

EXPEDITED MATERIAL CHANGE FORM

Directions:

The following certification form is for use by school districts/BOCES that request to make a material change to their approved Annual Professional Performance Review (APPR) plan that relates solely to the elimination of unnecessary student assessments as described in §30-2.3(a)(2) of the Rules of the Board of Regents and Education Law §3012-c(k-1), as incorporated by Education Law §3012-d(15). For more information please see the February 2014 Board of Regents meeting at http://www.regents.nysed.gov/common/regents/files/214p12hea1%5B1%5D_0.pdf, and the April 2014 Board of Regents meeting at http://www.regents.nysed.gov/common/regents/files/413p12a1revised_0.pdf.

Districts/BOCES that wish to submit material changes to their approved APPR plan pursuant to Education Law §3012-d for use in the current school year must complete and submit this form to EducatorEval (educatoreval@nysed.gov) ***no later than March 1***. Please note that the Department will not accept late submissions of this form. **Please type “Expedited Assessment Material Change” in the subject line of your email to ensure an expedited review of your material change request.**

The superintendent, district superintendent, or chancellor of each school district/BOCES must provide a written explanation of the changes to their approved APPR plan in addition to the required certification below---that no other material changes have been made to other portions of the APPR plan. In the form below, please identify the relevant Task(s) (2, 3, 7, and/or 8), as listed in the APPR Portal, that will be impacted by your requested material change. In each sub-task, please also indicate if changes were made to the selected measure, assessment, and/or process for assigning a score and rating.

The Department shall complete the review of properly and completely submitted material changes ***within 10 business days of submission***. In order to be considered properly and completely submitted, the submission must include this form with all appropriate signatures and dates and a corresponding submission in the APPR Portal (as described above) that meets the requirements of Education Law §3012-d and Subpart 30-3 of the Board of Regents. If a plan is reviewed and rejected by the Department because it was not properly and completely submitted or for any other reason, the 10 business day requirement for an expedited review does not apply until a new, properly and completely submitted material change is submitted for approval.

Please note that the Department will only review the Task(s) and sub-task(s) indicated in this certification form and no other portion of the APPR plan will be reviewed by the Department for compliance with Education Law §3012-d. Therefore, it is the responsibility of the district/BOCES to assure that the changes requested will not have an impact on the implementation of any other part of their approved APPR plan since the Department will not be reviewing the remaining portions of the approved APPR plan for compliance with Education Law §3012-d. The Department recommends that school districts/BOCES consult with their local counsel before submitting this certification form and any changes to their currently approved plan in the APPR Portal.

Name of school district or BOCES: _____

Please check the applicable boxes below to indicate which portions of the APPR plan have been changed that relate to the elimination of unnecessary assessments on students.

Task 2. Student Performance – Required Subcomponent (Teachers)

2.6) High School English Language Arts

<input type="checkbox"/> Grade 9 ELA Measure	<input type="checkbox"/> Grade 10 ELA Measure
<input type="checkbox"/> Grade 9 ELA Assessment	<input type="checkbox"/> Grade 10 ELA Assessment
<input type="checkbox"/> Grade 11 ELA Measure	<input type="checkbox"/> Grade 12 ELA Measure
<input type="checkbox"/> Grade 11 ELA Assessment	<input type="checkbox"/> Grade 12 ELA Assessment

2.7) Grades K-2 ELA and Math

<input type="checkbox"/> Grade K ELA Measure	<input type="checkbox"/> Grade 1 ELA Measure
<input type="checkbox"/> Grade K ELA Assessment	<input type="checkbox"/> Grade 1 ELA Assessment
<input type="checkbox"/> Grade 2 ELA Measure	
<input type="checkbox"/> Grade 2 ELA Assessment	

<input type="checkbox"/> Grade K Math Measure	<input type="checkbox"/> Grade 1 Math Measure
<input type="checkbox"/> Grade K Math Assessment	<input type="checkbox"/> Grade 1 Math Assessment
<input type="checkbox"/> Grade 2 Math Measure	
<input type="checkbox"/> Grade 2 Math Assessment	

2.8) Grades 6-7 Science and Grades 6-8 Social Studies

<input type="checkbox"/> Grade 6 Science Measure	<input type="checkbox"/> Grade 7 Science Measure
<input type="checkbox"/> Grade 6 Science Assessment	<input type="checkbox"/> Grade 7 Science Assessment

<input type="checkbox"/> Grade 6 Social Studies Measure	<input type="checkbox"/> Grade 7 Social Studies Measure
<input type="checkbox"/> Grade 6 Social Studies Assessment	<input type="checkbox"/> Grade 7 Social Studies Assessment
<input type="checkbox"/> Grade 8 Social Studies Measure	
<input type="checkbox"/> Grade 8 Social Studies Assessment	

2.9) Regents Global Studies 1

<input type="checkbox"/> Global 1 Measure
<input type="checkbox"/> Global 1 Assessment

2.10) All Other Courses

<input type="checkbox"/> All other courses Measures(s)
<input type="checkbox"/> All other courses Assessment(s)

Task 3. Student Performance – Optional Subcomponent (Teachers)

3.1) Grades 4-8 ELA and Math

<input type="checkbox"/> Grade 4 ELA Measure <input type="checkbox"/> Grade 4 ELA Assessment(s) If applicable: <input type="checkbox"/> Grade 4 ELA Process for Assigning a Score and Rating	<input type="checkbox"/> Grade 5 ELA Measure <input type="checkbox"/> Grade 5 ELA Assessment(s) If applicable: <input type="checkbox"/> Grade 5 ELA Process for Assigning a Score and Rating
<input type="checkbox"/> Grade 6 ELA Measure <input type="checkbox"/> Grade 6 ELA Assessment(s) If applicable: <input type="checkbox"/> Grade 6 ELA Process for Assigning a Score and Rating	<input type="checkbox"/> Grade 7 ELA Measure <input type="checkbox"/> Grade 7 ELA Assessment(s) If applicable: <input type="checkbox"/> Grade 7 ELA Process for Assigning a Score and Rating
<input type="checkbox"/> Grade 8 ELA Measure <input type="checkbox"/> Grade 8 ELA Assessment(s) If applicable: <input type="checkbox"/> Grade 8 ELA Process for Assigning a Score and Rating	

<input type="checkbox"/> Grade 4 Math Measure <input type="checkbox"/> Grade 4 Math Assessment(s) If applicable: <input type="checkbox"/> Grade 4 Math Process for Assigning a Score and Rating	<input type="checkbox"/> Grade 5 Math Measure <input type="checkbox"/> Grade 5 Math Assessment(s) If applicable: <input type="checkbox"/> Grade 5 Math Process for Assigning a Score and Rating
<input type="checkbox"/> Grade 6 Math Measure <input type="checkbox"/> Grade 6 Math Assessment(s) If applicable: <input type="checkbox"/> Grade 6 Math Process for Assigning a Score and Rating	<input type="checkbox"/> Grade 7 Math Measure <input type="checkbox"/> Grade 7 Math Assessment(s) If applicable: <input type="checkbox"/> Grade 7 Math Process for Assigning a Score and Rating
<input type="checkbox"/> Grade 8 Math Measure <input type="checkbox"/> Grade 8 Math Assessment(s) If applicable: <input type="checkbox"/> Grade 8 Math Process for Assigning a Score and Rating	

3.3) Grade 3 ELA and Math

<input type="checkbox"/> Grade 3 ELA Measure <input type="checkbox"/> Grade 3 ELA Assessment(s) If applicable: <input type="checkbox"/> Grade 3 ELA Process for Assigning a Score and Rating	<input type="checkbox"/> Grade 3 Math Measure <input type="checkbox"/> Grade 3 Math Assessment(s) If applicable: <input type="checkbox"/> Grade 3 Math Process for Assigning a Score and Rating
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3.4) Grades 4 and 8 Science

<input type="checkbox"/> Grade 4 Science Measure <input type="checkbox"/> Grade 4 Science Assessment(s) If applicable: <input type="checkbox"/> Grade 4 Science Process for Assigning a Score and Rating	<input type="checkbox"/> Grade 8 Science Measure <input type="checkbox"/> Grade 8 Science Assessment(s) If applicable: <input type="checkbox"/> Grade 8 Science Process for Assigning a Score and Rating
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3.5) High School Courses Ending in a Regents Exam

<input type="checkbox"/> Global 2 Measure <input type="checkbox"/> Global 2 Assessment(s) If applicable: <input type="checkbox"/> Global 2 Process for Assigning a Score and Rating	<input type="checkbox"/> US History Measure <input type="checkbox"/> US History Assessment(s) If applicable: <input type="checkbox"/> US History Process for Assigning a Score and Rating
<input type="checkbox"/> Earth Science Measure <input type="checkbox"/> Earth Science Assessment(s) If applicable: <input type="checkbox"/> Earth Science Process for Assigning a Score and Rating	<input type="checkbox"/> Chemistry Measure <input type="checkbox"/> Chemistry Assessment(s) If applicable: <input type="checkbox"/> Chemistry Process for Assigning a Score and Rating
<input type="checkbox"/> Physics Measure <input type="checkbox"/> Physics Assessment(s) If applicable: <input type="checkbox"/> Physics Process for Assigning a Score and Rating	<input type="checkbox"/> Algebra I Measure <input type="checkbox"/> Algebra I Assessment(s) If applicable: <input type="checkbox"/> Algebra I Process for Assigning a Score and Rating
<input type="checkbox"/> Geometry Measure <input type="checkbox"/> Geometry Assessment(s) If applicable: <input type="checkbox"/> Geometry Process for Assigning a Score and Rating	<input type="checkbox"/> Algebra II/Trigonometry Measure <input type="checkbox"/> Algebra II/Trigonometry Assessment(s) If applicable: <input type="checkbox"/> Algebra II/Trigonometry Process for Assigning a Score and Rating

3.6) High School English Language Arts

<input type="checkbox"/> Grade 9 ELA Measure <input type="checkbox"/> Grade 9 ELA Assessment(s) If applicable: <input type="checkbox"/> Grade 9 ELA Process for Assigning a Score and Rating	<input type="checkbox"/> Grade 10 ELA Measure <input type="checkbox"/> Grade 10 ELA Assessment(s) If applicable: <input type="checkbox"/> Grade 10 ELA Process for Assigning a Score and Rating
<input type="checkbox"/> Grade 11 ELA Measure <input type="checkbox"/> Grade 11 ELA Assessment(s) If applicable: <input type="checkbox"/> Grade 11 ELA Process for Assigning a Score and Rating	<input type="checkbox"/> Grade 12 ELA Measure <input type="checkbox"/> Grade 12 ELA Assessment(s) If applicable: <input type="checkbox"/> Grade 12 ELA Process for Assigning a Score and Rating

3.7) Grades K-2 ELA and Math

<input type="checkbox"/> Grade K ELA Measure <input type="checkbox"/> Grade K ELA Assessment(s) If applicable: <input type="checkbox"/> Grade K ELA Process for Assigning a Score and Rating	<input type="checkbox"/> Grade 1 ELA Measure <input type="checkbox"/> Grade 1 ELA Assessment(s) If applicable: <input type="checkbox"/> Grade 1 ELA Process for Assigning a Score and Rating
<input type="checkbox"/> Grade 2 ELA Measure <input type="checkbox"/> Grade 2 ELA Assessment(s) If applicable: <input type="checkbox"/> Grade 2 ELA Process for Assigning a Score and Rating	
<input type="checkbox"/> Grade K Math Measure <input type="checkbox"/> Grade K Math Assessment(s) If applicable: <input type="checkbox"/> Grade K Math Process for Assigning a Score and Rating	<input type="checkbox"/> Grade 1 Math Measure <input type="checkbox"/> Grade 1 Math Assessment(s) If applicable: <input type="checkbox"/> Grade 1 Math Process for Assigning a Score and Rating

<input type="checkbox"/> Grade 2 Math Measure <input type="checkbox"/> Grade 2 Math Assessment(s) If applicable: <input type="checkbox"/> Grade 2 Math Process for Assigning a Score and Rating	
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3.8) Grades 6-7 Science and Grades 6-8 Social Studies

<input type="checkbox"/> Grade 6 Science Measure <input type="checkbox"/> Grade 6 Science Assessment(s) If applicable: <input type="checkbox"/> Grade 6 Science Process for Assigning a Score and Rating	<input type="checkbox"/> Grade 7 Science Measure <input type="checkbox"/> Grade 7 Science Assessment(s) If applicable: <input type="checkbox"/> Grade 7 Science Process for Assigning a Score and Rating
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<input type="checkbox"/> Grade 6 Social Studies Measure <input type="checkbox"/> Grade 6 Social Studies Assessment(s) If applicable: <input type="checkbox"/> Grade 6 Social Studies Process for Assigning a Score and Rating	<input type="checkbox"/> Grade 7 Social Studies Measure <input type="checkbox"/> Grade 7 Social Studies Assessment(s) If applicable: <input type="checkbox"/> Grade 7 Social Studies Process for Assigning a Score and Rating
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<input type="checkbox"/> Grade 8 Social Studies Measure <input type="checkbox"/> Grade 8 Social Studies Assessment(s) If applicable: <input type="checkbox"/> Grade 8 Social Studies Process for Assigning a Score and Rating	
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3.9) Regents Global Studies 1

<input type="checkbox"/> Global 1 Measure <input type="checkbox"/> Global 1 Assessment(s) If applicable: <input type="checkbox"/> Global 1 Process for Assigning a Score and Rating

3.10) All Other Courses

<input type="checkbox"/> All Other Courses Measure(s) <input type="checkbox"/> All Other Courses Assessment(s) If applicable: <input type="checkbox"/> All Other Courses Process(es) for Assigning a Score and Rating

Task 7. Student Performance – Required Subcomponent (Principals)

7.2) Students Learning Objectives

<input type="checkbox"/> Listed building(s)/program(s) Measure(s)
<input type="checkbox"/> Listed building(s)/program(s) Assessment(s)

Task 8. Student Performance – Optional Subcomponent (Principals)

8.2) Optional Subcomponent

<input type="checkbox"/> Listed building(s)/program(s) Measure
<input type="checkbox"/> Listed building(s)/program(s) Assessment(s)
If applicable:
<input type="checkbox"/> Listed building(s)/program(s) Process for Assigning a Score and Rating

Statement of Assurances

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

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

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

The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this APPR Plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this APPR Plan will be returned or forfeited to the State pursuant to Chapter 57 of the Laws of 2012 and/or 2013 and Education Law §3012-d(11), as applicable.

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

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

Commissioner

- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English language learners and students with disabilities
- Assure that educators who receive a Developing or Ineffective rating will receive a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statutes and regulations, by October 1 in the school year following the school year for which such teacher's or principal's performance is being measured or as soon as practicable thereafter
- Assure that such improvement plan shall be developed by the superintendent or his/her designee in the exercise of their pedagogical judgment
- Assure that all evaluators and lead evaluators, including independent evaluators and peer evaluators, as applicable, will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with all applicable statutes and regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the statute and regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all observable NYS Teaching Standards/Domains of the selected practice rubric are assessed at least a year across the total number of annual observations and, for principals, all observable ISLLC 2008 Leadership Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual school visits
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0, for each subcomponent and that the district and BOCES shall ensure that the process by which weights and scoring ranges are assigned to subcomponents and categories is transparent and available to those being rated before the beginning of each school year
- Assure that if a second measure for the Student Performance category is locally selected, then the same locally selected measures of student growth across all classrooms in the same grade/subject in the district/BOCES must be used in a consistent manner to the extent practicable
- Assure that all growth targets represent a minimum of one year of expected growth, as determined by the superintendent or his or her designee
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval by March 1 of each school year, on a form prescribed by the Commissioner, to the Commissioner for approval
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the statute, regulations, and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to Subpart 30-3 of the regulations
- Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by State or Federal law for each classroom or program of the grade does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for such classroom or program of the grade; and
- Assure that the amount of time devoted to test preparation under standardized testing conditions for each grade does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for such grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, or performance assessments shall not be counted towards the limits established by this subdivision. In addition, formative and diagnostic assessments shall not be counted towards the limits established by this subdivision and nothing in this subdivision shall be construed to supersede the requirements of a section 504 plan of a qualified student with a disability or Federal law relating to English language learners or the individualized education program of a student with a disability.

Signatures, dates

Superintendent Signature:

Date:

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Teachers Union President Signature:

Date:

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Administrative Union President Signature:

Date:

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Board of Education President Signature:

Date:

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