subcomponent Use and Weighting)

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**Task 3) Optional Student Performance Subcomponent**

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

*Up to 50% of Student Performance category, if selected.*

Such second measure shall apply in a consistent manner, to the extent practicable, across all classrooms in the same grade/subject in the district/BOCES and be either:

(A) a second State-provided growth score on a State-created or administered test, provided that the State-provided growth measure is different than that used in the Required subcomponent, or

(B) a growth score based on a State-designed supplemental assessment, calculated using a State-provided or approved growth model.

**3.1) Use of the Optional Subcomponent of the Student Performance Category**

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

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

Annual Professional Performance Review - Education Law §3012-d

Task 4. Teacher Observation Category - Tasks 4.1-4.6

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

4.1) Teacher Practice Rubric

Select a teacher practice rubric from the menu of State-approved rubrics to assess performance based on the observable NYS Teaching Standards.

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

4.2) Assurances

Please check all of the boxes below.

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

4.3) Process for Weighting Rubric Domains/Subcomponents

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

Please describe the process for weighting the observable domains/subcomponents of the chosen practice rubric (e.g., All observable components will be weighted equally and averaged).

All observable components will be weighted equally and averaged.

4.4) Calculating Observation Ratings

Assurances

Please check the boxes below.

- Assure that each set of observations (by supervisor/other trained administrator, independent, or peer) will be completed using the selected practice rubric, producing an overall score between 1 and 4. The overall weighted observation score will then be converted into a HEDI rating using the ranges indicated below.
- Assure that once all observations are complete, the different types of observations will be combined using a weighted average consistent with the weights specified in task 4.5 below, producing an overall Observation category score between 0 and 4. In the event that a teacher earns a score of 1 on all rated components of the practice rubric across all observations, a score of 0 will be assigned.

Please also check the boxes below.

- Assure that if the district is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, the second observation(s) shall be conducted by one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the observation(s) required to be performed by the principal/supervisor or other trained administrator. See Section 30-3.4(d)(2)(i)(b)(1) of the Rules of the Board of Regents.
- Assure that if the district/BOCES is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective; and, that in any school year for which there is an approved waiver and such waiver contains information that conflicts with the information provided in Task 4 of the district's/BOCES' approved §3012-d APPR plan, the provisions of the approved waiver will apply. See Section 30-3.4(d)(2)(i)(b)(2) of the Rules of the Board of Regents.

Teacher Observation Scoring Bands

Annual Professional Performance Review - Education Law §3012-d

Task 4. Teacher Observation Category - Tasks 4.1-4.6

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	Overall Observation Category Score and Rating	
	Minimum	Maximum
<b>H</b>	3.5 to 3.75	4.0
<b>E</b>	2.5 to 2.75	3.49 to 3.74
<b>D</b>	1.5 to 1.75	2.49 to 2.74
<b>I</b>	0	1.49 to 1.74

**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.

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

**4.5) Teacher Observation Subcomponent Weighting**

**Required Subcomponents:**

- Observations by Principal(s) or Other Trained Administrators: At least 80% of the Teacher Observation category score
- Observations by Impartial Independent Trained Evaluator(s)\*: At least 10%, but no more than 20%, of the Teacher Observation category score

**Optional Subcomponent:**

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

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

\* If the district is granted an annual Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through the use of one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the observation(s) required to be performed by the principal/supervisor or other trained administrator.

Please indicate the weighting of each subcomponent and be sure the total of the weights indicated equals 100%.

Annual Professional Performance Review - Education Law §3012-d

Task 4. Teacher Observation Category - Tasks 4.1-4.6

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Required - Principal/ Administrator	Required - Independent Evaluator(s)	Optional - Peer Observer(s)	Grades and subjects for which Peer Observers will be used
90%	10%	N/A	(No Response)

4.6) Assurances

Please check all of the boxes below.

- Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the teacher(s) they are evaluating.  
Assure that, if observations are being conducted by trained peer observer(s), these teacher(s) received an overall rating of Effective or Highly



**Annual Professional Performance Review - Education Law §3012-d**

Task 6. Additional Requirements (Teachers) - Tasks 6.1-6.9

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

**6.1) Assurances: Teacher Improvement Plans**

**Please check all of the boxes below.**

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

**6.2) Attachment: Teacher Improvement Plan Forms**

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

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

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

WSB APPR Teacher Improvement Plan (TIP) 6-3-16.rtf

**6.3) Assurance: Appeals**

**Please check the box below.**

Assure the district/BOCES has collectively bargained appeal procedures that are consistent with the regulations and that they provide for the









**Annual Professional Performance Review - Education Law §3012-d**

## Task 6. Additional Requirements (Teachers) - Tasks 6.1-6.9

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**6.8) Assurances: Assessments****Please check all of the boxes below.**

- Assure that, where applicable, if students in Common Core courses are taking both the 2005 Learning Standards and Common Core versions of the Regents Assessment, then the district/BOCES will use the higher of the two scores to determine whether a student has met his/her growth target.
- Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.
- Assure that individuals with vested interest in the outcome of their assessments are not involved, to the extent practicable, in the administration and scoring of those assessments.
- Assure that, where applicable, if your district/BOCES has indicated that more than one version of a Regents assessment for a content area will be used as the underlying evidence for an SLO, that the district/BOCES will only administer both assessments within the timeframes prescribed by the Commissioner. Where only one version of a Regents assessment for a content area is administered in a particular school year, assure that only that assessment will be used as the underlying evidence for an SLO.

**6.9) Assurances: Data****Please check all of the boxes below.**

- Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.
- Assure that the district/BOCES provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.
- Assure scores and ratings for all teachers will be reported to NYSED for each category, as well as the overall rating, as per NYSED requirements.
- Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.
- Assure that procedures for ensuring data accuracy and integrity are being utilized.

**Annual Professional Performance Review - Education Law §3012-d**

Task 7. Original Student Performance - Required (Principals) - Original Task 7.1 (State-Provided Growth Measures)

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**Task 7) Original Required Student Performance Subcomponent**

**Annual Professional Performance Review - Education Law §3012-d**

Task 7. Original Student Performance - Required (Principals) - Original Task 7.1 (State-Provided Growth Measures)

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Annual Professional Performance Review - Education Law §3012-d

Task 7. Original Student Performance - Required (Principals) - Original Tasks 7.2 (SLOs), 7.3-7.6

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

7.4) Principals with More Than One Growth Measure (Original)

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

If educators have more than one State-provided growth score and rating, those scores and ratings will be combined into one score and HEDI rating for the Required Student Performance subcomponent provided by the Department. (Examples: Principals of K-8 schools with growth measures for ELA and math grades 4-8.)

If educators have more than one SLO (or a State-provided growth measure and an SLO), the measures will each earn a score from 0-20 points which districts/BOCES must weight proportionately based on the number of students in each SLO (or in the State-provided growth measure and the SLO).

7.5) Assurances

Please check all of the boxes below.

- Assure that the principal has an SLO or a back-up SLO, where applicable, consistent with the goal setting process developed by the Commissioner that results in a student growth score.
- Assure that all growth targets represent a minimum of one year of expected growth, as determined by the superintendent or another trained administrator. Such targets, as determined by the superintendent or another trained administrator, may only take the following characteristics into account: poverty, students with disabilities, English language learners status and prior academic history.
- Assure that all growth targets are approved by the superintendent or another trained administrator.
- Assure that any disagreement between parties regarding the content of the SLO, including the growth target, will be resolved by the superintendent or another trained administrator.
- Assure that if a principal's SLO is based on a small n size population and the district/BOCES chooses not to use the HEDI scoring bands listed in task 7.3, then the principal's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in APPR Guidance.
- Assure that processes are in place for the superintendent to monitor SLOs.
- Assure that the final Student Performance category rating for each principal will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved APPR plan.

7.6) Student Performance Subcomponent Weighting

- If the Optional subcomponent is not used, the Required subcomponent will comprise 100% of the Student Performance category.
- If the Optional subcomponent is used, the Required subcomponent must comprise at least 50% of the Student Performance category.

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

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

**Annual Professional Performance Review - Education Law §3012-d**

Task 7. Transition Student Performance - Required (Principals) - Task 7 Alternate SLOs

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**Task 7) Required Student Performance Subcomponent (Transition Period, 2016-17 through 2018-19)**

*The measures indicated in this section only apply during the 2016-17 through 2018-19 school years.*





**Annual Professional Performance Review - Education Law §3012-d**

Task 8.1. Optional Subcomponent Use (Principals) - Task 8.1 (Subcomponent Use and Weighting)

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**Task 8) Optional Student Performance Subcomponent**

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

**Annual Professional Performance Review - Education Law §3012-d**

Task 9. Principal School Visit Category - Tasks 9.1-9.6

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Annual Professional Performance Review - Education Law §3012-d

Task 9. Principal School Visit Category - Tasks 9.1-9.6

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	Overall School Visit Category Score and Rating	
	Minimum	Maximum
<b>H</b>	3.5 to 3.75	4.0
<b>E</b>	2.5 to 2.75	3.49 to 3.74
<b>D</b>	1.5 to 1.75	2.49 to 2.74
<b>I</b>	0	1.49 to 1.74

**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.

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

**9.5) Principal School Visit Subcomponent Weighting**

**Required Subcomponents:**

- School Visits by Supervisor(s) or other Trained Administrator(s): At least 80% of the Principal School Visit category score
- School Visits by Impartial Independent Trained Evaluator(s)\*: At least 10%, but no more than 20%, of the Principal School Visit category score

**Optional Subcomponent:**

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

\* If the district is granted an annual Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through the use of one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the school visit(s) required to be performed by the Superintendent/supervisor or their designee.

Please indicate the weighting of each subcomponent and be sure the total of the weights indicated equals 100%.

Annual Professional Performance Review - Education Law §3012-d

Task 9. Principal School Visit Category - Tasks 9.1-9.6

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Required - Supervisor/ Administrator	Required - Independent Evaluator(s)	Optional - Peer Observer(s)	Grade configurations for which Peer Observers will be used
90%	10%	N/A	(No Response)

9.6) Assurances

Please check all of the boxes below.

- Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the principal(s) they are evaluating.
- Assure that, if school visits are being conducted by trained peer observer(s), these principal(s) received an overall rating of Effective or Highly Effective in the previous school year.
- Assure that the following elements will not be used in calculating a principal's school visit category score and rating: evidence of student development and performance derived from lesson plans, other artifacts of principal practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of principal effectiveness. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- Assure that the length of all school visits for principals will be conducted pursuant to the locally-determined durations.
- Assure that independent evaluator(s) will be trained and selected by the district/BOCES.
- Assure that peer observer(s), as applicable, will be trained and selected by the district/BOCES.
- Assure that at least one of the required school visits will be unannounced.
- Assure that school visits will not be conducted via video.

9.7) Number of School Visits

Indicate the minimum number of unannounced and announced school visits for each type of observer in the tables below.

Tenured Principals

	Required - Supervisor/ Administrator: Minimum school visits	Required - Independent Evaluator(s): Minimum school visits	Optional - Peer Observer(s): Minimum school visits
Unannounced	0	1	0
Announced	1	0	0

Probationary Principals

	Required - Supervisor/ Administrator: Minimum school visits	Required - Independent Evaluator(s): Minimum school visits	Optional - Peer Observer(s): Minimum school visits
Unannounced	0	1	0
Announced	2	0	0

**Annual Professional Performance Review - Education Law §3012-d**

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

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

**10.1) Scoring Ranges**

**Student Performance Category**

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

**Principal School Visit Category**

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

	Overall Student Performance Category Score and Rating			Overall School Visit Category Score and Rating	
	Minimum	Maximum		Minimum	Maximum
<b>H</b>	18	20	<b>H</b>	3.5 to 3.75	4.0
<b>E</b>	15	17	<b>E</b>	2.5 to 2.75	3.49 to 3.74
<b>D</b>	13	14	<b>D</b>	1.5 to 1.75	2.49 to 2.74
<b>I</b>	0	12	<b>I</b>	0	1.49 to 1.74

**10.2) Scoring Matrix for the Overall Rating**

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

\* If a principal is rated Ineffective on the Student Performance category, and a State-designed supplemental assessment was included as an Optional subcomponent of the Student Performance category, the principal can be rated no higher than Ineffective overall (see Education Law §3012-d (5)(a) and (7)).

**10.3) Assurances**

**Please check all of the boxes below.**

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

**Annual Professional Performance Review - Education Law §3012-d**

## Task 11. Additional Requirements (Principals) - Tasks 11.1-11.9

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For guidance on additional requirements for principals, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.**11.1) Assurance: Implementation of PIPs****Please check all of the boxes below.**

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

**11.2) Attachment: Principal Improvement Plan Forms**

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

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

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

WSBOCES Principal Improvement Plan (PIP) 7-28-2016.pdf

**11.3) Assurance: Appeals****Please check the box below.**

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

**11.4) Appeals**

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

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

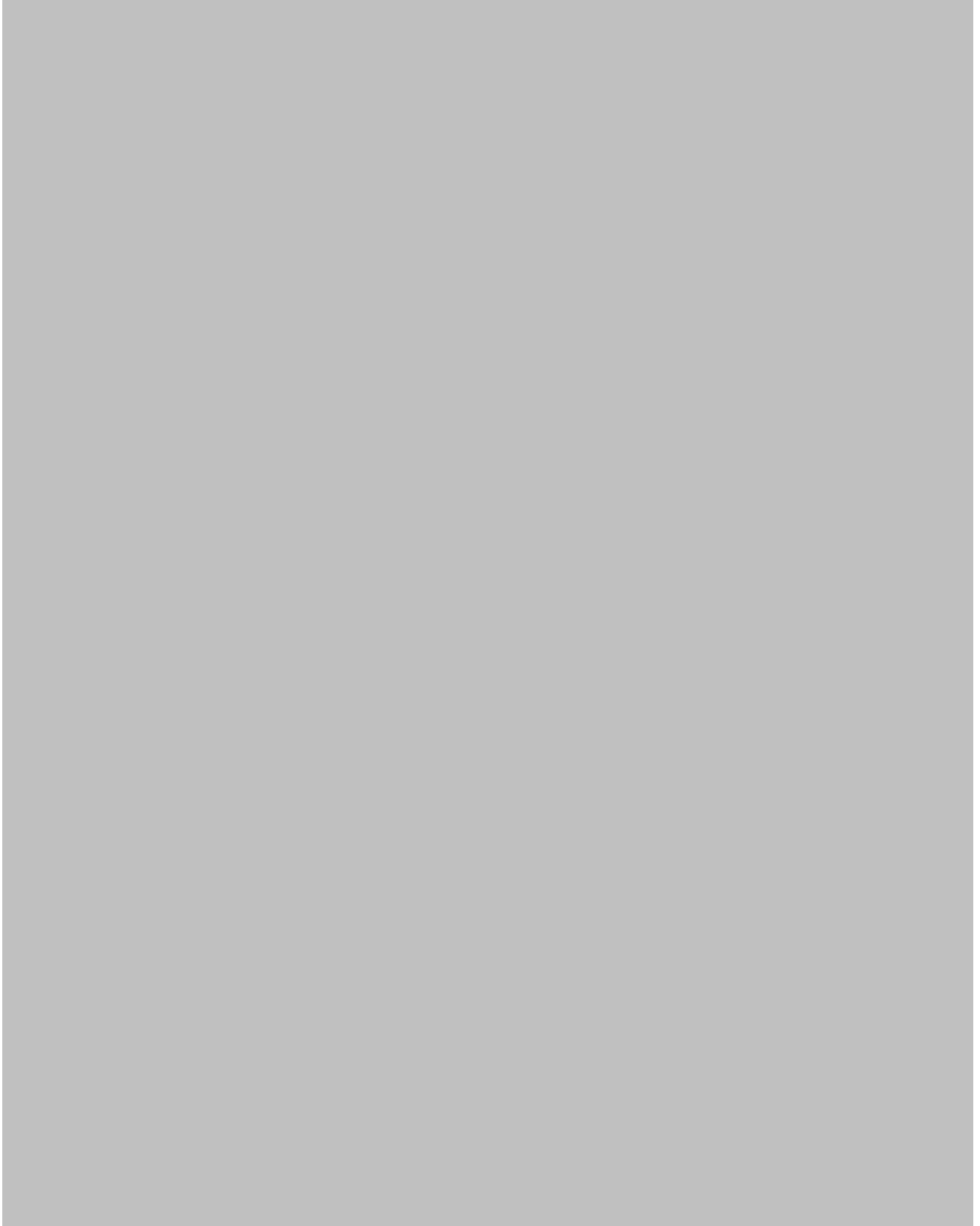
**Annual Professional Performance Review - Education Law §3012-d**

Task 11. Additional Requirements (Principals) - Tasks 11.1-11.9

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**Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way.**





**Annual Professional Performance Review - Education Law §3012-d**

## Task 11. Additional Requirements (Principals) - Tasks 11.1-11.9

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challenges provided under law, including but not limited to Education Law §3020-a. However, the failure of either party to abide by the above agreed-upon process shall be subject to the grievance procedure.

**11.5) Assurance: Evaluators**

**Please check the box below.**

- The district/BOCES assures that all evaluators will be properly trained and lead evaluators will be certified on the below elements prior to completing a principal's evaluation. Note: independent observers and peer observers need only be trained on elements 1, 2, and 4 below.

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

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

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

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

The Western Suffolk BOCES will ensure that all evaluators of principals (evaluators, lead evaluators and independent observers) are trained and certified/recertified in accordance with regulation. Specifically, the Western Suffolk BOCES Staff Development Team will provide all evaluators (evaluators, lead evaluators and independent observers) with a minimum of one day (six hours) of annual training. Recertification is required annually. Annual certification and recertification will include inter-rater reliability training. Training will address all of the elements required by Section 30-3.10(b) of the Rules of the Board of Regents.

**11.7) Assurances: Principal Evaluation**

**Please check all of the boxes below.**

- Assure that the district/BOCES shall compute and provide to the principal their score and rating for the Student Performance category, if available, and for the Principal School Visit category for the principal's Annual Professional Performance Review, in writing, no later than the last school day of the school year for which the principal is being measured, but in no case later than September 1 of the school year next following the school year for which the principal's performance is being measured.
- Assure that the evaluation system will be used as a significant factor for employment decisions.
- Assure that principals will receive timely and constructive feedback as part of the evaluation process.
- Assure that the following prohibited elements listed in Education Law §3012-d(6) are not being used as part of any principal's evaluation: evidence of student development and performance derived from lesson plans, other artifacts of principal practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of principal effectiveness; any district or regionally-developed assessment that has not been approved by the department; and any growth or achievement target that does not meet the minimum standards as set forth in regulations of the Commissioner. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall compute and provide principals whose Student Performance Category measures are based, in whole or in part, on the grades 3-8 ELA/math State assessments and/or State-provided growth scores with their APPR transition scores and ratings as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the principal's performance is being measured.
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall provide such principals with their original composite rating by September 1 of the school year next following the school year for which the principal's performance is being measured, or as soon as practicable thereafter.

**11.8) Assurances: Assessments**

**Annual Professional Performance Review - Education Law §3012-d**

## Task 11. Additional Requirements (Principals) - Tasks 11.1-11.9

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**Please check all of the boxes below.**

- Assure that, where applicable, if students in Common Core courses are taking both the 2005 Learning Standards and Common Core versions of the Regents Assessment, then the district/BOCES will use the higher of the two scores to determine whether a student has met his/her growth target.
- Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.
- Assure that individuals with vested interest in the outcome of their assessments are not involved, to the extent practicable, in the administration and scoring of those assessments.
- Assure that, where applicable, if your district/BOCES has indicated that more than one version of a Regents assessment for a content area will be used as the underlying evidence for an SLO, that the district/BOCES will only administer both assessments within the timeframes prescribed by the Commissioner. Where only one version of a Regents assessment for a content area is administered in a particular school year, assure that only that assessment will be used as the underlying evidence for an SLO.

**11.9) Assurances Data****Please check all of the boxes below.**

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

**Annual Professional Performance Review - Education Law §3012-d**

Task 12. Joint Certification of APPR Plan - Upload Certification Form

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**Task 12) Upload APPR District Certification Form**

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

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

2015-16 District Certification Form - WSBOCES 3012-d APPR Plan 8-17-16.pdf



# Western Suffolk BOO S

IMPLEMENTATION TIMELINE FOR

MANNER IN WHICH IMPROVEMENT

TEACHER:		Tenured Non-Tenured Year: _____
SUPERVISOR:	SC	

PRIOR YEAR OVERALL PERFORMANCE RATING:

INEFFECTIVE

DEVELOPING

**SECTION II: SUPPORT AND GUIDANCE**

**PROFESSIONAL LEARNING ACTIVITIES TO SUPPORT THE TEACHER:**

**ARTIFACTS OR BENCHMARKS OF IMPROVEMENT:**

**EVIDENCE FROM EVALUATIONS TO ASSESS IMPROVEMENT:**

**SUMMARY:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The teacher, \_\_\_\_\_, agrees to follow tht \_\_\_\_\_ R3R6, pVT, 104S01

Name of Principal \_\_\_\_\_ Tenured \_\_\_\_\_ Untenured \_\_\_\_\_  
School Building \_\_\_\_\_ Academic Year \_\_\_\_\_  
Superintendent/ Supervisor \_\_\_\_\_

Deficiency that promulgated the "ineffective" or "developing" performance rating:

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Improvement Goal/Outcome:

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Strategies and activities the Principal will use to improve:

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Timeline: \_\_\_\_\_

Required and Specific Resources including artifacts, to be made available to assist in achieving stated goals:

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Date(s) of formative evaluation meetings: \_\_\_\_\_

Professional learning activities to support the administrator:

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Manner in which improvement will be assessed:

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\_\_\_\_\_  
\_\_\_\_\_

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Executive Director: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_



**DISTRICT CERTIFICATION FORM: Please download this form, sign and upload to APPR form**

By signing this document, the school district or BOCES certifies that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that all provisions of the APPR that are subject to collective negotiations

governing body of the school district or BOCES. By signing this document, the collective bargaining agent(s) of the school

such APPR Plan complies with the requirements of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES.

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that, on behalf of all parties, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and do not conflict with the provisions of the APPR Plan.

Using a comprehensive annual evaluation system that rigorously adheres to Education Law §3012-d as implemented by Subpart

district's or BOCES' complete APPR Plan and that such plan will be fully implemented by the school district or BOCES; that there is no conflict or interference with full implementation of the APPR Plan; and that no material changes will be made to the APPR Plan without the approval of the Commissioner in accordance with Subpart 30-3 of the Rules of the Board of Regents.

The district/BOCES and its collective bargaining agent(s), where applicable, also certify that during the 2015-16 through 2016-17 school years, transition scores and ratings will be calculated for teachers and principals based on the original APPR Plan. The district/BOCES will continue to provide teachers and principals with original APPR scores and ratings based on the original APPR Plan without any modifications, substitutions, or replacements pursuant to §30-3.17 of the Rules of the Board of Regents during the transition period; and that original APPR scores and ratings will be provided for advisory purposes only and will have no impact on employment decisions, including tenure determinations, or teacher and principal improvement plans.

The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this APPR Plan may be withheld or forfeited by the State pursuant to Education Law §3012-d(3)(b) or §3012-d(3)(c), the State will not be held liable for any state aid increases received as a result of the Commissioner's approval of this APPR Plan.

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

- Assure that, during the 2015-16 through 2018-19 school years, the overall transition rating will be used as a significant factor in employment decisions, including tenure determinations and teacher and principal improvement plans;

approved APPR plan shall be used as the basis for employment decisions, including tenure determinations and teacher and principal improvement plans;

- Assure that, during the 2015-16 through 2018-19 school years, the district or BOCES, shall provide teachers and principals whose Student Performance Category measures are based, in whole or in part, on the original APPR Plan;

Assure that, during the 2015-16 through 2016-17 school years, the district/BOCES shall provide such teachers and

performance reviews in writing no later than the last day of the school year for which the classroom teacher or building principal's performance is being measured, and that the...

year for which the classroom teacher or building principal's performance is being measured.

- Assure that beginning in the 2014-2015 school year, the entire APPR will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured;
- Assure that beginning in the 2014-2015 school year, the district or ROCES shall compute and provide to the classroom teacher or building principal their 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 annual professional performance review in writing no later than the last day of the school year for which the teacher or principal is being measured, but in no case later than September 1 of the school year next following the school year for which the teacher or principal's performance is measured;

no later than September 1 of each school year, or within 10 days after the DiA's approval by the

- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner;
- Assure that, during the 2015-16 through 2018-19 school year, the district or ROCES will continue to report both the original and transition ratings to the State for each classroom teacher and building principal in a format prescribed by the Commissioner;
- Certify that the district provides an opportunity for every classroom teacher and building principal to seek the State's review of their original and transition ratings;
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process;

including specific considerations in evaluating teachers and principals of English language learners and students with disabilities;

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

- Assure that, beginning in the 2019-2020 school year, any educator who receives a Developing or Ineffective rating on their original overall rating pursuant to this APPR plan will receive a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statutes and regulations, by October 1 of the school year following the school year for which such teacher's or principal's performance is being measured;

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

- Assure that all evaluators and lead evaluators, including independent evaluators and peer evaluators, as applicable, will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with all applicable statutes and regulations;
- Assure that the district or ROCES has collectively bargained appeal procedures that are consistent with the statutes and regulations and that they provide for the timely and expeditious resolution of an appeal to the district/ROCES.

Assure that, for teachers, all observable T-3 Teaching Standards/Domains or one selected practice rubric are assessed at least once a year across the range of annual observations, and for principals, all observable T-3 Leadership Standards/Domains or one 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

the Rules of the Board of Regents, during the 2016-17 through 2019-20 school years.

- Assure that beginning in the 2019-20 school year, the BOCES Original APPK Plan will apply to all classroom teachers and building principals as defined in the statute, without any modifications, substitutions, or replacements as a result of the requirements of §30-3.17 of the Rules of the Board of Regents;
- Assure that the district or BOCES will provide the necessary monitoring pursuant to Subpart 50.3 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 minimum in required annual instructional hours for each grade, the amount of time devoted to teacher administered assessments that are not specifically required by State or Federal law for each classroom or program of the grade. Time devoted to teacher administered 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 students with a disability.

Superintendent Signature:

Date:

*Whurser* 8/17/16

Teachers Union President Signature:

Date:

*[Signature]* 8/17/16

Administrative Union President Signature:

Date:

*[Signature]* 8-17-16

Board of Education President Signature:

Date:

*[Signature]* 8-17-16