



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

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Commissioner of Education  
President of the University of the State of New York  
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August 20, 2013

**Revised**

Adam Stoltman, Interim Superintendent  
Alden Central School District  
13190 Park St.  
Alden, NY 14004

Dear Superintendent Stoltman:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 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. If any material changes are made to your approved APPR 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-c, 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 growth subcomponent and any other measures of teacher and principal effectiveness and/or if the teacher or principal scores or ratings show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results.

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,



John B. King, Jr.  
Commissioner

Attachment

c: Donald A. Ogilvie

**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 form and/or to ensure compliance with applicable laws and regulations; and as a result of such review, the Department may reject your APPR plan and/or require corrective action.

# Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Monday, August 12, 2013

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## 1

### Disclaimers

The Department will review the contents of each school district's or BOCES' APPR plan as submitted using this online form, including required attachments, to determine if the plan rigorously complies with Education Law section 3012-c and subpart 30-2 of the Rules of the Board of Regents. Department approval does not imply endorsement of specific educational approaches in a district's or BOCES' plan.

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or 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 or BOCES, as necessary, as part of its review.

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. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 140101060000

If this is not your BEDS Number, please enter the correct one below

140101060000

#### 1.2) School District Name: ALDEN CSD

If this is not your school district, please enter the correct one below

ALDEN CSD

#### 1.3) Assurances

Please check all of the boxes below:

1.3) Assurances   Assure that the content of this form represents the district/BOCES' entire APPR plan and that the APPR plan is in compliance with Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents	Checked
1.3) Assurances   Assure that this APPR plan will be posted on the district or BOCES website by September 10, or within 10 days after approval, whichever is later	Checked

1.3) Assurances | Assure that it is understood that this district/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval Checked

## 1.4) Submission Status

For BOCES or charter schools that did not have an approved APPR plan for the 2012-13 school year only, is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan? For districts, BOCES or charter schools that did have an approved APPR plan for the 2012-13 school year, this must be listed as a submission of material changes to the approved APPR plan.

Submission of material changes to an approved APPR plan

## 2. Growth on State Assessments or Comparable Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, August 14, 2013

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

For teachers in grades 4 - 8 Common Branch, ELA, and Math, NYSED will provide a value-added growth score. That score will incorporate students' academic history compared to similarly academically achieving students and will use special considerations for students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents. NYSED will also provide a HEDI subcomponent rating category and score from 0 to 25 points.

While most teachers of 4-8 Common Branch, ELA and Math will have state-provided measures, some may teach other courses in addition where there is no state-provided measure. Teachers with 50 – 100% of students covered by State-provided growth measures will receive a growth score from the State for the full Growth subcomponent score of their evaluation. Teachers with 0 – 49% of students covered by State-provided growth measures must have SLOs for the Growth subcomponent of their evaluation and one SLO must use the State-provided measure if applicable for any courses. (See guidance for more detail on teachers with State-provided measures AND SLOs.)

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

#### 2.1) Assurances

Please check the boxes below:

2.1) Assurances   Assure that the value-added growth score provided by NYSED will be used, where applicable.	Checked
2.1) Assurances   Assure that the State-provided growth measure will be used if a value-added measure has not been approved.	Checked

#### STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

Student Learning Objectives will be the other comparable growth measures for teachers in the following grades and subjects. (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 core subjects: grades 6-8 Science and Social Studies, high school English Language Arts, Math, Science, and Social Studies courses associated in 2010-11 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:**

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

*If no State assessment or Regents exam exists:*

District-determined assessments from list of State-approved 3rd party assessments; or

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms  
**For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:**

State assessments, *required if one exists*

List of State-approved 3rd party assessments

District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

School- or BOCES-wide, group or team results based on State assessments

**Please note:** If your district or BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 2.2 through 2.9, choose "Not applicable" from the drop-down box and type N/A in the assessment box. This would be appropriate if, for example, common branch teachers also teach 6th grade science and/or social studies and therefore would have State-provided growth measures, not SLOs; the district or BOCES does not have certain grades; the district does not offer a specific subject; etc.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

## 2.2) Grades K-3 ELA

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable.

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Western New York Regionally developed Assessment in Kindergarten ELA
1	District, regional, or BOCES-developed assessment	Western NY RegionalWestern New York Regionally Developed Assessment in First Grade ELA
2	District, regional, or BOCES-developed assessment	Western New York Regionally Developed Assessment in Second Grade ELA

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

For K-3 ELA: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The principal and teacher using pre-assessment baseline data will establish individualized student growth targets. Based on the overall percentage of students who meet or exceed their individualized student growth targets a corresponding 0-20 HEDI Score will be determined using the uploaded conversion chart in task 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	81%-100% of students met their growth target as indicated in the SLO
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	61%-80% of students met their growth target as indicated in the SLO
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	41%-60% of students met their growth target as indicated in the SLO

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0%-40% of students met their growth target as indicated in the SLO
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### 2.3) Grades K-3 Math

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable.

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Western New York Regionally Developed Assessment in Kindergarden Math
1	District, regional, or BOCES-developed assessment	Western New York Regionally Developed Assessment in First Grade Math
2	District, regional, or BOCES-developed assessment	Western New York Regionally Developed Assessment in Second Grade Math

	Math	Assessment
3	State assessment	3rd Grade State Assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The principal and teacher using pre-assessment baseline data will establish individualized student growth targets. Based on the overall percentage of students who meet or exceed their individualized student growth targets a corresponding 0-20 HEDI Score will be determined using the uploaded conversion chart in task 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	81%-100% of students met their growth target as indicated in the SLO
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	61%-80% of students met their growth target as indicated in the SLO
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	41%-60% of students met their growth target as indicated in the SLO
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0%-40% of students met their growth target as indicated in the SLO

### 2.4) Grades 6-8 Science

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where available.

	Science	Assessment
6	District, regional or BOCES-developed assessment	Western New York Regionally Developed Assessment in Sixth Grade Science
7	District, regional or BOCES-developed assessment	Western New York Regionally Developed Assessment in 7th Grade Science

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The principal and teacher using pre-assessment baseline data will establish individualized student growth targets. Based on the overall percentage of students who meet or exceed their individualized student growth targets a corresponding 0-20 HEDI Score will be determined using the uploaded conversion chart in task 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	81%-100% of students met their growth target as indicated in the SLO
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	61%-80% of students met their growth target as indicated in the SLO
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	41%-60% of students met their growth target as indicated in the SLO
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0%-40% of students met their growth target as indicated in the SLO

## 2.5) Grades 6-8 Social Studies

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where available.

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Western New York Regionally Developed Assessment in Sixth Grade Social Studies
7	District, regional or BOCES-developed assessment	Western New York Regionally Developed Assessment in Seventh Grade Social Studies
8	District, regional or BOCES-developed assessment	Western New York Regionally Developed Assessment in Eighth Grade Social Studies

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The principal and teacher using pre-assessment baseline data will establish individualized student growth targets. Based on the overall percentage of students who meet or exceed their individualized student growth targets a corresponding 0-20 HEDI Score will be determined using the uploaded conversion chart in task 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	81%-100% of students met their growth target as indicated in the SLO

Effective (9 - 17 points) Results meet District goals for similar students.	61%-80% of students met their growth target as indicated in the SLO
Developing (3 - 8 points) Results are below District goals for similar students.	41%-60% of students met their growth target as indicated in the SLO
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0%-40% of students met their growth target as indicated in the SLO

## 2.6) High School Social Studies Regents Courses

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessments must be used where available.

Note: Additional high school social studies courses may be listed below in the "All Other Courses" section of this form.

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Western New York Regionally Developed Assessment in Global Studies 1

	Social Studies Regents Courses	Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Baseline data is produced via the administration of a locally developed pre-assessment. The principal and teacher using pre-assessment baseline data will establish individualized student growth targets. Principals approve growth targets. Based on the overall percentage of students who meet or exceed their individualized student growth targets a corresponding 0-20 HEDI Score will be determined using the uploaded conversion chart in task 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	81%-100% of students met their growth target as indicated in the SLO
Effective (9 - 17 points) Results meet District goals for similar students.	61%-80% of students met their growth target as indicated in the SLO
Developing (3 - 8 points) Results are below District goals for similar students.	41%-60% of students met their growth target as indicated in the SLO
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0%-40% of students met their growth target as indicated in the SLO

## 2.7) High School Science Regents Courses

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessments must be used where available.

Note: Additional high school science courses may be listed below in the "All Other Courses" section of this form.

	Science Regents Courses	Assessment
Living Environment	Regents Assessment	Regents assessment
Earth Science	Regents Assessment	Regents assessment
Chemistry	Regents Assessment	Regents assessment
Physics	Regents Assessment	Regents assessment

For High School Science Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The principal and teacher using pre-assessment baseline data will establish individualized student growth targets. Based on the overall percentage of students who meet or exceed their individualized student growth targets a corresponding 0-20 HEDI Score will be determined using the uploaded conversion chart in task 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	81%-100% of students met their growth target as indicated in the SLO
Effective (9 - 17 points) Results meet District goals for similar students.	61%-80% of students met their growth target as indicated in the SLO
Developing (3 - 8 points) Results are below District goals for similar students.	41%-60% of students met their growth target as indicated in the SLO
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0%-40% of students met their growth target as indicated in the SLO

## 2.8) High School Math Regents Courses

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available.

Note: Additional high school math courses may be listed below in the "All Other Courses" section of this form.

	Math Regents Courses	Assessment
Algebra 1	Regents assessment	Regents assessment
Geometry	Regents assessment	Regents assessment
Algebra 2	Regents assessment	Regents assessment

For High School Math Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the

assessments listed for this Task.

NOTE: For Algebra 1, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	This district offers both the NYS Integrated Algebra 1 Regents assessment and the NYS Common Core Algebra Regents Assessment. The higher score of the two assessments will be used. The principal and teacher using pre-assessment baseline data will establish individualized student growth targets. Based on the overall percentage of students who meet or exceed their individualized student growth targets a corresponding 0-20 HEDI Score will be determined using the uploaded conversion chart in task 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	81%-100% of students met their growth target as indicated in the SLO
Effective (9 - 17 points) Results meet District goals for similar students.	61%-80% of students met their growth target as indicated in the SLO
Developing (3 - 8 points) Results are below District goals for similar students.	41%-60% of students met their growth target as indicated in the SLO
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0%-40% of students met their growth target as indicated in the SLO

## 2.9) High School English Language Arts

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available. Be sure to select the English Regents assessment in at least one grade in Task 2.9 (9, 10, and/or 11).

Note: Additional high school English courses may be listed below in the "All Other Courses" section of this form.

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Western New York Regionally Developed Assessment in Ninth Grade ELA
Grade 10 ELA	District, regional or BOCES-developed assessment	Western New York Regionally Developed Assessment in Tenth Grade ELA
Grade 11 ELA	Regents assessment	New York State Comprehensive English Regents Assessment

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

NOTE: For Grade 11 ELA, please specify whether your district will be offering the Comprehensive English Regents, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.



Developing (3 - 8 points) Results are below District goals for similar students.	41%=60% of students met their growth target as indicated in the SLO
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0%-40% of students met their growth target as indicated in the SLO

If you need additional space, upload a copy of "Form 2.10: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 2.10. (MS Word)

(No response)

## 2.11) HEDI Tables or Graphics

For questions 2.2 through 2.10 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

assets/survey-uploads/12186/516001-TXEttx9bQW/20 Point HEDI Scale\_2.docx

## 2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used assigning points to a teacher's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Note: The only allowable controls or adjustments for Comparable Growth Measures are the following: student prior academic history, students with disabilities, English language learners, and students in poverty.

Teachers in collaboration with principals and administrators will utilize historical data to determine adjusted benchmarks for students in sub-group populations (English Language Learners, Students with Disabilities, Economically Disadvantaged Students and students prior educational history) to establish differentiated targets with appropriate rigor.

## 2.13) Teachers with more than one growth measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI rating and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Common branch teacher with state-provided value-added measures for both ELA and Math in 4th grades; Middle school math teacher with both 7th and 8th grade math courses.)

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

## 2.14) Assurances

Please check all of the boxes below:

2.14) Assurances   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked

2.14) Assurances   Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances   Assure that district will develop SLOs according to the rules established by SED (see: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> ).	Checked
2.14) Assurances   Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances   Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

### 3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, August 19, 2013

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#### Page 1

#### Locally Selected Measures of Student Achievement or Growth

"Comparable across classrooms" means that the same locally-selected measures of student achievement or growth must be used across all classrooms in the same grade/subject in the district or BOCES.

Please note: If your district or BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 3.1 through 3.11, choose "Not applicable" from the drop-down box and type N/A in the assessment box. This would be appropriate if, for example, the district does not have certain grades, the district does not offer a specific subject, etc.

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as "Not Applicable" (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

Please note: Only one locally-selected measure is required for teachers in the same grade/subject across the district, but some districts may prefer to have more than one measure for all teachers within a grade/subject. Also note: Districts may use more than one locally-selected measure for **different** groups of teachers **within a grade/subject** if the district/BOCES verifies comparability based on Standards of Educational and Psychological Testing. This APPR form only provides space for one measure for teachers in the same grade/subject across the district. Therefore, if more than one locally-selected measure is used for all teachers in any grades or subject, districts must complete additional copies of this form and upload as attachments for review.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: "[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment." For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: "GVEP-Developed Grade 7 Social Studies Assessment."

NOTE: If your district/BOCES is using the same assessment for both the State growth and other comparable measures subcomponent and the locally-selected measures subcomponent, be sure that a *different* measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

#### LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR TEACHERS IN GRADES FOR WHICH THERE IS AN APPROVED VALUE-ADDED MEASURE (15 points)

**Growth or achievement measure(s) from these options.**

***One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:***

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
  
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
  
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause
  
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
  
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
  
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

### 3.1) Grades 4-8 ELA

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	AIMSweb
5	4) State-approved 3rd party assessments	AIMSweb
6	4) State-approved 3rd party assessments	AIMSweb
7	4) State-approved 3rd party assessments	AIMSweb
8	4) State-approved 3rd party assessments	AIMSweb

For Grades 4-8 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

*Note: When completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.*

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teachers in collaboration with, and approval by principals will establish individualized student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed their individualized student growth targets a corresponding HEDI Score (0-15 or 0-20, whichever is applicable) will be determined using the uploaded conversion chart in task 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81%-100% of students met their individualized student growth targets
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61%-80% of students met their individualized student growth targets
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41%-60% of students met their individualized student growth targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-40% of students met their individualized student growth targets

### 3.2) Grades 4-8 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	AIMSweb
5	4) State-approved 3rd party assessments	AIMSweb
6	4) State-approved 3rd party assessments	AIMSweb
7	4) State-approved 3rd party assessments	AIMSweb
8	4) State-approved 3rd party assessments	AIMSweb

For Grades 4-8 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

*Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.*

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teachers in collaboration with, and approval by principals will establish individualized student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed their individualized student growth targets a corresponding HEDI Score (0-15 or 0-20, whichever is applicable) will be determined using the uploaded conversion chart in task 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81%-100% of students met their individualized student growth targets
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61%-80% of students met their individualized student growth targets
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41%-60% of students met their individualized student growth targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-40% of students met their individualized student growth targets

### 3.3) HEDI Tables or Graphics

For questions 3.1 and 3.2 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

assets/survey-uploads/12149/516002-rhJdBgDruP/15 & 20 Point HEDI Scale\_2.docx

## LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR ALL OTHER TEACHERS (20 points)

**Growth or achievement measure(s) from these options.**

*One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:*

Measures based on:

1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)

2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally

3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above

4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment

5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

6) A school-wide measure of either student growth or achievement based on either:

(i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or

(ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms

7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

### 3.4) Grades K-3 ELA

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AIMSweb
1	4) State-approved 3rd party assessments	AIMSweb
2	4) State-approved 3rd party assessments	AIMSweb
3	4) State-approved 3rd party assessments	AIMSweb

For Grades K-3 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

*Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.*

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers in collaboration with, and approval by principals will establish individualized student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed their individualized student growth targets a corresponding 0-20 HEDI Score will be determined using the uploaded conversion chart in task 3.13.
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Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81%-100% of students met their individualized student growth targets
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61%-80% of students met their individualized student growth targets
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41%-60% of students met their individualized student growth targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-40% of students met their individualized student growth targets

### 3.5) Grades K-3 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AIMSweb
1	4) State-approved 3rd party assessments	AIMSweb
2	4) State-approved 3rd party assessments	AIMSweb
3	4) State-approved 3rd party assessments	AIMSweb

For Grades K-3 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

*Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.*

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers in collaboration with, and approval by principals will establish individualized student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed their individualized student growth targets a corresponding 0-20 HEDI Score will be determined using the uploaded conversion chart in task 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81%-100% of students met their individualized student growth targets
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61%-80% of students met their individualized student growth targets
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	41%-60% of students met their individualized student growth targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-40% of students met their individualized student growth targets

### 3.6) Grades 6-8 Science

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Western New York Regionally Developed Assessment in Sixth Grade Science
7	5) District, regional, or BOCES–developed assessments	Western New York Regionally Developed Assessment in Seventh Grade Science
8	5) District, regional, or BOCES–developed assessments	Western New York Regionally Developed Assessment in Eighth Grade Science

For Grades 6-8 Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Alden Central School District will be establishing a proficiency benchmark of 65 or higher. Based on the percentage of students who meet or exceed the proficiency benchmark of 65 or higher a corresponding 0-20 HEDI Score will be determined using the uploaded conversion chart in task 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81%-100% of students met their achievement target as indicated in the student achievement measure
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61%-80% of students met their achievement target as indicated in the student achievement measure
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41%-60% of students met their achievement target as indicated in the student achievement measure
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-40% of students met their achievement target as indicated in the student achievement measure

### 3.7) Grades 6-8 Social Studies

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Western New York Regionally Developed Assessment in Sixth Grade Social Studies
7	5) District, regional, or BOCES–developed assessments	Western New York Regionally Developed Assessment in Seventh Grade Social Studies
8	5) District, regional, or BOCES–developed assessments	Western New York Regionally Developed Assessment in Eighth Grade Social Studies

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

*Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.*

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Alden Central School District will be establishing a proficiency benchmark of 65 or higher. Based on the percentage of students who meet or exceed the proficiency benchmark of 65 or higher a corresponding 0-20 HEDI Score will be determined using the uploaded conversion chart in task 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81%-100% of students met their achievement target as indicated in the student achievement measure
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61%-80% of students met their achievement target as indicated in the student achievement measure
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41%-60% of students met their achievement target as indicated in the student achievement measure
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-40% of students met their achievement target as indicated in the student achievement measure

### 3.8) High School Social Studies

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

Note: Additional high school social studies courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Western New York Regionally Developed Assessment in Global Studies 1
Global 2	5) District, regional, or BOCES–developed assessments	Western New York Regionally Developed Assessment in Global Studies 2
American History	5) District, regional, or BOCES–developed assessments	Western New York Regionally Developed Assessment in American History

For High School Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

*Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.*

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Alden Central School District will be establishing a proficiency benchmark of 65 or higher. Based on the percentage of students who meet or exceed the proficiency benchmark of 65 or higher a corresponding 0-20 HEDI Score will be determined using the uploaded conversion chart in task 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81%-100% of students met their achievement target as indicated in the student achievement measure
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61%-80% of students met their achievement target as indicated in the student achievement measure
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41%-60% of students met their achievement target as indicated in the student achievement measure
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-40% of students met their achievement target as indicated in the student achievement measure

### 3.9) High School Science

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

Note: Additional high school science courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	Western New York Regionally Developed Assessment in Living Environment
Earth Science	5) District, regional, or BOCES–developed assessments	Western New York Regionally Developed Assessment in Earth Science
Chemistry	5) District, regional, or BOCES–developed assessments	Western New York Regionally Developed Assessment in Chemistry
Physics	5) District, regional, or BOCES–developed assessments	Western New York Regionally Developed Assessment in Physics

For High School Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

*Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.*

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Alden Central School District will be establishing a proficiency benchmark of 65 or higher. Based on the percentage of students who meet or exceed the proficiency benchmark of 65 or higher a corresponding 0-20 HEDI Score will be determined using the uploaded conversion chart in task 3.13.
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Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81%-100% of students met their achievement target as indicated in the student achievement measure
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61%-80% of students met their achievement target as indicated in the student achievement measure
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41%-60% of students met their achievement target as indicated in the student achievement measure
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-40% of students met their achievement target as indicated in the student achievement measure

### 3.10) High School Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

Note: Additional high school math courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	Western New York Regionally Developed Assessment in Algebra 1
Geometry	5) District, regional, or BOCES–developed assessments	Western New York Regionally Developed Assessment in Geometry
Algebra 2	5) District, regional, or BOCES–developed assessments	Western New York Regionally Developed Assessment in Algebra 2

For High School Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

*Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.*

NOTE: As applicable, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Alden Central School District will be establishing a proficiency benchmark of 65 or higher. Based on the percentage of students who meet or exceed the proficiency benchmark of 65 or higher a corresponding 0-20 HEDI Score will be determined using the uploaded conversion chart in task 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81%-100% of students met their achievement target as indicated in the student achievement measure

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61%-80% of students met their achievement target as indicated in the student achievement measure
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41%-60% of students met their achievement target as indicated in the student achievement measure
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-40% of students met their achievement target as indicated in the student achievement measure

### 3.11) High School English Language Arts

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

Note: Additional high school English courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Western New York Regionally Developed Assessment in 9th Grade ELA
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Western New York Regionally Developed Assessment in Tenth Grade ELA
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Western New York Regionally Developed Assessment in Eleventh Grade ELA

For High School English Language Arts: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

*Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.*

NOTE: As applicable, please specify whether your district will be offering the Comprehensive English Regents, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Alden Central School District will be establishing a proficiency benchmark of 65 or higher. Based on the percentage of students who meet or exceed the proficiency benchmark of 65 or higher a corresponding 0-20 HEDI Score will be determined using the uploaded conversion chart in task 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81%-100% of students met their achievement target as indicated in the student achievement measure
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61%-80% of students met their achievement target as indicated in the student achievement measure



grade/subject.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

0%-40% of students met their achievement target as indicated in the student achievement measure

If you need additional space, upload a copy of "Form 3.12: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 3.12. (MS Word)

(No response)

### 3.13) HEDI Tables or Graphics

For questions 3.4 through 3.12 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

assets/survey-uploads/12149/516002-y92vNseFa4/20 Point HEDI Scale\_1.docx

### 3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a teacher's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Teachers in collaboration with principals and administrators will utilize historical data to determine adjusted proficiency benchmarks for students in sub-group populations (English Language Learners, Students with Disabilities, Economically Disadvantaged Students and students prior educational history) to establish differentiated targets with appropriate rigor.

### 3.15) Teachers with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score. Examples may include: 4th grade teacher with locally-selected measures for both ELA and Math; High School teacher with more than 1 SLO.

The District will assess the results separately, arriving at a HEDI rating and point value between 0-20 (or 0-15 when applicable for the value added model) points. Each HEDI Score will then be averaged proportionately based on the number of students in each measure who meet or exceed the target. The rating always rounds to the nearest whole number, .5 and higher rounds up and less than .5 rounds down. This will provide one HEDI score between 0-20 (or 0-15 when applicable for the value added model) points.

### 3.16) Assurances

Please check all of the boxes below:

3.16) Assurances   Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances   Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
3.16) Assurances   Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
3.16) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked

3.16) Assurances   Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances   Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
3.16) Assurances   Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances   If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances   Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked

## 4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, August 20, 2013

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### Page 1

#### 4.1) Teacher Practice Rubric

Select a teacher practice rubric from the menu of State-approved rubrics to assess performance based on NYS Teaching Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.

The "Second Rubric" space is required for districts that have chosen an observation-only rubric (CLASS or NYSTCE) from the State-approved list.

(Note: Any district may use multiple rubrics, as long as the same rubric(s) is used for all classroom teachers in a grade/subject across the district.)

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

#### 4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0.

This APPR form only provides one space for assigning points within other measures for teachers. If your district/BOCES prefers to assign points differently for different groups of teachers, enter the points assignment for one group of teachers below. For the other group(s) of teachers, fill out copies of this form and upload as an attachment for review.

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)

If the above points assignment is not for "all teachers," fill out an additional copy of "Form 4.2: Points Within Other Measures" for each group of teachers, label accordingly, and combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 4.2. (MS Word )

(No response)

### 4.3) Survey Tools (if applicable)

If you indicated above that 1 or more points will be assigned to feedback using a State-approved survey tool, please check the box below:

(No response)

If the district plans to use one or more of the following surveys of P-12 students from the menu of State-approved surveys, please check all that apply. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. Note: As the State-approved survey lists are updated, this form will be updated with additional approved survey tools.

[SurveyTools.0] Tripod Early Elementary Student Perception Survey K-2	(No response)
[SurveyTools.1] Tripod Elementary Student Perception Survey 3-5	(No response)
[SurveyTools.2] Tripod Secondary Student Perception Survey	(No response)
[SurveyTools.3] District Variance	(No response)

### 4.4) Assurances

Please check all of the boxes below:

4.4) Assurances   Assure that all NYS Teaching Standards not addressed in classroom observations are assessed at least once a year.	Checked
4.4) Assurances   Assure that the process for assigning points for the "other measures" subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
4.4) Assurances   Assure that it is possible for an educator to earn each point, including 0, for the "other measures" subcomponent.	Checked
4.4) Assurances   Assure that the same rubric(s) is used for all classroom teachers in a grade/subject across the district.	Checked

### 4.5) Process for Assigning Points and Determining HEDI Ratings

Describe the process for assigning points and determining HEDI ratings using the teacher practice rubric and/or any additional instruments used in the district. Include, if applicable, the process for combining results of multiple "other measures" into a single result for this subcomponent.

The Alden Central School District APPR is designed in a very specific manner to ensure rigor, inter-rater reliability and best practice instructional strategies in the classroom. Based on the Charlotte Danielson's 2011 Rubric (which is State Education Department Approved) the rubric is utilized seamlessly to inform instruction and pedagogical practices through clinical supervision while confirming fidelity to the Rubric. As a rule, total points are assigned to each component of the evaluation process with the following breakdown:

- Pre-Observation Process (Domain 1a-1f): 5pts
- Observation (Domain 2a-2e, 3a-3e): 20pts
- Post Observation Process (Domain 4a-4f): 5pts
- Walk Through Observations (Domain 2 & 3): 10pts
- Teachers will receive a minimum of one walk-through each worth a maximum of 10pts. Teachers have the opportunity for additional walk-throughs. All walk-through observations will be averaged together.
- Structured review of lesson plans, student portfolios and other teacher artifacts (Multiple Measures of Effectiveness) (Domain 4): 20pts

All administrators are trained (and receive ongoing training) on the Danielson 2011 Rubric and the NYS Teaching standards via the Erie 1 BOCES network team and district provided professional development monthly. Trainings include inter-rater reliability, instructional pedagogy and are based on the Danielson Rubric in conjunction with the RTTT & SED initiatives. There are ongoing conversations among and between building and district administrators to reconcile any discrepancies or variations in the scoring components. The Danielson 2011 Rubric is utilized as a backdrop to provide points in each component of the evaluation process. The Danielson Rubric informs instruction, provides best practice examples in each domain that are the markers associated with each evaluative component. Careful consideration of the district APPR planning team has allowed for each component of each domain of Danielson's 2011 rubric to be considered in earning points in the evaluation process. Teachers with multiple observations will have their scores averaged by component (pre-observation, observation, post-observation) so that multiple observations may be compiled in a total HEDI score. Multiple observation scores aggregate the total 60 HEDI points. Traditional rounding rules apply and in no case will rounding cause a teacher to move to another HEDI category.

Please review the following example of a teacher's scores:

- Pre-Observation Process (Domain 1a-1f): 4pts
- Observation (Domain 2a-2e, 3a-3e): 18pts
- Post Observation Process (Domain 4a-4f): 5pts
- Walk Through Observations (Domain 2 & 3):
- WT #1: 7pts
- WT #2: 10pts
- WT #3: 9pts
- Structured review of lesson plans, student portfolios and other teacher artifacts (Multiple Measures of Effectiveness) (Domain 4): 18pts

Total Points = 53.6 (of 60 on the 60 point HEDI scale)

If you are using tables or other graphics to explain your process for assigning points and determining HEDI ratings, please clearly label them, combine them into a single file, and upload that file here.

assets/survey-uploads/12179/516003-eka9yMJ855/Task 4-5 APPR Review Room Explanation revised 8-20-13.docx

Describe the level of performance required for each of the HEDI rating categories, consistent with the narrative descriptions in the regulations for the "other measures" subcomponent. Also describe how the points available within each HEDI category will be assigned.

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	See attached chart
Effective: Overall performance and results meet NYS Teaching Standards.	See attached chart
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	See attached chart
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	See attached chart

Provide the ranges for the 60-point scoring bands.

Highly Effective	52-60
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Effective	25-51
Developing	7-24
Ineffective	0-6

#### 4.6) Observations of Probationary Teachers

Enter the minimum number of observations of each type, making sure that the number of observations "by building principal or other trained administrators" totals at least 2. If your APPR plan does not include a particular type of observation, enter 0 in that box.

By building principals or other trained administrators

4.6) Observations of Probationary Teachers   Formal/Long	3
4.6) Observations of Probationary Teachers   Informal/Short	2
4.6) Observations of Probationary Teachers   Enter Total	5

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

Will formal/long observations of probationary teachers be done in person, by video, or both?

- 
- In Person
- 

Will informal/short observations of probationary teachers be done in person, by video, or both?

- 
- In Person
- 

#### 4.7) Observations of Tenured Teachers

Enter the minimum number of observations of each type, making sure that the number of observations "by building principal or other trained administrators" totals at least 2. If your APPR plan does not include a particular type of observation, enter 0 in that box.

By building principals or other trained administrators

4.7) Observations of Tenured Teachers   Formal/Long	1
---	---

4.7) Observations of Tenured Teachers   Informal/Short	2
4.7) Observations of Tenured Teachers   Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

Will formal/long observations of tenured teachers be done in person, by video, or both?

- 
- In Person
- 

Will informal/short observations of tenured teachers be done in person, by video, or both?

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, May 23, 2013

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

#### **Locally-selected Measures of growth or achievement**

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly Effective**

Results are well above state average for similar students (or District goals if no state test).

Results are well above District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

Results meet state average for similar students (or District goals if no state test).

Results meet District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

Results are below state average for similar students (or District goals if no state test).

Results are below District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results need improvement in order to meet NYS Teaching Standards.

#### **Ineffective**

Results are well below state average for similar students (or District goals if no state test).

Results are well below District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results do not meet NYS Teaching Standards.

The Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

5.1) The scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

Where there is no Value-Added measure

**Growth or Comparable Measures**  
**Locally-selected Measures of growth or achievement**  
**Other Measures of Effectiveness**  
**(60 points)**

**Overall Composite Score**  
**Highly Effective**  
**18-20**  
**18-20**  
**Ranges determined locally--see below**  
**91-100**  
**Effective**  
**9-17**  
**9-17**  
**75-90**  
**Developing**  
**3-8**  
**3-8**  
**65-74**  
**Ineffective**  
**0-2**  
**0-2**  
**0-64**

Insert district's or BOCES' negotiated HEDI scoring ranges for the Other Measures of Effectiveness subcomponent (same as question 4.5), from 0 to 60 points

Highly Effective	52-60
Effective	25-51
Developing	7-24
Ineffective	0-6

5.2) The scoring ranges for educators for whom there is an approved Value-Added measure for student growth will be:

Where Value-Added growth measure applies  
**Growth or Comparable Measures**  
**Locally-selected Measures of growth or achievement**  
**Other Measures of Effectiveness**  
**(60 points)**

**Overall Composite Score**  
**Highly Effective**  
**22-25**  
**14-15**  
**Ranges determined locally--see above**

**91-100**  
**Effective**  
**10-21**  
**8-13**  
**75-90**  
**Developing**  
**3-9**  
**3-7**  
**65-74**  
**Ineffective**  
**0-2**  
**0-2**  
**0-64**

# 6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Friday, July 26, 2013

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

6.1) Assurances -- Improvement Plans   Assure that teachers who receive a Developing or Ineffective rating will receive a Teacher Improvement Plan (TIP) within 10 school days from the opening of classes in the school year following the performance year	Checked
6.1) Assurances -- Improvement Plans   Assure that TIP plans 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	Checked

### 6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. All TIP plans 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. For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

assets/survey-uploads/5265/148296-Df0w3Xx5v6/Teacher Improvement Plan\_1.pdf

### 6.3) Appeals Process

Pursuant to Education Law section 3012-c, a teacher may only challenge the following in an appeal:

(1) the substance of the annual professional performance review

(2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

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

1. Appeals of Annual Professional Performance Reviews shall be limited to only those which rate a classroom teacher as “ineffective” or “developing.” An ATA member holding the position of classroom teacher may challenge only the substance of the Annual

Professional Performance Review, the District's adherence to the standards and methodologies required for such Annual Professional Performance Review, the District's compliance with the procedures for conducting the Annual Professional Performance Review, its issuance, and/or implementation of the terms of the Teacher Improvement Plan.

2. Such appeal must be submitted in writing to the administrator developing and implementing the APPR or Teacher Improvement Plan. The written submission must explain in detail the specific basis for the appeal. The appeal must be submitted within seven school days of the issuance of the APPR or Teacher Improvement Plan, which is the subject of the appeal, or it is deemed waived. Along with his or her written appeal, the ATA member may submit copies of any supporting documentation or written materials specific to the point(s) of disagreement and relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is initially filed shall not be considered.

3. Within seven school days of receipt of the appeal, the administrator conducting the APPR or Teacher Improvement Plan shall submit a written determination on the merits of the appeal. The District administrator's response shall include copies of any and all additional documents or written materials that he or she considered in reaching a decision. The absence of a determination shall be deemed a denial of the appeal.

4. If the member received an "ineffective" or "developing" rating and disagrees with the administrator's determination of the appeal, the teacher may submit a copy of the appeal, the determination, and a written statement explaining in detail the basis for disagreement within seven school days directly to the Superintendent who will convene an APPR Review Panel to review the appeal. The APPR Review Panel will consist of three members of the ATA as chosen by the president and two District representatives as chosen by the Superintendent but excluding the Superintendent, the evaluating administrator and the member appealing his or her APPR or Teacher Improvement Plan as part of the Panel. The APPR Review Panel shall provide the ATA member with the opportunity to meet with the Panel within seven school days of the date the teacher's request was received. This meeting shall conclude within the 7 school day span, and the APPR Review Panel shall render a final recommendation on the appeal within seven school days after the date on which the unit member was provided the opportunity to meet with the Panel. This recommendation will be delivered by the ATA president to the Superintendent who will make the final determination of the appeal within 10 school days upon receipt of the recommendation from the Panel.

5. The decision of the Superintendent (or the decision of the District Administrator if not appealed to the APPR Review Panel or directly to the Superintendent) shall be final and binding on all parties. It shall not be subject to any further appeal through any other process including grievance or arbitration contained within Article 3 of the collective bargaining agreement.

6. ATA members may not file more than one appeal regarding the same APPR or Teacher Improvement Plan. All grounds for appealing a particular APPR or Teacher Improvement Plan must be raised with specificity within the initial appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

7. Nothing in this section shall be construed to alter or diminish the authority of the Board of Education to grant or deny tenure to or terminate probationary teachers or probationary building principals during the pendency of an appeal pursuant to this section for statutorily and constitutionally permissible reasons other than the teacher's or principal's performance that is the subject of the appeal.

8. The above appeals procedure shall constitute the exclusive means for initiating, reviewing, and resolving any and all challenges and appeals related to an ATA member's APPR or Teacher Improvement Plan. Members may not resort to any other grievance or arbitration procedures contained within the collective bargaining agreement or to any administrative or judicial forum for the resolution of challenges and appeals related to the APPR or Teacher Improvement Plan.

9. Upon request by either the ATA or ACS, this appeal process will be annually reviewed to assess its effectiveness. Any changes will be mutually agreed to in writing by both parties. Additionally, the Alden Central School District ensures that any material changes to the appeals process will be made in accordance with Education Law 3012-c.

#### 6.4) Training of Lead Evaluators and Evaluators and Certification of Lead Evaluators

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

Training will be successfully completed on the 9 minimum requirements outlined in section 30-2.9 of the Commissioner's Regulations.

The district will continue to participate in the ERIE 1 BOCES Network Team trainings as a means of ensuring inter-rater reliability over time and for certifying and recertifying Evaluators and lead evaluators on a continuous basis and as needed. BOCES Network Team workshops are scheduled for three hours in length typically for 5-6 sessions per school year. This 60-72 hour opportunity to engage in rich collegial conversation on evaluation and inter-rater reliability is supplemented through Professional Development provided by Alden Schools focused on the NYS Teaching Standards as well as standards identified through the Interstate School Leaders Licensure Consortium.

Accordingly, inter-rater reliability and is accomplished in multiple manner to ensure that Lead Evaluators and Evaluators are certified:

1. All instruction administrators (Evaluators and Lead Evaluators) attend formal regional Network Team trainings conducted by Erie 1 BOCES
2. Administrators attend Monthly Instruction Cabinet meeting in which at least one hour of time is dedicated to inservice training specifically on instruction, evaluation and inter-rater reliability. Teacher records such as lesson plans, unit plans and other data is utilized.
3. Evaluation records are reviewed by the superintendent who provides technical support to principals. These periodic one-hour meetings occur to discuss and ensure that best practice inter-rater reliability is applied to teacher lessons.

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

(1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable

(2) evidence-based observation techniques that are grounded in research

(3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice

(5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

(6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

(9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

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• Checked

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## 6.6) Assurances -- Teachers

Please check all of the boxes below:

6.6) Assurances -- Teachers   Assure the entire APPR plan will be completed for each teacher 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's performance is being measured.	Checked
6.6) Assurances -- Teachers   Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured.	Checked
6.6) Assurances -- Teachers   Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
6.6) Assurances -- Teachers   Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers   Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers   Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

## 6.7) Assurances -- Data

Please check all of the boxes below:

6.7) Assurances -- Data   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.	Checked
6.7) Assurances -- Data   Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
6.7) Assurances -- Data   Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked

# 7. Growth on State Assessments or Comparable Measures (Principals)

Created Tuesday, April 30, 2013  
Updated Tuesday, August 20, 2013

## Page 1

### 7.1) STATE-PROVIDED MEASURES OF STUDENT GROWTH (25 points with an approved Value-Added Measure)

For principals in buildings with Grades 4-8 ELA, Math and/or High School courses with State or Regents assessments, (or principals of programs with any of these assessments), NYSED will provide value-added measures. NYSED will also provide a HEDI subcomponent rating category and score from 0 to 25 points.

In order for a principal to receive a State-provided value-added measure, at least 30% of the students in the principal's school or program must take the applicable State or Regents assessments. This will include most schools in the State.

Please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth or value-added measure, (e.g., K-5, PK-6, 6-8, 6-12, 9-12, etc.).

Value-Added measures will apply to schools or principals with the following grade configurations in this district (please list, e.g., K-5, PK-6, 6-8, 6-12, 9-12):

9-12
4-8
(No response)

### 7.2) Assurances -- State-Provided Measures of Student Growth

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth   Assure that the value-added growth score(s) provided by NYSED will be used, where applicable	Checked
7.2) Assurances -- State-Provided Measures of Student Growth   Assure that the State-provided growth measure will be used if a value-added measure has not been approved	Checked

### 7.3) STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed

using the assessments covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. The district must select the type of assessment that will be used with the SLO from the options below.

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.

Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.

If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, *required if one exists*

District, regional, or BOCES-developed assessments that are rigorous and comparable across classrooms

List of State-approved 3rd party assessments

First, list the grade configuration of the school or program the SLO applies to. Then, using the drop-down boxes below, please select the type of assessment that will be used for SLOs for the school/program listed. Finally, name the specific assessment listing the full name of the assessment. Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.” For State-approved 3rd party assessments, please include the name of the assessment exactly as it appears in RED on the State-approved list. For State assessments or Regents examinations, please indicate as such in the assessment name.

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-3	District, regional, or BOCES-developed	Western New York Regionally developed Assessment in K-2 ELA and Math
K-3	State assessment	NYS Grade 3 Math Assessment
K-3	State assessment	NYS Grade 3 ELA Assessment

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	The Principal (in collaboration with and approval by his/her supervisor) using pre-assessment baseline data will establish individualized student growth targets. The results of the NYS third grade ELA and Math assessments will be proportionately weighted based on the number of students in each SLO with the district developed assessments SLOs. HEDI points will be assigned according to the 0-20 HEDI scale in the uploaded conversion chart.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	81%-100% of students met their growth target as indicated in the SLO
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	61%-80% of students met their growth target as indicated in the SLO

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	41%-60% of students met their growth target as indicated in the SLO
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	0%-40% of students met their growth target as indicated in the SLO

If you are using tables or other graphics to explain your process for assigning HEDI categories, please clearly label them, combine them into a single file, and upload that file here.

assets/survey-uploads/12156/516006-lha0DogRNw/20 Point HEDI Scale\_2.docx

## 7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a principal's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Note: The only allowable controls or adjustments for Comparable Growth Measures are the following: prior student achievement results, students with disabilities, English language learners, and students in poverty.

The Principals and his/her administrator/ supervisor will utilize historical data to determine adjusted benchmarks for students in sub-group populations (English Language Learners, Students with Disabilities, Economically Disadvantaged Students and students prior educational history) to establish differentiated targets with appropriate rigor.

## 7.5) Principals with More Than One Growth Measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI category and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Principals of K-8 schools with growth measures for ELA and Math grades 4-8.)

If Principals have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points and Districts will weight each in proportion to the number of students covered by the SLO to reach a combined score for this subcomponent.

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> .	Checked

7.6) Assurances -- Comparable Growth Measures   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

# 8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Monday, August 19, 2013

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## Page 1

### Locally-Selected Measures of Student Achievement or Growth

Locally comparable means that the same locally-selected measures of student achievement or growth must be used for all principals in the same or similar programs or grade configurations across the district or BOCES.

Please note: only one locally-selected measure is required for principals in the same or similar programs or grade configurations, but some districts may prefer to have more than one measure for principals in the same or similar programs or grade configurations. This APPR form therefore provides space for multiple locally-selected measures for each principal in the same or similar program or grade configuration across the district. Therefore, if more than one locally-selected measure is used for all principals in the same or similar program or grade configuration, districts must complete additional copies of this form and upload as attachments for review.

Also note: districts may use more than one locally-selected measure for **different** groups of principals **within the same or similar programs or grade configurations** if the district/BOCES prove comparability based on Standards of Educational and Psychological Testing. If a district is choosing different measures for different groups of principals within the same or similar programs or grade configurations, they must complete additional copies of this form and upload as attachments for review.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

Also note: if your district/BOCES is using the same assessment for both the State growth or other comparable measures subcomponent and the locally-selected measures subcomponents, be sure that a *different* measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

### 8.1) LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR PRINCIPALS WITH AN APPROVED VALUE-ADDED MEASURE (15 points)

**In the table below, please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal’s students are taking assessments with a State-provided growth or value-added measure (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a measure of growth or achievement from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.1 should be the same as those listed in Task 7.1.**

***Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.***

***The options in the drop-down menus below are abbreviated from the following list:***

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
4-8	(a) achievement on State assessments	NYS State Assessments in Math and ELA Grades 4-8
9-12	(d) measures used by district for teacher evaluation	NYS Comprehensive ELA Regents Assessment grade 11; NYS Integrated Algebra 1 Regents, NYS Common Core Algebra Regents Assessment

Describe the district-adopted expectations for the level of growth or achievement needed for a principal to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a principal to earn any of the points in a scoring range, consistent with regulations and assurances.

*Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.*

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>The Alden CSD has established for the 4-8 principal a proficiency benchmark of 3 or higher.</p> <p>The Alden CSD has established for the 9-12 principal a proficiency benchmark of 65 or higher. Our District administrators both the Integrated Algebra Regents and the Common Core Algebra Regents Assessment and the higher score of the two will be used.</p> <p>Based on the overall percentage of students who meet or exceed the proficiency benchmark of either a 3 or higher or 65 or higher a corresponding HEDI Score (0-15 or 0-20, whichever is applicable will be determined using the uploaded 0-15 or 0-20 point conversion chart.</p>
--	---

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81%-100% of students met their achievement target as indicated in the student achievement measure
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61%-80% of students met their achievement target as indicated in the student achievement measure
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41%-60% of students met their achievement target as indicated in the student achievement measure
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-40% of students met their achievement target as indicated in the student achievement measure

If you need additional space, upload a copy of "Form 8.1: Locally Selected Measures for Principals with an Approved Value-Added Measure" as an attachment for review. Click here for a downloadable copy of Form 8.1. (MS Word )

assets/survey-uploads/12190/516007-8o9AH60arN/15 & 20 Point HEDI Scale.docx

If you are using tables or other graphics to explain your process for assigning HEDI categories, please clearly label them, combine them into a single file, and upload that file here.

(No response)

## 8.2) LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR ALL OTHER PRINCIPALS (20 points)

**In the table below, list all of the grade configurations/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.**

***Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.***

***The options in the drop-down menus below are abbreviated from the following list:***

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)*
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)*
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8*
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations*
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades*
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades*
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)*
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th*

grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

(i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

**Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.**

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-3	(d) measures used by district for teacher evaluation	AIMSweb

Describe the district-adopted expectations for the level of growth or achievement needed for a principal to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a principal to earn any of the points in a scoring range, consistent with regulations and assurances.

*Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.*

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Principals in collaboration with and approval by the superintendent, will establish individualized student growth targets using pre-assessment baseline data for AIMSweb K-3 ELA and Math. Based on the overall percentage of students who meet or exceed their individualized student growth targets a corresponding HEDI Score will be determined using the uploaded conversion chart in task 8.2.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81%-100% of students met their growth target as indicated the student growth measure
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61%-80% of students met their growth target as indicated in the student growth measure
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41%-60% of students met their growth target as indicated in the student growth measure
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-40% of students met their growth target as indicated in the student growth measure

If you need additional space, upload a copy of "Form 8.2: Locally Selected Measures for All Other Principals" as an attachment for review. Click here for a downloadable copy of Form 8.2. (MS Word)

(No response)

If you are using tables or other graphics to explain your process for assigning HEDI categories, please clearly label them, combine them into a single file, and upload that file here.

assets/survey-uploads/12190/516007-T8MIGWUVm1/20 Point HEDI Scale.docx

### 8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a teacher's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Principals in collaboration with administrators or their supervisors will utilize historical data to determine adjusted benchmarks for students in sub-group populations (English Language Learners, Students with Disabilities, Economically Disadvantaged Students and students prior educational history) to establish differentiated targets with appropriate rigor.

### 8.4) Principals with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures where applicable for principals, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score.

The District will assess the results separately, arriving at a HEDI rating and point value between 0-20 (or 0-15 when applicable for the value added model) points. Each HEDI Score will then be averaged proportionately based on the number of students in each measure who meet or exceed the target. The rating always rounds to the nearest whole number, .5 and higher rounds up and less than .5 rounds down. This will provide one HEDI score between 0-20 (or 0-15 when applicable for the value added model) points.

### 8.5) Assurances

Please check all of the boxes below:

8.5) Assurances   Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances   Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances   Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances   Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
8.5) Assurances   Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances   Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances   If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check

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8.5) Assurances | Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent. Check

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, August 20, 2013

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## Page 1

### 9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.

The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

Multidimensional Principal Performance Rubric

(No response)

### 9.2) Points Within Other Measures

State the number of points that will be assigned to each of the following measures, making sure that the points total 60. If you are not assigning any points to the "ambitious and measurable goals" measure, enter 0.

Some districts may prefer to assign points differently for different groups of principals. This APPR form only provides one space for assigning points within other measures for principals. If your district/BOCES prefers to assign points differently for different groups of principals, enter the point assignment for one group of principals below. For the other group(s) of principals, fill out copies of this form and upload as an attachment for review.

Is the following point assignment for all principals?

Yes

If you checked "no" above, fill in the group of principals covered:

(No response)

State the number of points that will be assigned to each of the following measures, making sure that the points total 60. If you are not assigning any points to the "ambitious and measurable goals" measure, enter 0.

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
---	----

Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 0

If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, label accordingly, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below if assigning any points to "ambitious and measurable goals":

9.3) Assurances -- Goals   Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	(No response)
--	---------------

9.3) Assurances -- Goals   Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	(No response)
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### 9.4) Sources of Evidence (if applicable)

If you indicated above that one or more points will be assigned to the "ambitious and measurable goals" measure, identify at least two of the following sources of evidence that will be utilized as part of assessing every principal's goal(s):

9.4) Sources of Evidence (if applicable)   Structured feedback from teachers using a State-approved tool	(No response)
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9.4) Sources of Evidence (if applicable)   Structured feedback from students using a State-approved tool	(No response)
--	---------------

9.4) Sources of Evidence (if applicable)   Structured feedback from families using a State-approved tool	(No response)
--	---------------

9.4) Sources of Evidence (if applicable)   School visits by other trained evaluators	(No response)
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9.4) Sources of Evidence (if applicable)   Review of school documents, records, and/or State accountability processes (all count as one source)	(No response)
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### 9.5) Survey Tool(s) (if applicable)

If you indicated above that 1 or more points will be assigned to feedback using a State-approved survey tool, please check the box below:

(No response)

Note: When the State-approved survey list is updated, this list will be updated within the drop-down menu of approved survey tools.

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
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K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
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K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
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K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
--	---------------

K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
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District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

## 9.6) Assurances

Please check all of the boxes below:

9.6) Assurances   Assure that all ISLLC 2008 Leadership Standards are assessed at least one time per year.	Checked
9.6) Assurances   Assure that the process for assigning points for the "other measures" subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction	Checked
9.6) Assurances   Assure that it is possible for a principal to earn each point, including 0, for the "other measures" subcomponent.	Checked
9.6) Assurances   Assure that the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district or BOCES.	Checked

## 9.7) Process for Assigning Points and Determining HEDI Ratings

Describe the process for assigning points and determining HEDI ratings using the principal practice rubric and/or any additional instruments used in the district. Include, if applicable, the process for combining results of multiple "other measures" into a single result for this subcomponent.

The Alden Central School District APPR is designed in a very specific manner to ensure rigor, inter-rater reliability and best practice instructional strategies in the school. Based on the Multidimensional Principal Performance Rubric (MPPR) (which is State Education Department Approved). The rubric is utilized seamlessly to create a Shared Vision of Learning, inform the School culture and Instructional Program, address the Learning Environment, engage the Community with Integrity, Fairness and Ethics, as well as to proactively address the Political, Social, Economic, Legal and Cultural Context while confirming fidelity to the Rubric. As a rule, total points are assigned to each element listed below of the evaluation process with the following breakdown:

- Goal Setting (MPPR Domain #1: Culture and Sustainability): 10pts
- Formal Teacher Observation Process (MPPR Domain: 2 all attributes): 15pts
- Walk Through Observations (MPPR Domain: 2 all attributes): 10pts
- Five Goal Relevant Events or Meetings (MPPR Domain: 1,3,4,5,6): 5pts
- Review of Documents (MPPR Domain: 2, 3, 4, 5): 15 point total
- \*Written Observations: (10 of the above 15pts)
- \*Goal Relevant Data Points: (5 of the above 15pts)
- Self-Reflection/Evaluation (MPPR Domain: 1, 5, 6): 5pts

The sum of the components, including Multiple school visit scores, aggregate to create the total points achieved of the 60 available for this component. Multiple scores aggregate the total 60 HEDI points. Traditional rounding rules apply and in no case will rounding cause a principal to move to another HEDI category.

Please review the following example of a principal's score

- Goal Setting: 10pts (Principal earned 10/10 points)
- Formal Teacher Observation Process: 15pts (Principal earned 14/15 points)
- Walk Through Observations: 10pts (Principal earned 9/10 points)
- Five Goal Relevant Events or Meetings: 5pts (Principal earned 5/5 Points)
- Review of Documents: 15 point total

\*Written Observations: (10 of the above 15pts) (Principal earned 8/10 points)

\*Goal Relevant Data Points: (5 of the above 15pts) (Principal earned 5/5 points)

• Self-Reflection/Evaluation: 5pts (Principal earned 5/5 points)

Total for this example: Principal earned 56/60 points, which deems the principal to be highly effective.

See attached for additional explanation.

If you are using tables or other graphics to explain your process for assigning points and determining HEDI ratings, please clearly label them, combine them into a single file, and upload that file here.

assets/survey-uploads/12205/516008-pMADJ4gk6R/Task 9~7 MPPR Review Room Multiple Measures 8-20-13.docx

Describe the level of performance required for each of the HEDI rating categories, consistent with the narrative descriptions in the regulations for the "other measures" subcomponent. Also describe how the points available within each HEDI category will be assigned.

Highly Effective: Overall performance and results exceed standards.	See uploaded attachment
Effective: Overall performance and results meet standards.	See uploaded attachment
Developing: Overall performance and results need improvement in order to meet standards.	See uploaded attachment
Ineffective: Overall performance and results do not meet standards.	See uploaded attachment

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	52-60
Effective	25-51
Developing	7-24
Ineffective	0-6

## 9.8) School Visits

Enter the minimum number of school visits that will be done by each of the following evaluators, making sure that the number of visits "by supervisor" is at least 1 and the total number of visits is at least 2, for both probationary and tenured principals. If your APPR plan does not include visits by a trained administrator or independent evaluator, enter 0 in those boxes.

### **Probationary Principals**

By supervisor	2
By trained administrator	0
By trained independent evaluator	0
Enter Total	2

### **Tenured Principals**

By supervisor	2
By trained administrator	0
By trained independent evaluator	0
Enter Total	2

# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, July 11, 2013

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

#### **Locally-selected Measures of growth or achievement**

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly Effective**

Results are well above state average for similar students (or District goals if no state test).

Results are well above District- or BOCES- adopted expectations for growth or achievement for grade/subject.

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

Results meet state average for similar students (or District goals if no state test).

Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

Results are below state average for similar students (or District goals if no state test).

Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Overall performance and results need improvement in order to meet ISLLC leadership standards.

#### **Ineffective**

Results are well below state average for similar students (or District goals if no state test).

Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Overall performance and results do not meet ISLLC leadership standards.

The Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

10.1) The scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

Where there is no Value-Added measure

**Growth or Comparable Measures**  
**Locally-selected Measures of growth or achievement**  
**Other Measures of Effectiveness**  
**(60 points)**

**Overall Composite Score**  
**Highly Effective**  
**18-20**  
**18-20**  
**Ranges determined locally--see below**  
**91-100**  
**Effective**  
**9-17**  
**9-17**  
**75-90**  
**Developing**  
**3-8**  
**3-8**  
**65-74**  
**Ineffective**  
**0-2**  
**0-2**  
**0-64**

Insert district's or BOCES' negotiated HEDI scoring ranges for the Other Measures of Effectiveness Subcomponent (same as question 9.7), from 0 to 60 points

Highly Effective	52-60
Effective	25-51
Developing	7-24
Ineffective	0-6

10.2) The scoring ranges for principals for whom there is an approved Value-Added measure for student growth will be:

Where Value-Added growth measure applies  
**Growth or Comparable Measures**  
**Locally-selected Measures of growth or achievement**  
**Other Measures of Effectiveness**  
**(60 points)**

**Overall Composite Score**  
**Highly Effective**  
**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Wednesday, August 14, 2013

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

11.1) Assurances -- Improvement Plans   Assure that principals who receive a Developing or Ineffective rating will receive a Principal Improvement Plan (PIP) within 10 school days from the opening of classes in the school year following the performance year	Checked
11.1) Assurances -- Improvement Plans   Assure that PIPs 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	Checked

### 11.2) Attachment: Principal Improvement Plan Forms

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

For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

assets/survey-uploads/5276/148302-Df0w3Xx5v6/Principal Improvement Plan.docx

### 11.3) Appeals Process

Pursuant to Education Law section 3012-c, a principal may only challenge the following in an appeal:

(1) the substance of the annual professional performance review

(2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

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

## Principal Appeal Process

A. A principal who receives an “Ineffective” rating on his/her APPR shall be entitled to appeal this rating. This appeal must be done in written form and submitted to the Superintendent of Schools within ten (10) school days of the receipt of the final rating and/or receipt of the PIP, who has been trained in accordance with the requirements of the statute and regulation.

B. The principal must submit a written description that must explain in detail the specific areas which are the basis for the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered. Appeals are limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law:

- 1) The substance of the annual professional performance review;
- 2) The District’s adherence to the standards and methodologies required for such reviews, pursuant to Education Law Section 3012-c;
- 3) Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
- 4) The District’s issuance and/or implementation of the terms of a principal’s improvement plan under Education Law Sections 3012-c.

C. A principal may not file more than one appeal on the same APPR or improvement plan. All grounds for an appeal of an APPR or improvement plan must be raised with specificity as a part of the initial submission of the appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

D. The burden of proof (for an appeal) will be shared by the principal and the district. Relevant documentation will be provided mutually in order to demonstrate a clear legal right to the relief requested and the burden of establishing the facts upon which relief is sought.

E. The Superintendent or designee will respond to the appeal with a written response acknowledging the appeal and directing further administrative action. This correspondence will be made within ten (10) school days of the receipt of the appeal. The response will include all additional documents or written materials relevant to the point(s) of disagreement that support the district’s response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal.

### F. Appeal Process:

#### Step One

- Administrator will officially appeal to the Superintendent, in writing, within 10 school days of the receipt of the final rating and/or receipt of the PIP.
- Appellant and Superintendent will meet to discuss appeal within five (5) school days of the receipt of the superintendent’s response to the appeal (as referenced in part E. above). This meeting will conclude within 24 hours.

#### Step Two

In the event first step does not change the rating, the appellant will have the right to access an outside, Independent Authority (IA), mutually agreed upon and drawn from a previously established list. The request to meet with the IA will be scheduled in a timely and expeditious manner.

G. The Appeal Process shall provide the principal, and the District, with the opportunity to meet with the IA within seven (7) school days of the date of the appellant’s request to meet with the IA. was received (or such other convenient time as may be determined by the IA). The IA shall render a final decision on the appeal within seven (7) school days after the appellant and the district were provided the opportunity to meet with the IA.

H. Nothing in this section shall be construed to alter or diminish the authority of the governing body of a school district or board of cooperative educational services to grant or deny tenure to or terminate probationary teachers or probationary building principals during the pendency of an appeal pursuant to this section for statutorily and constitutionally permissible reasons other than the teacher’s or principal’s performance that is the subject of the appeal.

I. A written decision on the merits of the appeal shall be rendered by the IA no later than seven (7) school days from the close of the meeting between the appellant, the district and the IA. The appeal shall be based on a written record, comprised of the principal’s appeal papers and any documentary evidence accompanying the appeal, as well as the school district’s response to the appeal and additional documentary evidence submitted with such papers. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal’s appeal. If the appeal is sustained, the IA may set aside or modify a rating. The decision of the IA is final. A copy of the decision shall be provided to the principal and the Superintendent.

J. The above appeals procedure shall constitute the exclusive means for initiating, reviewing, and resolving any and all challenges and appeals related to principal's APPR or Improvement Plan. A principal may not resort to any other grievance or arbitration procedures contained within the collective bargaining agreement or to any administrative or judicial forum for the resolution of challenges and appeals related to the APPR or Improvement Plan.

K. A challenge or determination under this appeal process shall not be the subject of a grievance, and the arbitration provisions of the Collective Negotiations Agreement shall not apply to any such challenge or determination. The principal retains any defenses he or she may have in the event the APPR or PIP is utilized in a subsequent 3020-a processing.

Upon request by either the District or the Association, this appeal process will be annually reviewed to assess its effectiveness.

## 11.4) Training of Lead Evaluators and Evaluators and Certification of Lead Evaluators

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

Training will be successfully completed on the 9 minimum requirements outlined in section 30-2.9 of the Commissioner's Regulations.

The district will continue to participate in the ERIE 1 BOCES trainings as a means of ensuring inter-rater reliability over time and for certifying and recertifying administrators on a continuous basis as needed. BOCES trainings are offered quarterly and occur for a minimum of three (3) hours aggregating a minimum of twelve (12) hours. This training will be supplemented through Professional Development provided by Alden Schools focused on the NYS Teaching Standards and standards identified through the Interstate School Leaders Licensure Consortium. This additional training of administrators occurs in a sustained manner as a part of instructional cabinet administrator meetings in which an hour is set aside to ensure inter-rater reliability leading to re-certification of lead evaluators. This training will occur for minimum of 12 hours annually.

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

(1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable

(2) evidence-based observation techniques that are grounded in research

(3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice

(5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building

principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

(6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

(9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

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• Checked

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## 11.6) Assurances -- Principals

Please check all of the boxes below:

11.6) Assurances -- Principals   Assure the entire APPR plan will be completed for each 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 building principal's performance is being measured.	Checked
11.6) Assurances -- Principals   Assure that the district will provide the principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of principal effectiveness subcomponent for a 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.	Checked
11.6) Assurances -- Principals   Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
11.6) Assurances -- Principals   Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
11.6) Assurances -- Principals   Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
11.6) Assurances -- Principals   Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

## 11.7) Assurances -- Data

Please check all of the boxes below:

11.7) Assurances -- Data   Assure that the NYSED 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 this Subpart, in a format and timeline prescribed by the Commissioner.	Checked
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11.7) Assurances -- Data   Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
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11.7) Assurances -- Data   Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked
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## 12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Tuesday, August 20, 2013

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### Page 1

#### 12.1) Upload the Joint Certification of the APPR Plan

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form. Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

[assets/survey-uploads/12158/516011-3Uqgn5g9Iu/Signatures 8-20-13.pdf](#)

#### File types supported for uploads

PDF (preferred)

Microsoft Office (.doc, .ppt, .xls)

Microsoft Office 2007: Supported but not recommended (.docx, .pptx, .xlsx)

Open Office (.odt, .ott)

Images (.jpg, .gif)

Other Formats (.html, .xhtml, .txt, .rtf, .latex)

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

## 20 Point HEDI Scale

20 Point HEDI Scale-(All percentages will be rounded up)							
0 - 40%		41 - 60%		61 - 80%		81 - 100%	
INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGH EFFECTIVE	
<b>0</b>	≤ 14.0 %	<b>3</b>	40.1% - 44.0%	<b>9</b>	60.1% - 63.0%	<b>18</b>	80.1% - 85.0%
<b>1</b>	14.1 % - 27.0%	<b>4</b>	44.1% - 48.0%	<b>10</b>	63.1% - 66.0%	<b>19</b>	85.1% - 90.0%
<b>2</b>	27.1% - 40.0%	<b>5</b>	48.1% - 51.0%	<b>11</b>	66.1% - 68.0%	<b>20</b>	> or = 90.1%
		<b>6</b>	51.1% - 54.0%	<b>12</b>	68.1% - 70.0%		
		<b>7</b>	54.1% - 57.0%	<b>13</b>	70.1% - 72.0%		
		<b>8</b>	57.1% - 60.0%	<b>14</b>	72.1% - 74.0%		
				<b>15</b>	74.1% - 76.0%		
				<b>16</b>	76.1% - 78.0%		
				<b>17</b>	78.1% - 80.0%		

**15 & 20 Point HEDI Scale**  
*(Whichever is applicable will be utilized)*

20 Point HEDI Scale (All percentages will be rounded up)							
0 - 40%		41 - 60%		61 - 80%		81 - 100%	
INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGH EFFECTIVE	
<b>0</b>	≤ 14.0 %	<b>3</b>	40.1% - 44.0%	<b>9</b>	60.1% - 63.0%	<b>18</b>	80.1% - 85.0%
<b>1</b>	14.1 % - 27.0%	<b>4</b>	44.1% - 48.0%	<b>10</b>	63.1% - 66.0%	<b>19</b>	85.1% - 90.0%
<b>2</b>	27.1% - 40.0%	<b>5</b>	48.1% - 51.0%	<b>11</b>	66.1% - 68.0%	<b>20</b>	> or = 90.1%
		<b>6</b>	51.1% - 54.0%	<b>12</b>	68.1% - 70.0%		
		<b>7</b>	54.1% - 57.0%	<b>13</b>	70.1% - 72.0%		
		<b>8</b>	57.1% - 60.0%	<b>14</b>	72.1% - 74.0%		
				<b>15</b>	74.1% - 76.0%		
				<b>16</b>	76.1% - 78.0%		
				<b>17</b>	78.1% - 80.0%		

15 Point HEDI Scale (All percentages will be rounded up)							
Ineffective		Developing		Effective		Highly Effective	
<b>0</b>	0-14	<b>3</b>	41-43	<b>8</b>	61-63	<b>14</b>	81-89
<b>1</b>	15-27	<b>4</b>	44-47	<b>9</b>	64-66	<b>15</b>	90-100
<b>2</b>	28-40	<b>5</b>	48-51	<b>10</b>	67-70		
		<b>6</b>	52-55	<b>11</b>	71-73		
		<b>7</b>	56-60	<b>12</b>	74-76		
				<b>13</b>	77-80		

## 20 Point HEDI Scale

20 Point HEDI Scale-(All percentages will be rounded up)							
0 - 40%		41 - 60%		61 - 80%		81 - 100%	
INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGH EFFECTIVE	
<b>0</b>	≤ 14.0 %	<b>3</b>	40.1% - 44.0%	<b>9</b>	60.1% - 63.0%	<b>18</b>	80.1% - 85.0%
<b>1</b>	14.1 % - 27.0%	<b>4</b>	44.1% - 48.0%	<b>10</b>	63.1% - 66.0%	<b>19</b>	85.1% - 90.0%
<b>2</b>	27.1% - 40.0%	<b>5</b>	48.1% - 51.0%	<b>11</b>	66.1% - 68.0%	<b>20</b>	> or = 90.1%
		<b>6</b>	51.1% - 54.0%	<b>12</b>	68.1% - 70.0%		
		<b>7</b>	54.1% - 57.0%	<b>13</b>	70.1% - 72.0%		
		<b>8</b>	57.1% - 60.0%	<b>14</b>	72.1% - 74.0%		
				<b>15</b>	74.1% - 76.0%		
				<b>16</b>	76.1% - 78.0%		
				<b>17</b>	78.1% - 80.0%		

## Task 4.5 APPR Review Room Explanation

The Alden Central School District APPR is designed in a very specific manner to ensure rigor, inter-rater reliability and best practice instructional strategies in the classroom. Based on the Charlotte Danielson's 2011 Rubric (which is State Education Department Approved) the rubric is utilized seamlessly to inform instruction and pedagogical practices through clinical supervision while confirming fidelity to the Rubric. As a rule, total points are assigned to each component of the evaluation process with the following breakdown:

- Pre-Observation Process: 5pts
- Observation: 20pts
- Post Observation Process: 5pts
- Teachers will receive a minimum of one walk-through worth a maximum of 10pts. Teachers have the opportunity for additional walkthroughs. All walk-through observations will be averaged together.
- Structured review of lesson plans, student portfolios and other teacher artifacts (Multiple Measures of Effectiveness) (See applicable scale based on number of points awarded per multiple measure. Points are added together not to exceed 20 points. In this manner it is possible for a teacher to score zero out of the total possible 20 points available.)

Points in each area utilize the corresponding HEID scale below. Once compiled the total points in each area are applied to the 60 point HEDI scale for a composite evaluation score.

60 point HEDI Scale			
Ineffective	Developing	Effective	Highly Effective
0-6	7-24	25-51	52-60
20 point HEDI Scale			
Ineffective	Developing	Effective	Highly Effective
0-2	3-8	9-17	18-20
15 point HEDI Scale			
Ineffective	Developing	Effective	Highly Effective
0-2	3-7	8-13	14-15
10 point HEDI Scale			
Ineffective	Developing	Effective	Highly Effective
0-1	2-4	5-8	9-10
5 point HEDI Scale			
Ineffective	Developing	Effective	Highly Effective
0-1	2	3-4	5

All administrators are trained (and receive ongoing training) on the Danielson 2011 Rubric and the NYS Teaching standards via the Erie 1 BOCES network team and district provided professional development monthly. Trainings include inter-rater

reliability, instructional pedagogy and are based on the Danielson Rubric in conjunction with the RTTT & SED initiatives. There are ongoing conversations among and between building and district administrators to reconcile any discrepancies or variations in the scoring components. The Danielson 2011 Rubric is utilized as a backdrop to provide points in each component of the evaluation process. The Danielson Rubric informs instruction, provides best practice examples in each domain that are the markers associated with each evaluative component. Careful consideration of the district APPR planning team has allowed for each component of each domain of Danielson's 2011 rubric to be considered in earning points in the evaluation process. Teachers with multiple observations will have their scores averaged by component (pre-observation, observation, post-observation) so that multiple observations may be compiled in a total HEDI score. Multiple observation scores aggregate the total 60 HEDI points. Traditional rounding rules apply and in no case will rounding cause a teacher to move to another HEDI category.

### **Pre-Observation Conference:**

Teachers will complete the pre-observation form and submit to the evaluator 3 school days prior to the date of the pre-observation conference. The teacher and administrator utilize the Danielson 2011 Rubric (with embedded notations of Danielson's specific skills) to ensure fidelity with the rubric in terms of inter-rater reliability and pedagogical practice. Once the administrator has reviewed the form and conducted the pre-observation conference, the teacher is assigned an overall score of 0-5 for the pre-observation process, based on the evidence presented in this observation component.

### **Observation:**

The administrator takes a written script of instruction during the observation recording evidence that aligns with the Danielson 2011 Rubric. The administrator notes specific skills observed based on the components of Danielson's 2011 Rubric in the *Planning and Preparation Domain*, *Classroom Environment Domain* and the *Instruction domain*. These specific, rubric-based observations are noted on the attached form.

Finally, the administrator utilizes the Danielson 2011 Rubric to write the summary of the observation at the bottom of the form. The teacher is assigned an overall score of 0-20 for the observation, based on the evidence presented in this observation component.

### **Post-Observation Conference:**

Teachers will complete the post-observation form and submit to the evaluator within 3 school days of the date of the observation. The post observation conference will occur within 7 school days of the date of the post observation submission. The teacher uses the Danielson 2011 Rubric notations embedded on the form to ensure effectiveness and fidelity to the rubric. Additionally, the observing administrator completes a post observation summary assigning a score of 0-5 for this component, utilizing the Danielson 2011 Rubric.

### **Walk Through Observations:**

The teacher will receive a minimum of one Walk Through Observation each school year. Each Walk Through Observation is worth a maximum of 10 points and scored according to the ten (10) point HEDI scale.

An administrator, following each Walk Through Observation, completes the Walk Through Observation Form. Each evidential skill outlined on the walkthrough observation form is annotated to correspond directly with the Danileson 2011 Rubric to ensure fidelity and inter-rater reliability. The observer notes comments corresponding to these skills using the Danielson 2011 Rubric.

### **Additional Criteria for Determining Teacher Effectiveness**

*(Structured review of lesson plans, student portfolios and other teacher artifacts)*

### **Multiple Measures (a total 20 points is available as each area is scored according to the corresponding HEDI scale above.):**

Multiple Measures are an additional piece of the evaluation process. The following items are additional criteria that will be utilized as a part of the Summative APPR Assessment for the Alden School District. The primary intent for the additional options is grounded in the philosophy of *Improving Instruction, Increasing Student Performance and the Facilitation of Rich Collegial Conversation*. Evidence produced aligns with *The Framework for Teaching* (2011 revised addition). Danielson's 2011 Rubric Domains on (1) and four (4) will be used accordingly in an evaluative manner to determine points for each multiple measure option.

### **Process:**

- From the list of defined options below, each professional must select a measure (or any combination of measures) that total 20 points.
- By the first school day on or after October 1<sup>st</sup> each ATA member must submit a written plan to their designated administrator.
- Each completed component will be submitted and discussed with their designated administrator by mutually agreed upon date(s) within each school year. All submissions must be received by the designated administrator by the first school day on or after April 1<sup>st</sup>.
- Multiple measures may not be duplicated except for the Peer Observation.

## **Options:**

**Written Reflection for Tenured Teachers (15 points)** – Written reflections will be completed **two times** per year and submitted by the first school day on or after April 1<sup>st</sup>. Thoughtful reflection will be based on all four of Danielson's Domains.

**Alden Central School District Professional Reflection Guidelines for Non Tenured Teachers (15 points)**- Non tenured teachers will complete all components outlined in the Alden Central School District Professional Reflection Guidelines. Detailed guidelines are located on the ACSD Curriculum and Instruction website.

**Artifacts Binder (20 points)**- Topic approved by administration. An Artifact Binder consists of collection of artifacts that thoroughly explores the approved topic and represents your best quality work. Examples include but are not limited to: The use of Technology in the classroom, meetings with teachers from the same curriculum area in other districts regularly outside of school, maintaining a blog or wiki, Developing and implementing Anchor charts and essential questions charts, iPad use, Developing curriculum based on CCLS, and creating CCLS assessments.

**Videotape Lesson (10 points)** – Self-evaluative – Plan, teach and videotape a lesson. View and critique your lesson using the Alden Central School District Observation Report. Identify at least one strength of the lesson that contributed to the acquisition of the principle objective and one thing (remedial) that you might change or do differently with designated administrator.

**Questionnaire (10 points)**- The questionnaire must be approved by administration and focused on improving instruction and/or student achievement (not a satisfaction questionnaire). Possible questionnaire topics include: communication with parents/students/peers, student learning styles, and differentiation of instruction. Create a summary and develop an action plan based on the questionnaire results.

**Book Study (15 Points)** – Must include two or more participants. (There is not a maximum number of participants.) Participants are expected to engage in regular meetings, face-to-face or electronically, that include discussion points culminating with a presentation or write-up. The selected book must be approved by administration.

**Action Research Project (20 points)** - Project approved by administration. Must include two or more participants and thoroughly explore the approved topic. Submissions must include a summary of findings/ literature review and exploration of how the research will impact instruction and student learning.

**Writing Professional Journal Article (20 points)**- Write an article for a professional journal. Provide designated administrator with a copy of the article and proof of submission.

**Professional Growth Plan (20 points)** – A unique concept designed with administrative approval. Selected topic should go above and beyond day-to-day

responsibilities. The completed project should culminate in a presentation or reflective summary.

**Peer Observation (non-evaluative) (10 points)** – This is a paired activity. Each participant will observe the other for a 40-minute class session. Each participant will submit a summary exploring “What did I learn?” This multiple measure may not include teachers selected previously as a peer observation partner. This multiple measure may be utilized more than once.

**Data Driven Instruction (20 points)** - Creating banks of non-secure questions in eDoctrina, developing at least one interim assessment in eDoctrina, participating in a data team (not Rtl), data analysis and how it affects instruction.

**Committee Participation (teachers can earn up to 5 points for membership; teachers can earn up to 10 points if chairperson)** – Includes: APPR, Rtl, BIT, Teacher Center, Technology, Safety, DASA Team, 5K Run, Scholarship, PTA, Reading or other district approved committee.

**Conference (5 points)** – Attending or presenting at a conference on your own time. Provide a summary of what you learned and how that impacts you professionally. This option is allowable for teachers that have reached maximum steps in obtaining course credit, or for teachers that are interested in taking a Teacher Center course for APPR points in lieu of salary credit.

**Web-Page Maintenance (5 points)** - In order to get any points teachers need to at minimum submit content changes 4 times per year

**Evidence of Communication (5 points)** – School or classroom newsletters or Alden Advertiser submission minimally submitted four times annually

**Coordinating or Leading Extracurricular activities (5 points)** - Includes those activities for which you are not compensated such as organizing a field trip, school or district wide student-centered activity.

## **Teacher Improvement Plan**

As described in the *New York State APPR Requirements, Part 100 Regulations*, the Alden Teacher Improvement Plan (TIP) is designed to provide support through communication, discussion and collaboration in the area (s) of significant concern as the result of an annual summative evaluation.

An employee will be required to develop a TIP upon receiving an evaluation rating of “Developing” or “Ineffective” through an Annual Professional Performance Review. Alden School District must develop and commence implementation of a TIP for such teacher.

The administrator and employee will jointly determine the strategies to be taken to improve instruction, but it is agreed that the primary responsibility for correction remains with the employee.

While it would be preferable and advantageous to develop the TIP prior to the closing of school, a TIP must be in place by no later than 10 days after the date on which teachers are required to report prior to the opening of classes for the school year, in accordance with New York State regulations.

The administrator and employee will agree on a mutual time-line to improve any noted deficiencies. This timeline shall include benchmarks at the ten, twenty, thirty and forty-week points to assess progress on the TIP.

### **Purpose:**

- improve employee performance;
- provide a targeted assistive process;
- provide specific support;
- provide information to determine tenure

### **Some examples of specific support include, but are not limited to:**

- Attendance of at least one conference, but no more than three, and application to classroom;
- Observing other classrooms;
- Informal observation by a colleague;
- Informal collegial conversation;
- An informal evaluation by the administrator named in the TIP to offer suggestions;
- An informal evaluation by a second administrator to offer feedback;

## **TIP Process:**

The Teacher Improvement Plan Worksheets will be made available to the employee. They include:

- TIP Worksheet to Identify Areas of Need (Appendix H)
  - Employee completes checklist based on their previous summative evaluation
- Teacher Improvement Plan (Appendix I)
  - To be completed by employee and administrator
  - a TIP must be in place by no later than 10 days after the date on which teachers are required to report prior to the opening of classes for the school year
  - Action steps that detail what the employee will do;
    - Utilizes Danielson's critical attributes to develop an action plan
- Evidence Log (Appendix J)
  - Teacher creates and maintains a compilation of evidence and data to support improvement in each area of need
  - Information can be collected via hard copy or electronically
  - The teacher must produce artifacts to serve as evidence for their improvement which may include lessons, student work, unit plans, reflections, and summaries, etc.

**Appendix H**  
**Teacher Improvement Plan Need Identification Worksheet**

**Domain 1: Planning and Preparation**

Component 1a: *Demonstrating Knowledge of Content and Pedagogy*

- Knowledge of content
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

Component 1b: *Demonstrating Knowledge of Students*

- Knowledge of characteristics of age group
- Knowledge of students' varied approaches to learning
- Knowledge of students' skills and knowledge
- Knowledge of students' interests and cultural heritage

Component 1c: *Selecting Instructional Goals*

- Value
- Clarity
- Suitability for diverse students
- Balance

Component 1d: *Demonstrating Knowledge of Resources*

- Resources for teaching
- Resources for students

Component 1e: *Designing Coherent Instruction*

- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

Component 1f: *Assessing Student Learning*

- Congruence with instructional goals
- Criteria and standards
- Use for planning

## **Domain 2: The Classroom Environment**

### *Component 2a: Creating an Environment of Respect and Rapport*

- Teacher interaction with students
- Student interaction

### *Component 2b: Establishing a Culture for Learning*

- Importance of the content
- Student pride in work
- Expectations for learning and achievement

### *Component 2c: Managing Classroom Procedures*

- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties
- Supervision of volunteers and paraprofessionals

### *Component 2d: Managing Student Behavior*

- Expectations
- Monitoring of student behavior
- Response to student misbehavior

### *Component 2e: Organizing Physical Space*

- Safety and arrangement of furniture
- Accessibility to learning and use of physical resources

## **Domain 3: Instruction**

### *Component 3a: Communicating Clearly and Accurately*

- Directions and procedures
- Oral and written language

### *Component 3b: Using Questioning and Discussion Techniques*

- Quality of questions
- Discussion techniques
- Student participation

### *Component 3c: Engaging Students in Learning*

- Representation of content
- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

### *Component 3d: Providing Feedback to Students*

- Quality: accurate, substantive, constructive, and specific
- Timeliness

### *Component 3e: Demonstrating Flexibility and Responsiveness*

- Lesson adjustment
- Response to students
- Persistence

## **Domain 4: Professional Responsibilities**

### *Component 4a: Reflecting on Teaching*

- Accuracy
- Use in future teaching

### *Component 4b: Maintaining Accurate Records*

- Student completion of assignments
- Student progress in learning
- Non-instructional records

### *Component 4c: Communicating with Families*

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

### *Component 4d: Contributing to the School and District*

- Relationships with colleagues
- Service to the school
- Participation in school and district projects

### *Component 4e: Growing and Developing Professionally*

- Enhancement of content knowledge and pedagogical skill
- Service to the profession

### *Component 4f: Showing Professionalism*

- Service to students
- Advocacy
- Decision making

**Appendix I**  
**TEACHER IMPROVEMENT PLAN**  
 (To be completed jointly by teacher and administrator)

Name \_\_\_\_\_ Building \_\_\_\_\_

Grade/Subject \_\_\_\_\_

<b>TIMELINE FOR PROGRESS</b>	<b>Initial plan (based on TIP worksheet)</b>	<b>10 weeks</b>	<b>20 weeks</b>	<b>30 weeks</b>	<b>40 weeks</b>
<b>Meeting Date:</b>					
<b>FOCUSED DOMAIN</b>	<b>1 2 3 4</b>	<b>1 2 3 4</b>	<b>1 2 3 4</b>	<b>1 2 3 4</b>	<b>1 2 3 4</b>
<b>ACTION STEPS (Provide detailed description)</b>					
<b>ADMIN. NOTES EVIDENCE OF PROGRESS</b>					
<b>Employee's Comments</b>					

<b>TIMELINE FOR PROGRESS</b>	<b>Initial plan (based on TIP worksheet)</b>	<b>10 weeks</b>	<b>20 weeks</b>	<b>30 weeks</b>	<b>40 weeks</b>
<b>Meeting Date:</b>					
<b>FOCUSED DOMAIN</b>	<b>1 2 3 4</b>	<b>1 2 3 4</b>	<b>1 2 3 4</b>	<b>1 2 3 4</b>	<b>1 2 3 4</b>
<b>Administrator's Comments</b>					
<b>Employee Signature</b>					
<b>Administrator Signature</b>					

**Appendix J**  
**Teacher Improvement Plan Evidence Log**

Teacher Name

Date	Domain	Evidence
	1 2 3 4	
	1 2 3 4	
	1 2 3 4	
	1 2 3 4	
	1 2 3 4	
	1 2 3 4	
	1 2 3 4	
	1 2 3 4	
	1 2 3 4	
	1 2 3 4	



## 20 Point HEDI Scale

20 Point HEDI Scale-(All percentages will be rounded up)							
0 - 40%		41 - 60%		61 - 80%		81 - 100%	
INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGH EFFECTIVE	
<b>0</b>	≤ 14.0 %	<b>3</b>	40.1% - 44.0%	<b>9</b>	60.1% - 63.0%	<b>18</b>	80.1% - 85.0%
<b>1</b>	14.1 % - 27.0%	<b>4</b>	44.1% - 48.0%	<b>10</b>	63.1% - 66.0%	<b>19</b>	85.1% - 90.0%
<b>2</b>	27.1% - 40.0%	<b>5</b>	48.1% - 51.0%	<b>11</b>	66.1% - 68.0%	<b>20</b>	> or = 90.1%
		<b>6</b>	51.1% - 54.0%	<b>12</b>	68.1% - 70.0%		
		<b>7</b>	54.1% - 57.0%	<b>13</b>	70.1% - 72.0%		
		<b>8</b>	57.1% - 60.0%	<b>14</b>	72.1% - 74.0%		
				<b>15</b>	74.1% - 76.0%		
				<b>16</b>	76.1% - 78.0%		
				<b>17</b>	78.1% - 80.0%		

**15 & 20 Point HEDI Scale**  
*(Whichever is applicable will be utilized)*

20 Point HEDI Scale (All percentages will be rounded up)							
0 - 40%		41 - 60%		61 - 80%		81 - 100%	
INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGH EFFECTIVE	
<b>0</b>	≤ 14.0 %	<b>3</b>	40.1% - 44.0%	<b>9</b>	60.1% - 63.0%	<b>18</b>	80.1% - 85.0%
<b>1</b>	14.1 % - 27.0%	<b>4</b>	44.1% - 48.0%	<b>10</b>	63.1% - 66.0%	<b>19</b>	85.1% - 90.0%
<b>2</b>	27.1% - 40.0%	<b>5</b>	48.1% - 51.0%	<b>11</b>	66.1% - 68.0%	<b>20</b>	> or = 90.1%
		<b>6</b>	51.1% - 54.0%	<b>12</b>	68.1% - 70.0%		
		<b>7</b>	54.1% - 57.0%	<b>13</b>	70.1% - 72.0%		
		<b>8</b>	57.1% - 60.0%	<b>14</b>	72.1% - 74.0%		
				<b>15</b>	74.1% - 76.0%		
				<b>16</b>	76.1% - 78.0%		
				<b>17</b>	78.1% - 80.0%		

15 Point HEDI Scale (All percentages will be rounded up)							
Ineffective		Developing		Effective		Highly Effective	
<b>0</b>	0-14	<b>3</b>	41-43	<b>8</b>	61-63	<b>14</b>	81-89
<b>1</b>	15-27	<b>4</b>	44-47	<b>9</b>	64-66	<b>15</b>	90-100
<b>2</b>	28-40	<b>5</b>	48-51	<b>10</b>	67-70		
		<b>6</b>	52-55	<b>11</b>	71-73		
		<b>7</b>	56-60	<b>12</b>	74-76		
				<b>13</b>	77-80		

## 20 Point HEDI Scale

20 Point HEDI Scale-(All percentages will be rounded up)							
0 - 40%		41 - 60%		61 - 80%		81 - 100%	
INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGH EFFECTIVE	
<b>0</b>	≤ 14.0 %	<b>3</b>	40.1% - 44.0%	<b>9</b>	60.1% - 63.0%	<b>18</b>	80.1% - 85.0%
<b>1</b>	14.1 % - 27.0%	<b>4</b>	44.1% - 48.0%	<b>10</b>	63.1% - 66.0%	<b>19</b>	85.1% - 90.0%
<b>2</b>	27.1% - 40.0%	<b>5</b>	48.1% - 51.0%	<b>11</b>	66.1% - 68.0%	<b>20</b>	> or = 90.1%
		<b>6</b>	51.1% - 54.0%	<b>12</b>	68.1% - 70.0%		
		<b>7</b>	54.1% - 57.0%	<b>13</b>	70.1% - 72.0%		
		<b>8</b>	57.1% - 60.0%	<b>14</b>	72.1% - 74.0%		
				<b>15</b>	74.1% - 76.0%		
				<b>16</b>	76.1% - 78.0%		
				<b>17</b>	78.1% - 80.0%		

## Principal APPR Review Room Explanation

The Alden Central School District APPR is designed in a very specific manner to ensure rigor, inter-rater reliability and best practice instructional strategies in the school. Based on the Multidimensional Principal Performance Rubric (MPPR) (which is State Education Department Approved). The rubric is utilized seamlessly to create a *Shared Vision of Learning*, inform the *School culture and Instructional Program*, address the *Learning Environment*, engage the *Community with Integrity, Fairness and Ethics*, as well as to proactively address the *Political, Social, Economic, Legal and Cultural Context* while confirming fidelity to the Rubric. As a rule, total points are assigned to each component of the evaluation process with the following breakdown:

- Goal Setting (*MPPR Domain #1: Culture and Sustainability*): 10pts
- Formal Teacher Observation Process (*MPPR Domain: 2 all attributes*): 15pts
- Walk Through Observations(*MPPR Domain: 2 all attributes*): 10pts
- Five Goal Relevant Events or Meetings (*MPPR Domain: 1,3,4,5,6*): 5pts
- Review of Documents (*MPPR Domain: 2, 3, 4, 5*): 15 point total
  - Written Observations: (10 of the above 15pts)
  - Goal Relevant Data Points: (5 of the above 15pts)
- Self-Reflection/Evaluation (*MPPR Domain: 1, 5, 6*): 5pts

Points in each area utilize the corresponding HEID scale below. Once compiled the total points in each area are applied to the 60 point HEDI scale for a composite evaluation score. Multiple scores aggregate the total 60 HEDI points. Traditional rounding rules apply and in no case will rounding cause a principal to move to another HEDI category.

60 point HEDI Scale			
Ineffective	Developing	Effective	Highly Effective
0-6	7-24	25-51	52-60
20 point HEDI Scale			
Ineffective	Developing	Effective	Highly Effective
0-2	3-8	9-17	18-20
15 point HEDI Scale			
Ineffective	Developing	Effective	Highly Effective
0-2	3-7	8-13	14-15
10 point HEDI Scale			
Ineffective	Developing	Effective	Highly Effective
0-1	2-4	5-8	9-10
5 point HEDI Scale			
Ineffective	Developing	Effective	Highly Effective
0-1	2	3-4	5

All administrators are trained (and receive ongoing training) on the Multidimensional Principal Performance Rubric and the embedded ISLLC 2008 Leadership Standards via

the Erie 1 BOCES Network Team and District provided professional development monthly. Trainings include inter-rater reliability, the ISLLC Standards and are based on the Multidimensional Principal Performance Rubric in conjunction with the RTTT & SED initiatives.

The Description of the level of performance required for each of the HEDI rating categories:

Highly Effective	Our philosophy that has been shared with our administrators is: "We live in effective and visit highly effective" Highly effective principals collaborate with all stakeholders, promote the regular use of data to improve instruction and nurture and sustain a culture of collaboration, trust, learning and high expectations.
Effective	Effective principals develop the instructional and leadership capacity of staff. They promote the use of technology to support teaching and learning. They also develop assessments and accountability systems to monitor student progress. Effective principals also monitor and evaluate the impact of the instructional program, maximize time spent on quality instruction, supervise instruction and create a comprehensive, rigorous and coherent curricular program. The culture of the school is enhanced by effective principals who collaborate with key stakeholders, develop a shared mission, create a personalized learning environment and promote and protect the welfare and safety of staff and students
Developing	These principals have unconnected practices to the mission and vision of the school. Students are more passive in their learning, accountability systems and misaligned and leadership is not distributed to teachers. Principals at this level operate as managers, putting out fires and are inconsistent with decisions and follow through.
Ineffective	Principals at this level assume the school's improvement is the responsibility of a single individual. There is no collective efficacy demonstrated at this level or understanding of effective and appropriate technologies available. At this level the principal sees him/herself as the sole leader of the organization, makes decisions about change in the educational environment based on own impressions and beliefs. Goal setting is done to be compliant, rather than for future planning and growth.

A. Goal Setting:

The goal setting process of their practice will address the principal's contribution to the correlation of student growth scores to teachers granted vs. denied tenure; Improvements in proficiency rating of the principal on specific teacher effectiveness Domain in the MPPR rubric; Structured feedback from teachers, students and/or families using a State approved tool (to be evaluated for use upon development); School visits by other trained evaluators; A review of school documents, record and/or state accountability processes. This element is annotated with the corresponding MPPR Domain and Dimension strand to ensure fidelity with the rubric in terms of inter-rater reliability and pedagogical practice. An overall Domain score of 0-10 is assigned to the Principal by the evaluator based on the MPPR Rubric.

## B. Multiple On-Site Visits

### Formal Teacher Observation Process

The Superintendent will shadow the principal throughout each phase of the annual teacher observation process. An overall element score of 0-15 is assigned to the Principal by the evaluator based on data gathered during the observation process and measured using the MPPR Rubric.

### Walk-Through Observations

The principal will be 'shadowed' during a walk-through of a teacher. The Walk Through Observation Form will be completed by the principal and submitted to the Superintendent for review. An overall element score of 0-10 is assigned to the Principal by the evaluator based on data gathered during the Walk Through Observation process and measured using the MPPR Rubric.

### Five Goal Relevant Events or Meetings

The Superintendent will observe a total of five (5) activities in which the principal demonstrates leadership and support relative to one of the goals set by the principal. These events or meetings include, but are not limited to open house, student support team meetings, faculty meetings, data team meetings and assemblies. The Score of 0-5 is scored in aggregate and the overall score is averaged. An overall element score of 0 or 1 is assigned to the Principal by the evaluator based on data gathered during the Goal Relevant Event or Meeting and measured using the MPPR Rubric.

## C. Review of Documents

### Written Observations

The quality of written teacher observations will be evaluated relative to improving student performance. At least five observations (random or selected) will be reviewed by the evaluator. An overall element score of 0-10 is assigned to the Principal by the evaluator based on data presented in the Written Observation Review and measured using the MPPR Rubric.

### Goal Relevant Data Points

Data used to identify and articulate a student performance goal or evaluate the effectiveness of that goal. This data may include, but is not limited to student schedules, aggregate and/or disaggregated student

performance results, student report card grades, survey data, attendance reports and data team reports. An overall element score of 0-5 is assigned to the Principal by the evaluator based on information presented and gathered during the Data Review process and measured using the MPPR Rubric.

#### D. Self-Reflection/Evaluation

The Self-Reflection/Evaluation Appendix B, attached) will consist of a narrative summary in which the principal will reflect on their year relative to the MPPR. Each Domain of the MPPR (including the embedded ISLLC 2008 Leadership Standard) is included in this self-reflection. The self-reflection/evaluation will be submitted to the Superintendent and provide the basis for an end-of-year conference focused on summarizing the performance for the year and determining possible goals for the following year. The focus of this process is to promote rich, collegial conversations, improve instructional practices, and increase student learning. An overall element score of 0-5 is assigned to the Principal by the evaluator based on the Self-Reflection/Evaluation process and measured using the MPPR Rubric.

Multiple measures are documented on the Multiple Measures Plan. The Multiple Measures Plan (Appendix A, attached) is annotated to Correspond to the MPPR Domain and Dimension strand to ensure fidelity with the rubric in terms of inter-rater reliability and pedagogical practice.

### **Summative Evaluation**

The Summative Evaluation will consist of a narrative summary in which the Superintendent will provide a broad assessment of principal leadership and management actions reflective of the ISLLC 2008 Leadership Standards and the overall body of work submitted by the Principal. Points are not awarded for the Summative Evaluation process. The focus of this process is to provide Principals with timely and effective feedback with emphasis on based promoting rich, collegial conversations, improving instructional practices, and increasing student achievement.

## Appendix A Multiple Measures Plan

Name \_\_\_\_\_  
Building \_\_\_\_\_

Date \_\_\_\_\_  
Position \_\_\_\_\_

Measure	Description (Provide Additional Information as Needed)	Point Value	Completion Date	Points Awarded	Superintendent Approval (Initial)
Goal Setting <i>*MPPR Domain: 1, Cultural, Sustainability</i>		10 points			
Formal Observation Process <i>*MPPR Domain: 2 all attributes</i>		15 points			
Walk Through Observations <i>*MPPR Domain: 2 all attributes</i>		10 points			
Goal Relevant Event or Meeting <i>*MPPR Domain: 1,3,4,5,6</i>		1 point			
Goal Relevant Event or Meeting <i>*MPPR Domain: 1,3,4,5,6</i>		1 point			
Goal Relevant Event or Meeting <i>*MPPR Domain: 1,3,4,5,6</i>		1 point			
Goal Relevant Event or Meeting <i>*MPPR Domain: 1,3,4,5,6</i>		1 point			
Goal Relevant Event or Meeting <i>*MPPR Domain: 1,3,4,5,6</i>		1 point			
Written Observation Review <i>*MPPR Domain: 2, 3, 4, 5</i>		10 points			
Goal Relevant Data Points <i>*MPPR Domain: 2,3, 4, 5</i>		5 points			
Self Reflection/Evaluation <i>*MPPR Domain: 1, 5, 6</i>		5 points			

*\*MPPR: Multidimensional Principal Performance Rubric*

Total Possible Points: 60

APPENDIX B  
SELF REFLECTION/ EVALUATION REPORT

Principal:

Standard One: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders
Standard Two: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
Standard Three: an education leader promotes the success of every student by ensuring management of organization, operations, and resources for a safe, efficient and effective learning environment.
Standard Four: an education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
Standard Five: an education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
Standard Six: an education leader promotes the success of every student by understanding, responding to, and influencing the political, social, legal, and cultural context.

APPENDIX C  
SUMMATIVE EVALUATION REPORT

Conference Date: \_\_\_\_\_ Principal: \_\_\_\_\_  
 Conference Location: \_\_\_\_\_ Superintendent: \_\_\_\_\_

Standard One: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders
Standard Two: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
Standard Three: an education leader promotes the success of every student by ensuring management of organization, operations, and resources for a safe, efficient and effective learning environment.
Standard Four: an education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
Standard Five: an education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
Standard Six: an education leader promotes the success of every student by understanding, responding to, and influencing the political, social, legal, and cultural context.

Principal's Signature

Superintendent's Signature

Date

Date

Signature indicates teacher has reviewed this document with the administrator.



## **Principal Improvement Plan**

As described in the New York State APPR Requirements, Part 100 Regulations, the Alden Principal Improvement Plan (PIP) is designed to provide support through communication, discussion and collaboration in the area (s) of significant concern as the result of an annual summative evaluation.

A principal will be required to develop a PIP upon receiving a composite evaluation rating of “Developing” or “Ineffective” through an Annual Professional Performance Review. Alden School District must develop and commence implementation of a PIP for such principal.

The Superintendent and principal will jointly determine the strategies to be taken to improve performance, but it is agreed that the primary responsibility for correction remains with the principal.

While it would be preferable and advantageous to develop the PIP prior to the closing of school, a PIP must be in place by no later than 10 days before the start of the following school year.

The Superintendent and principal will agree on a mutual time-line to improve any noted deficiencies. This timeline shall include benchmarks at the ten, twenty, thirty and forty-week points to assess progress on the PIP.

### **Purpose:**

- improve employee performance;
- provide a targeted assistive process;
- provide specific support;
- provide information to determine tenure

### **PIP Process:**

The Principal Improvement Plan Worksheets will be made available to the principal. They include:

- PIP Worksheet to Identify Areas of Need (Appendix D)
  - Employee completes checklist based on their previous summative evaluation
- Principal Improvement Plan (Appendix E)
  - To be completed by principal and Superintendent
  - a PIP must be in place by no later than 10 days prior to the start of the following school year.
  - Action steps that detail what the employee will do;
- Evidence Log (Appendix F)
  - Principal creates and maintains a compilation of evidence and data to support improvement in each area of need
  - Information can be collected via hard copy or electronically
  - The Principal must produce artifacts to serve as evidence for their improvement

Appendix D  
Principal Improvement Plan Need Identification Worksheet

**Standard 1:** *An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.*

- Collaboratively develop and implement a shared vision and mission
- Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- Create and implement plans to achieve goals
- Promote continuous and sustainable improvement
- Monitor and evaluate progress and revise plans

**Standard Two:** *An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

- Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- Create a comprehensive, rigorous, and coherent curricular program
- Create a personalized and motivating learning environment for students
- Supervise instruction
- Develop assessment and accountability systems to monitor student progress
- Develop the instructional and leadership capacity of staff
- Maximize time spent on quality instruction
- Promote the use of the most effective and appropriate technologies to support teaching and learning
- Monitor and evaluate the impact of the instructional program

**Standard Three:** *an education leader promotes the success of every student by ensuring management of organization, operations, and resources for a safe, efficient and effective learning environment.*

- Monitor and evaluate the management and operational systems
- Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- Promote and protect the welfare and safety of students and staff
- Develop the capacity for distributed leadership
- Ensure teacher and organizational time is focused to support quality instruction and student learning

**Standard Four:** *an education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.*

- Collect and analyze data and information pertinent to the educational environment
- Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- Build and sustain positive relationships with families and caregivers
- Build and sustain productive relationships with community partners

**Standard Five:** *an education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.*

- Ensure a system of accountability for every student's academic and social success
- Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- Safeguard the values of democracy, equity, and diversity
- Consider and evaluate the potential moral and legal consequences of decision-making
- Promote social justice and ensure that individual student needs inform all aspects of schooling

**Standard Six:** *an education leader promotes the success of every student by understanding, responding to, and influencing the political, social, legal, and cultural context.*

- Advocate for children, families, and caregivers
- Act to influence local, district, state, and national decisions affecting student learning
- Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Appendix E  
**Principal IMPROVEMENT PLAN**  
 (To be completed jointly by Principal and Superintendent)

Name \_\_\_\_\_ Building \_\_\_\_\_

TIMELINE FOR PROGRESS	Initial plan (based on PIP worksheet)	10 weeks	20 weeks	30 weeks	40 weeks
Meeting Date:					
Standard Area	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
ACTION STEPS (Provide detailed description)					
Superintendent NOTES EVIDENCE OF PROGRESS					
Principal Comments					

TIMELINE FOR PROGRESS	Initial plan (based on PIP worksheet)	10 weeks	20 weeks	30 weeks	40 weeks
Meeting Date:					
Standard Area	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Superintendent's Comments					
Employee Signature					
Administrator Signature					



**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 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-c and Subpart 30-2 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 Annual Professional Performance Review (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-c and Subpart 30-2 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-c and Subpart 30-2 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 30-2 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, as applicable.

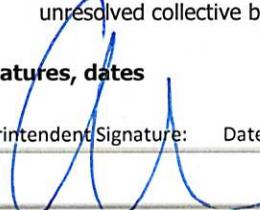
**The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:**

- 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 plan 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 will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- 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 subcomponent scores and the total composite effectiveness score 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

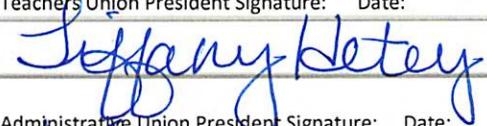
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- 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 APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2013, assure that this was the result of unresolved collective bargaining negotiations

**Signatures, dates**

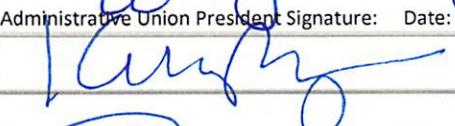
Superintendent Signature: Date:

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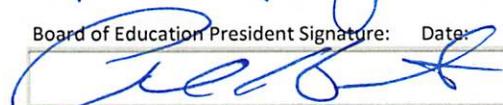
Teachers Union President Signature: Date:

 8/20/13

Administrative Union President Signature: Date:

 8/20/13

Board of Education President Signature: Date:

 8/20/13