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

Commissioner of Education
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October 22, 2012

Jere Hochman, Superintendent
Bedford Central School District
Fox Lane Campus
PO Box 180
Mt. Kisco, NY 10549

Dear Superintendent Hochman:

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 for the 2012-2013 school year. 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: James T. Langlois

NOTES: If your district/BOCES has provided for value-added measures (15 points vs. 20 points scale and categorization of your district/BOCES's grade configurations) in your APPR and no value-added measures are approved by the Board of Regents for a grade/subject and/or grade configuration for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly. Conversely, if your district/BOCES has not provided for value-added measures in your district/BOCES's APPR submission and value-added measures are approved for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly.

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: 2012-13

Created Friday, May 18, 2012
Updated Thursday, September 27, 2012

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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 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 :

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

660102060000

1.2) School District Name:

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

BEDFORD CSD

1.3) School Improvement Grant (SIG) Districts Only

SIG districts only: Indicate whether this APPR plan is for SIG schools only or for the entire district. Other districts and BOCES, please skip this question.

(No response)

1.4) Award Classification

Please check if the district has applied for and/or has been awarded any of the following (if applicable):

(No response)

1.5) Assurances

Please check all of the boxes below:

1.5) 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
1.5) 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
1.5) 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

1.6) Is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan?

Re-submission to address deficiencies

1.7) Is this submission for an annual or multi-year plan?

If the plan is multi-year, please write the years that are included.

Annual (2012-13)

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

Created Friday, May 18, 2012
Updated Wednesday, October 17, 2012

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 for 2012-13, 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 for 2012-13.	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. 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.

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	School-or BOCES-wide, group or team results based on State assessments	Composite of Grade 4-5 ELA State Assessments
1	School-or BOCES-wide, group or team results based on State assessments	Composite of Grade 4-5 ELA State Assessments
2	School-or BOCES-wide, group or team results based on State assessments	Composite of Grade 4-5 ELA State Assessments

	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 student performance.

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.	For grades K-2: Scores will be assigned to a teacher based on the average of the state scores in the school building for 4th and 5th grade ELA state assessments. For grade 3: Students will be given an ELA pre-test at beginning of year to establish a baseline; that baseline will be used to set individual growth targets; HEDI points will be allocated to a teacher based on the % of students meeting/exceeding individual targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90% of the students meet or exceed the identified growth target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	80% - 89% of the students meet or exceed the identified growth target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	65% - 79% of the students meet or exceed the identified growth target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Less than 65% of the students meet or exceed the identified growth target.

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	School-or BOCES-wide, group or team results based on State assessments	Composite of Grade 4-5 Math State Assessments
1	School-or BOCES-wide, group or team results based on State assessments	Composite of Grade 4-5 Math State Assessments
2	School-or BOCES-wide, group or team results based on State assessments	Composite of Grade 4-5 Math State Assessments

	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 student performance.

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.	For grades K-2: Scores will be assigned to a teacher based on the average of the state scores in the school building for 4th and 5th grade Math state assessments. For grade 3: Students will be given a math pre-test at beginning of year to establish a baseline; that baseline will be used to set individual growth targets; HEDI points will be allocated to a teacher based on the % of students meeting/exceeding individual targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90% of the students meet or exceed the identified growth target.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	80-89% of the students meet or exceed the identified growth target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	65-79% of the students meet or exceed the identified growth target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Less than 65% of the students meet or exceed the identified growth target.

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	Grade 6 District Summative Science Assessment
7	District, regional or BOCES-developed assessment	Grade 7 District Summative Science Assessment

	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 student performance.

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.	Grade 6-8 Science: Students will be given a science pre-test at the beginning of year to establish a baseline; this baseline will be used to set individual growth targets; HEDI points will be allocated to a teacher based on the % of students meeting/exceeding individual targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90% of the students meet or exceed the identified growth target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	80-89% of the students meet or exceed the identified growth target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	65-79% of the students meet or exceed the identified growth target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Less than 65% of the students meet or exceed the identified growth target.

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	Grade 6 District Summative Social Studies Assessment
7	District, regional or BOCES-developed assessment	Grade 7 District Summative Social Studies Assessment
8	District, regional or BOCES-developed assessment	Grade 8 District Summative Social Studies Assessment

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 student performance.

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.	Grade 6-8 Social Studies: Students will be given a social studies pre-test at the beginning of year to establish a baseline; this baseline will be used to set individual growth targets; HEDI points will be allocated to a teacher based on the % of students meeting/exceeding individual targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90% of the students meet or exceed the identified growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	80-89% of the students meet or exceed the identified growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	65-79 of the students meet or exceed the identified growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than 65% of the students meet or exceed the identified growth target.

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	Global 1 District Summative Assessment

	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 student performance.

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.	High School Social Studies Regents Courses: Students will be given a social studies pre-test at the beginning of year to establish a baseline; this baseline will be used to set individual growth targets; HEDI points will be allocated to a teacher based on the % of students meeting/exceeding individual targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90% of the students meet or exceed the identified growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	80-89% of the students meet or exceed the identified growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	65-79% of the students meet or exceed the identified growth target.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than 65% of the students meet or exceed the identified growth target.

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 student performance.

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.	High School Science Regents Courses: Students will be given a science pre-test at the beginning of year to establish a baseline; this baseline will be used to set individual growth targets; HEDI points will be allocated to a teacher based on the % of students meeting/exceeding individual targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90% of the students meet or exceed the identified growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	80-89% of the students meet or exceed the identified growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	65-79% of the students meet or exceed the identified growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than65% of the students meet or exceed the identified growth target.

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 student performance.

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.	High School Math Regents Courses: Students will be given a math pre-test at the beginning of year to establish a baseline; this baseline will be used to set individual growth targets; HEDI points will be allocated to a teacher based on the % of students meeting/exceeding individual targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90% of the students meet or exceed the identified growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	80-89% of the students meet or exceed the identified growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	65-79% of the students meet or exceed the identified growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than 65% of the students meet or exceed the identified growth target.

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	Grade 9 District Summative ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Grade 10 District Summative ELA Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents

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 student performance.

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.	High School English Language Arts: Students will be given an ELA pre-test at the beginning of year to establish a baseline; this baseline will be used to set individual growth targets; HEDI points will be allocated to a teacher based on the % of students meeting/exceeding individual targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90% of the students meet or exceed the identified growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	80-89% of the students meet or exceed the identified growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	65-79% of the students meet or exceed the identified growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than 65% of the students meet or exceed the identified growth target.

2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above" .

Course(s) or Subject(s)	Option	Assessment
Art K-5	School/BOCES-wide/group/ team results based on State	Grades 4-5 Composite ELA State Assessment
Music K-5	School/BOCES-wide/group/ team results based on State	Grades 4-5 Composite ELA State Assessment
PE K-5	School/BOCES-wide/group/ team results based on State	Grades 4-5 Composite ELA State Assessment
Tiered Support K-5	School/BOCES-wide/group/ team results based on State	Grades 4-5 Composite ELA State Assessment
ESOL K-5	School/BOCES-wide/group/ team results based on State	Grades 4-5 Composite ELA State Assessment
Special Education- Special Classes K-12	State Assessment	NYSAA
Art 6-8	School/BOCES-wide/group/ team results based on State	Grades 6, 7 and 8 Composite ELA State Assessment
Music 6-8	School/BOCES-wide/group/ team results based on State	Grades 6, 7 and 8 Composite ELA State Assessment
PE 6-8	School/BOCES-wide/group/ team results based on State	Grades 6, 7 and 8 Composite ELA State Assessment
ESOL 6-8	School/BOCES-wide/group/ team results based on State	Grades 6, 7 and 8 Composite ELA State Assessment
Special Education 6-8- Special Classes	State Assessment	NYSAA
Languages Other Than English 6-8	School/BOCES-wide/group/ team results based on State	Grades 6, 7 and 8 Composite ELA State Assessment
Art 9-12	School/BOCES-wide/group/ team results based on State	Grade 11 Composite ELA based on NYS Comprehensive English Regents Exam
Music 9-12	School/BOCES-wide/group/ team results based on State	Grade 11 Composite ELA based on NYS Comprehensive English Regents Exam
PE 9-12	School/BOCES-wide/group/ team results based on State	Grade 11 Composite ELA based on NYS Comprehensive English Regents Exam
ESOL 9-12	School/BOCES-wide/group/ team results based on State	Grade 11 Composite ELA based on NYS Comprehensive English Regents Exam
Special Education 9-12- Special Classes	State Assessment	NYSAA
Languages Other Than English 9-12	School/BOCES-wide/group/ team results based on State	Grade 11 Composite ELA based on NYS Comprehensive English Regents Exam
Non-Regents English, Math, Science and Social Studies	School/BOCES-wide/group/ team results based on State	Grade 11 Composite ELA based on NYS Comprehensive English Regents Exam
Library/Media K-12	School/BOCES-wide/group/ team results based on State	Grade Band Appropriate Composite ELA based on State Assessments (4-8) or Comprehensive English Regents Exam

For all other courses, as applicable: 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 student performance.

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.	Elementary Courses/Subjects: Scores will be assigned to a teacher based on the average of the state scores for 4th and 5th grade ELA state assessment. Since these scores will be based upon value added measures awarded to the school and its teachers, the attachment included in this section demonstrates how the points will be converted to a 20 point scale. Middle School Courses/Subjects: Scores will be assigned to a teacher based on the average of the state scores for 6th, 7th and 8th grade ELA state assessment. Since these scores will be based upon value added measures awarded to the school and its teachers, the attachment included in this section demonstrates how the points will be converted to a 20 point scale. High School English Courses/Subjects: Scores will be based on the average of the growth scores for 11th grade Comprehensive ELA Regents Exam. Students will be given an ELA pre-test at the beginning of year to establish a baseline; this baseline will be used to set individual growth targets; a composite HEDI point value will be allocated to all teachers in this category based on the % of students meeting/exceeding individual targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90% of the students meet or exceed the identified growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	80% - 89% of the students meet or exceed the identified growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	65% - 79% of the students meet or exceed the identified growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than 65% of the students meet or exceed the identified growth target.

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/5364/131009-TXEtxx9bQW/SLO Planning-Review Room 9-27-12.docx

2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for Comparable Growth Measures, 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 those used in State Growth measures, which include: student prior academic history, 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.

Our overarching approach to this work is to be able to answer the question, "Does each individual student have an appropriate degree of readiness to take on their next level of learning?" in the affirmative for every student. We will be setting different targets for each of the following three groups:

1. Student who are learning English (ELLs)
2. Student with disabilities (SWD)
3. All other students

At a minimum, we will be setting targets that help us to make progress in closing the achievement gap.

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: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	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)

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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.

.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. 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.

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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Grade 4 District ELA Assessment
5	5) District, regional, or BOCES–developed assessments	Grade 5 District ELA Assessment
6	5) District, regional, or BOCES–developed assessments	Grade 6 District ELA Assessment
7	5) District, regional, or BOCES–developed assessments	Grade 7 District ELA Assessment
8	5) District, regional, or BOCES–developed assessments	Grade 8 District ELA Assessment

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.	Students will be given an ELA pre-test at beginning of year to establish a baseline; that baseline will be used to set individual growth targets; HEDI points will be allocated to a teacher based on the % of students meeting/exceeding individual targets.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% of the students meet or exceed the target determined in the local assessment.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80% - 89% of the students meet or exceed the target determined in the local assessment.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65% - 79% of the students meet or exceed the target determined in the local assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Below 65% of the students meet or exceed the target determined in the local assessment.

3.2) Grades 4-8 Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Grade 4 District ELA Assessment
5	5) District, regional, or BOCES–developed assessments	Grade 5 District ELA Assessment
6	6(ii) School wide measure computed locally	Grades 6, 7 and 8 Composite ELA State Assessment
7	6(ii) School wide measure computed locally	Grades 6, 7 and 8 Composite ELA State Assessment
8	6(ii) School wide measure computed locally	Grades 6, 7 and 8 Composite ELA State Assessment

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.	Grades 4-5: Students will be given an ELA pre-test at beginning of year to establish a baseline; that baseline will be used to set individual growth targets; HEDI points will be allocated to a teacher based on the % of students meeting/exceeding individual targets. the attachment included in this section demonstrates how the points will be awarded. Grades 6-8: Scores will be assigned to a teacher based on the average of the state scores for 6th, 7th and 8th grade ELA state assessment. Since these scores will be based upon value added measures awarded to the school and its teachers, the attachment included in this section demonstrates how the points will be converted to a 15 point scale.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% of the students meet or exceed the target determined in the local assessment.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80% - 89% of the students meet or exceed the target determined in the local assessment.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65% - 79% of the students meet or exceed the target determined in the local assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Below 65% of the students meet or exceed the target determined in the local assessment.

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.

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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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Grade K District ELA Assessment
1	5) District, regional, or BOCES–developed assessments	Grade 1 District ELA Assessment
2	5) District, regional, or BOCES–developed assessments	Grade 2 District ELA Assessment
3	5) District, regional, or BOCES–developed assessments	Grade 3 District ELA Assessment

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.	Kindergarten students will be given an ELA assessment with points tied to achievement based on targets set for the grade level. Grades 1-3 students will be given an ELA pre-test at beginning of year to establish a baseline. Teachers and principals will meet to set individual growth targets based on student academic histories and achievement data; HEDI points will be allocated to a teacher based on the % of students meeting/exceeding individual targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% of the students meet or exceed the target determined in the local assessment.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80% - 89% of the students meet or exceed the target determined in the local assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65% - 79% of the students meet or exceed the target determined in the local assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Below 65% of the students meet or exceed the target determined in the local assessment.

3.5) Grades K-3 Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Grade K District ELA Assessment
1	5) District, regional, or BOCES–developed assessments	Grade 1 District ELA Assessment
2	5) District, regional, or BOCES–developed assessments	Grade 2 District ELA Assessment
3	5) District, regional, or BOCES–developed assessments	Grade 3 District ELA Assessment

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.	Kindergarten students will be given an ELA assessment with points tied to achievement based on targets set for the grade level. Grades 1-3 students will be given an ELA pre-test at beginning of year to establish a baseline. Teachers and principals will meet to set individual growth targets based on student academic histories and achievement data; HEDI points will be allocated to a teacher based on the % of students

	meeting/exceeding individual targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% of the students meet or exceed the target determined in the local assessment.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80% - 89% of the students meet or exceed the target determined in the local assessment.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	65% - 79% of the students meet or exceed the target determined in the local assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Below 65% of the students meet or exceed the target determined in the local assessment.

3.6) Grades 6-8 Science

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Grades 6, 7 and 8 Composite ELA State Assessment
7	6(ii) School wide measure computed locally	Grades 6, 7 and 8 Composite ELA State Assessment
8	6(ii) School wide measure computed locally	Grades 6, 7 and 8 Composite ELA State Assessment

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.	Grades 6-8 Science: Scores will be assigned to a teacher based on the average of the state scores for 6th, 7th and 8th grade ELA state assessment. Since these scores will be based upon value added measures awarded to the school and its teachers, the attachment included in this section demonstrates how the points will be converted to a 20 point scale.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable

3.7) Grades 6-8 Social Studies

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Grades 6, 7 and 8 Composite ELA State Assessment
7	6(ii) School wide measure computed locally	Grades 6, 7 and 8 Composite ELA State Assessment
8	6(ii) School wide measure computed locally	Grades 6, 7 and 8 Composite ELA State Assessment

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.	Grades 6-8 Social Studies: Scores will be assigned to a teacher based on the average of the state scores for 6th, 7th and 8th grade ELA state assessment. Since these scores will be based upon value added measures awarded to the school and its teachers, the attachment included in this section demonstrates how the points will be converted to a 20 point scale.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable

3.8) High School Social Studies

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, 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	6(ii) School wide measure computed locally	Grade 11 Composite ELA based on NYS Comprehensive English Regents Exam
Global 2	6(ii) School wide measure computed locally	Grade 11 Composite ELA based on NYS Comprehensive English Regents Exam
American History	6(ii) School wide measure computed locally	Grade 11 Composite ELA based on NYS Comprehensive English Regents Exam

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.	High School Social Studies: Scores will be based on the average of the growth scores for 11th grade Comprehensive ELA Regents Exam. Students will be given an ELA pre-test at the beginning of year to establish a baseline; this baseline will be used to set individual growth targets; a composite HEDI point value will be allocated to all teachers in this category based on the % of students meeting/exceeding individual targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% of the students meet or exceed the target determined in the local assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80% - 89% of the students meet or exceed the target determined in the local assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65% - 79% of the students meet or exceed the target determined in the local assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Below 65% of the students meet or exceed the target determined in the local assessment.

3.9) High School Science

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, 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	6(ii) School wide measure computed locally	Grade 11 Composite ELA based on NYS Comprehensive English Regents Exam
Earth Science	6(ii) School wide measure computed locally	Grade 11 Composite ELA based on NYS Comprehensive English Regents Exam

Chemistry	6(ii) School wide measure computed locally	Grade 11 Composite ELA based on NYS Comprehensive English Regents Exam
Physics	6(ii) School wide measure computed locally	Grade 11 Composite ELA based on NYS Comprehensive English Regents Exam

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.	High School Science: Scores will be based on the average of the growth scores for 11th grade Comprehensive ELA Regents Exam. Students will be given an ELA pre-test at the beginning of year to establish a baseline; this baseline will be used to set individual growth targets; a composite HEDI point value will be allocated to all teachers in this category based on the % of students meeting/exceeding individual targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% of the students meet or exceed the target determined in the local assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80% - 89% of the students meet or exceed the target determined in the local assessment.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65% - 79% of the students meet or exceed the target determined in the local assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Below 65% of the students meet or exceed the target determined in the local assessment.

3.10) High School Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, 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	6(ii) School wide measure computed locally	Grade 11 Composite ELA based on NYS Comprehensive English Regents Exam
Geometry	6(ii) School wide measure computed locally	Grade 11 Composite ELA based on NYS Comprehensive English Regents Exam
Algebra 2	6(ii) School wide measure computed locally	Grade 11 Composite ELA based on NYS Comprehensive English Regents Exam

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.

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.	High School Math: Scores will be based on the average of the growth scores for 11th grade Comprehensive ELA Regents Exam. Students will be given an ELA pre-test at the beginning of year to establish a baseline; this baseline will be used to set individual growth targets; a composite HEDI point value will be allocated to all teachers in this category based on the % of students meeting/exceeding individual targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% of the students meet or exceed the target determined in the local assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80% - 89% of the students meet or exceed the target determined in the local assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65% - 79% of the students meet or exceed the target determined in the local assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Below 65% of the students meet or exceed the target determined in the local assessment.

3.11) High School English Language Arts

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, 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	6(ii) School wide measure computed locally	Grade 11 Composite ELA based on NYS Comprehensive English Regents Exam
Grade 10 ELA	6(ii) School wide measure computed locally	Grade 11 Composite ELA based on NYS Comprehensive English Regents Exam
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Grade 11 District ELA Assessment

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.

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.	Grades 9-10 ELA: Scores will be based on the average of the growth scores for 11th grade Comprehensive ELA Regents Exam. Students will be given an ELA pre-test at the beginning of year to establish a baseline; this baseline will be used to set individual growth targets; a composite HEDI point value will be allocated to all teachers in this category based on the % of students meeting/exceeding individual targets. Grade 11 ELA: Students will be given an ELA pre-test at beginning of year to establish a baseline; that baseline will be used to set individual growth targets; HEDI points will be allocated to a teacher based on the % of students meeting/exceeding individual targets on the District assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% of the students meet or exceed the target determined in the local assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80% - 89% of the students meet or exceed the target determined in the local assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65% - 79% of the students meet or exceed the target determined in the local assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Below 65% of the students meet or exceed the target determined in the local assessment.

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
K-12 Art	5) District/regional/BOCES–develope	District Grade-Specific Art Assessment
K-12 Music	5) District/regional/BOCES–develope	District Grade-Specific Music Assessment
K-12 ESOL	5) District/regional/BOCES–develope	District Grade-Specific ESL Assessment
K-8 Tiered Support	5) District/regional/BOCES–develope	District Grade-Specific ELA or Math Assessment
K-12 Special Education- Special Class Teachers	5) District/regional/BOCES–develope	District Grade-Specific Special Class Assessment
K-12 PE and Health	5) District/regional/BOCES–develope	District Grade-Specific PE/Health Assessment
6-12 Languages Other Than English	5) District/regional/BOCES–develope	District Grade-Specific Foreign Language Assessment
Additional 9-12 English, Math, Science and Social Studies	5) District/regional/BOCES–develope	District Grade- and Subject-Specific Assessment
K-12 Library Media	5) District/regional/BOCES–develope	District Grade-Specific Assessment of Library/Media/Research Skills

For all additional courses, as applicable: 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.	For all other courses, students will be assessed on either growth or achievement in the given subject. For growth assessments, students will be given a pre-test at beginning of year to establish a baseline; teachers and principals will meet to set individual growth targets based on student academic histories and achievement data; HEDI points allocated to a teacher based on % of students meeting/exceeding individual targets. For achievement assessments, HEDI points will be allocated based on targets set for that grade level. In all instances, the HEDI criteria set forth below applies.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	90% of the students meet or exceed the target determined in the local assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80% - 89% of the students meet or exceed the target determined in the local assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65% - 79% of the students meet or exceed the target determined in the local assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Below 65% of the students meet or exceed the target determined in the local assessment.

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/5139/131034-y92vNseFa4/Local Planning-Review Room 9-27-12_1.docx

3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

(No response)

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.

In the event a teacher is required to use multiple locally-selected measures, we will follow the process outlined in guidance pertaining to SLOs. Specifically, the lead evaluator will assess the results and determine a HEDI rating and point value for each locally-selected measure separately, rounding to the nearest whole number. Each will then be weighted proportionately based on the number of students included in all local assessments.

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 Friday, May 18, 2012
Updated Thursday, July 26, 2012

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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.)

District Variance

(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 (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]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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, 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 Early Elementary Student Perception Survey 3-5	(No response)
[SurveyTools.2] Tripod Early Elementary Student Perception Survey 6-12	(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.

Our approved teacher practice rubric includes 5 domains, four of which contain four performance areas spread across four rating categories- Ineffective, Developing, Effective and Highly Effective. The fifth domain has a single performanc area. Points are distributed as follows, with further explanation in the attchment "Rubric Implementation Guide".

1. We know what to teach.... I=0, D=2, E=3, HE=3.5
2. We know our students.... I=0, D=2, E=3, HE=3.5
3. We manage and monitor.... I=0, D=2, E=3, HE=3.5
4. We create a climate and culture.... I=0, D=2, E=3, HE=3.5
5. We grow professionally.... I=1, D=2, E=3, HE=4

The overall scoring ranges are as follows:
I=0-17
D=18-42
E=43-55
HE=56-60

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/5091/131005-eka9yMJ855/rubric implementation guide.pdf

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.	Each performance area of our approved rubric contains 1 or more performance indicators- the actions, behaviors and/or dispositions teachers must demonstrated to achieve a particular rating. In order to receive a highly effective rating in a performance area, teachers must meet the description of more than 50% of the performance indicators in that area. Collectively, to score in the 56-60 range (HE), teachers must be highly effective in 9 or more of the 17 performance areas across all 5 domains.
Effective: Overall performance and results meet NYS Teaching Standards.	Each performance area of our approved rubric contains 1 or more performance indicators- the actions, behaviors and/or dispositions teachers must demonstrated to achieve a particular rating. In order to receive an effective rating in a performance area, teachers must meet the description of more than 50% of the performance indicators in that area. Collectively, to score in the 43-55 range (E), teachers must be effective in 9 or more of the 17 performance areas across all 5 domains.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Each performance area of our approved rubric contains 1 or more performance indicators- the actions, behaviors and/or dispositions teachers must demonstrated to achieve a particular rating. In order to receive a developing rating in a performance area, teachers must meet the description of more than 50% of the performance indicators in that area. Collectively, to score in the 18-42 range (D), teachers must be developing in 9 or more of the 17 performance areas across all 5 domains.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Each performance area of our approved rubric contains 1 or more performance indicators- the actions, behaviors and/or dispositions teachers must demonstrated to achieve a particular rating. In order to receive a highly effective rating in a performance area, teachers must meet the description of more than 50% of the performance indicators in that area. Collectively, to score in the 0-17 range (IE), teachers must be ineffective in 9 or more of the performance areas across all 5 domains.

Provide the ranges for the 60-point scoring bands.

Highly Effective	56-60

Effective	43-55
Developing	18-42
Ineffective	0-17

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	3
4.6) Observations of Probationary Teachers | Enter Total	6

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	3

4.7) Observations of Tenured Teachers | Informal/Short	0
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)

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Updated Tuesday, July 10, 2012

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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.

For the 2013-2014 school year and beyond, 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 2012-13 scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

2012-13 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	56-60
Effective	43-55
Developing	18-42
Ineffective	0-17

5.2) The 2012-13 scoring ranges for educators for whom there is an approved Value-Added measure for student growth will be:

2012-13 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 Friday, June 29, 2012
Updated Friday, September 28, 2012

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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. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

assets/survey-uploads/5265/147293-Df0w3Xx5v6/bcsd teacher improvement plan.docx

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:

Bedford Central School District
APPR Appeals Procedure
June 26, 2012
As modified September 28, 2012

A. Who Can File an Appeal

All tenured teachers receiving a rating of "ineffective" (or its substantive equivalent, should that term not be employed) shall have the right to appeal their APPR or improvement plan as described below. Leave replacements and part-timers with the equivalent of three or more years of full-time service will also have the right to appeal their APPR or improvement plan using this procedure.

Probationary teachers, and teachers with ratings other than "ineffective," shall have no right to appeal an APPR rating or improvement plan.

In the spring of 2013, the District and BTA will negotiate over whether to permit teachers to appeal "developing" ratings given in 2013-14. In the event that the parties cannot agree, then in 2013-14 only, the second consecutive 100-point rating of "developing" given in that year or a 100-point rating of "developing" given that year that directly follows a 100-point rating of "ineffective," will be appealable. In the meantime, Taylor Law dispute resolution procedures (mediation; factfinding; superconciliation) will be used to achieve agreement.

B. When an Appeal Can Be Filed

All appeals must be submitted in writing no later than 15 calendar days from the date when the unit member received his/her "ineffective" 100-point rating or TIP. Failure to file an appeal within this time frame shall be deemed a waiver of the right to appeal. The challenge should be submitted to the evaluator, with a simultaneous copy to the District Clerk. For the purposes of this Procedure, the date of submission will be considered to be the date of receipt.

Before filing a written appeal, a unit member may first request an informal meeting with the evaluator to discuss the matters of concern, but this does not extend the 15-day time limit.

C. What an Appeal Should Contain

The notice of appeal must include a detailed written description of the specific area(s) of disagreement and the reason(s) why the rating or TIP is thought to be erroneous or unfair. The performance review, rating, or improvement plan being challenged must be submitted with the notice of appeal. Any information not submitted at the time the notice of appeal is filed need not be considered.

A unit member may not file more than one appeal regarding the same rating or improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time of the first stage in the appeal process shall be deemed waived.

D. What May Be Appealed

• District adherence to agreed-upon standards and methodologies for reviews, evaluations, and ratings

• District adherence to the Commissioner's regulations, as applicable to such reviews, evaluations and ratings

• Lack of compliance with, or arbitrary, capricious or disparate application of locally-negotiated procedures related to APPR or TIP's

E. Appeal Process

BUILDING STEP: Within 15 calendar days of receipt of an appeal, the evaluator must submit a detailed written response. If the evaluator is not the building principal, then the response shall be written jointly by the evaluator and the building principal. The response may include an amendment to the rating, evaluation, or improvement plan. The response may include any and all additional documents or written materials specific to the point(s) of disagreement that support the District's response and are relevant to the appeal.

JOINT REVIEW BOARD STEP: If the unit member is not satisfied with the response to the prior step, or if a timely response is not delivered in accordance with that step, then the unit member may appeal in a written statement to a Joint Review Board, with a simultaneous copy to the Superintendent. The statement will include all the documentation of the prior step together with the unit member's detailed reasons for disagreeing with the response. The appeal must be submitted within 15 calendar days of receipt of the response in the prior step, or 30 days after the submission of the appeal at the prior step, whichever comes first.

The Joint Review Board shall consist of two representatives appointed by BTA and one representative appointed by the Superintendent. The Joint Review Board shall have 30 calendar days to issue a written decision. The Joint Review Board shall have the power to discuss an appeal with the evaluator, the appealing unit member, or with both at the same time, if it believes such a discussion will be helpful.

The Joint Review Board cannot act except when all three of its members are present. The Joint Review Board's decisions will be explained in a writing that sets forth the reasoning of each panel member. If the Joint Review Board's decision is 3-0 in favor of the unit member, then the decision will be final, binding, and unreviewable. If the decision is 3-0 or 2-1 against the unit member, then the unit member may appeal the decision to the Superintendent. If the decision is 2-1 in favor of the unit member, and there is substantial evidence to support the minority vote, then the Superintendent may choose to review it within 7 school days (or, in the summer, 14 calendar days) of his/her receipt of the decision; if the Superintendent does not so choose, then the decision of the Joint Review Board will be final, binding, and unreviewable.

SUPERINTENDENT STEP: Within 7 calendar days of receipt of an appealable decision of the Joint Review Board (or, if earlier, the date 37 days after the appeal was submitted to the Joint Review Board), the unit member may submit a written appeal to the Superintendent, specifically stating the points of disagreement and all the reasons for the unit member's position. All documentation from the prior steps will be included. The Superintendent shall issue a written decision within 21 calendar days after receiving such written appeal. The Superintendent's decision shall be final, binding, and unreviewable. If the Superintendent misses the 21-day deadline, then the unit member may remind the Superintendent in writing of the missed deadline no later than the 28th day. After receipt of such a reminder, the Superintendent shall have an additional 9 calendar days to issue his/her decision. If that deadline is missed, then the appeal shall be deemed granted.

Unit members shall be entitled to union representation at each stage of the appeal process.

F. Exclusivity of Procedure

This appeal procedure shall be the exclusive means for initiating, reviewing, and resolving any and all challenges and appeals related to a unit member's performance review, improvement plan, evaluation, or rating. No contractual grievance procedure or administrative or judicial process may be used for this purpose.

G. Review of the Process

At the end of each school year, the union and the District will meet to review how this appeals procedure has been working.

6.4) Training and Certification of Lead Evaluators and Evaluators

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

Our training and implementation plan is comprehensive, aligned, and targeted to provide the appropriate degree of support to all involved—those providing feedback through observation, coaching, and evaluation, and those receiving feedback and being evaluated. At a minimum, this includes:

1. Introducing and Unpacking the APPR Process and our Practice Rubric
-All stakeholders will receive a comprehensive introduction to our APPR plan, the teacher practice rubric, its origins and purpose, and how it will be used in the supervision and evaluation process.
-Introduction will be conducted collaboratively with teachers' union leadership and district and building leadership.
-Superintendents' conference days and contractual, administratively assigned PD hours, as well as faculty, grade-level team and department meeting time will be set aside for this. Sessions will include:
***Introduction, Individual Professional Learning Plan (goal setting, evidence for Professional Growth section of rubric)*
***Classroom-based evidence for teaching and learning, giving and receiving timely and constructive feedback*
***Artifacts/non-classroom based evidence for teaching and learning*

2. Studying Skillful Teaching
-RBT's The Skillful Teacher (by Jon Saphier et. al.) is a course we run annually for teachers in our system. Since our practice rubric is highly correlated to this research-based course, it serves to prepare teachers well. The course includes:
***4 3-hour and 4 6-hour sessions*

***After initially taking the entire course once, sessions can be attended individually by topic as determined by recommendations by supervisors/evaluators, or by individual self-selection.*

3. Observing and Analyzing Teaching
The OAT course is also by, Research for Better Teaching. This is the companion course for superivsors and evaluators, and we require all of our supervisors and evaluators to take the course, which includes:
***7 6-hour sessions for lead evaluators, observers, and teacher leaders*

4. Instructional Coaching
***Workshop designed to train a cohort of K-12 teacher leaders to support classroom practice using language of Skillful Teaching, best practices, and the 10 principles of the learner-active, technology-infused classroom.*

5. Supervision and Evaluation: Implementation, Monitoring, Calibration, and Inter-Rater Reliability
***Twice-monthly meetings of lead evaluators with built in practice- looking at video of classroom practice, applying rubric, reviewing classroom observations and application of HEDI rating.*
***Continuation of instructional rounds between building, jointly conducted by building and district leaders to identify and discuss specific teacher and student actions and behaviors, and to develop credible ways to provide constructive feedback.*
***6 coaching visits throughout the year by Deb Reed of RBT to conduct joint observations, debrief, and reflect. Deb Reed will also debrief with Central Office to identify strengths and gaps in the process and use of the rubric.*
***8 coaching visits throughout the year by Tanya Bosco to support administrators and instructional coaches in providing timely and constructive feedback regarding classroom practice and instructional planning.*

6. My Learning Plan/OASYS- Monitoring Implementation
***We are in our third year using My Learning Plan. Our teacher practice rubric has been loaded into MLP and is ready to use. Each element/indicator (17 total) has been aligned to one or more of the NYS Teaching Standard elements.*
***The technology allows for multiple levels of analysis- by evaluator, school, department, subject, etc. This will allow for the ongoing, comprehensive analysis of users practice by enabling peer-to-peer comparisons as the basis for meaningful calibration discussions.*

3. Plan for collecting evidence

In July of 2010, we adopted the use of My Learning Plan to manage and monitor all appraisals using their OASYS module and professional learning information related to our teachers and leaders. This technology solution has robust capabilities, including the ability to closely monitor and report on individual rubric elements. Through the rubric explorer component of OASYS, we are able to track and report on any number of trends related to appraisal, and we will take full advantage of these capabilities in order to monitor the effectiveness of the teacher practice rubric at differentiating teacher skill and effectiveness. Specifically:

a. OASYS allows us to efficiently generate reports that provide a breakdown by performance rating category (HEDI) by building, department, evaluator, and so forth. We will be able to generate both a district snapshot by performance level, as well as a school-by-school snapshot. This information will be analyzed and used to make decisions about the strengths and weaknesses of the rubric, and will obviously also be used to address individual teacher development needs.

b. The system also produces reports that we can analyze for comparison with student achievement for those teachers subject to the use of student test results in their evaluation. This will serve as a basis for monitoring and reflecting on the rubric's efficacy and consistency in assessing teacher effectiveness.

c. Perhaps the most exciting and powerful aspect of the OASYS suite of tools is the ability to create a learning "loop". By aligning both our teacher practice rubric and the professional development offerings in our district catalog and through our NYS Teacher Center, we will be able to provide targeted professional development to each teacher in the district. At the end of an evaluation, the administrator will see a report that highlights the areas needing greatest attention (aligned to both our rubric and the NYS Teaching Standards). The administrator can then select some or all of these areas for recommended learning. Once submitted, these recommendations show up on the teacher's MLP "dash board", along with links to the specific course/learning opportunities available. This information will also be used in the next professional learning cycle. As teachers complete their individual professional learning plan (included in the appendices) for the next year, they will incorporate these areas into their plans.

Finally, the Superintendent will certify or re-certify lead evaluators annually, based on successful participation in training activities outlined above, demonstrated inter-rater reliability based on data-collection, and efficiency in completing the observation process.

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

- Checked

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	Checked

the classroom teacher's performance is being measured.	
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, July 10, 2012
Updated Thursday, September 27, 2012

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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.

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):

K-5
6-8
9-12
(No response)
(No response)
(No response)
(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 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 for 2012-13	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 assessment 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. District-determined assessments from the options below may be used as evidence of student learning within the SLO:

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 school or program type this SLO applies to. Then, using the drop-down boxes below, please select the 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. 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.

Please remember that State assessments must be used with SLOs if applicable to the school or program type.

School or Program Type	SLO with Assessment Option	Name of the 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.

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.	Not applicable- all principals will be receiving value-added scores.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not applicable- all principals will be receiving value-added scores.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not applicable- all principals will be receiving value-added scores.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not applicable- all principals will be receiving value-added scores.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not applicable- all principals will be receiving value-added scores.

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)

7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in setting targets for Comparable Growth Measures, 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 those used in State Growth measures, which

include: prior student achievement results, 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.

(No response)

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: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html.	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 Monday, July 16, 2012
Updated Wednesday, October 17, 2012

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.

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

In the table below, list all of the grade configurations used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.

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	Locally-Selected Measure from List of Approved Measures	Assessment
	K-5	(d) measures used by district for teacher evaluation	Based on composite of all teacher locally-selected measures student performance in school
	6-8	(d) measures used by district for teacher evaluation	Based on composite of all teacher locally-selected measures student performance in school
	9-12	(d) measures used by district for teacher evaluation	Based on composite of all teacher locally-selected measures student performance in school

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.	The principal score will be derived from a composite of all teacher District-developed assessments in the school. For each District assessment, students will be assessed on either growth or achievement in the given subject. For growth assessments, students will be given a pre-test at beginning of year to establish a baseline; principals and teachers will meet to set individual growth targets based on student academic histories and achievement data; HEDI points allocated to a teacher based on % of students meeting/exceeding individual targets. For achievement assessments, HEDI points will be allocated based on targets set for that grade level. In all instances, the HEDI criteria set forth below applies.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% of the students meet or exceed the identified growth target.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-89 % of the students meet or exceed the identified growth target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-79 % of the students meet or exceed the identified growth target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 65% of the students meet or exceed the identified growth target.

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)

(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/5366/152622-qBFVOWF7fC/Local Planning-Review Room 9-27-12_1.docx

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

In the table below, list all of the grade configurations used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.

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

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.	Not applicable- all principals are covered by VAM.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable- all principals are covered by VAM.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable- all principals are covered by VAM.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable- all principals are covered by VAM.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable- all principals are covered by VAM.

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.

(No response)

8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Our overarching approach to this work is to be able to answer the question, "Does each individual student have an appropriate degree of readiness to take on their next level of learning?" in the affirmative for every student. We will be setting different targets for each of the following three groups:

1. Student who are learning English (ELLs)
2. Student with disabilities (SWD)
3. All other students

At a minimum, we will be setting targets that help us to make progress in closing the achievement gap.

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's approach to Locally-selected measures for principals is based on the premise that the school Principal is responsible and accountable for all teaching and learning in his/her respective school. Therefore, the principal evaluation and score for the locally-selected measures component will be a composite of all locally-selected assessments used in a respective building. Specifically and statistically the plan is to combine all scores per student for all subjects assessed for teacher local-assessments; divide the composite by the composite on all tests n (students for each test); and, determining the final score. The HEDI rating will then be applied per state guideline.

Whereas a compilation of all teacher scores divided by the number of teachers is a consideration; teachers in different subjects have a very different number of students and therefore teachers of fewer students and over 100 students, for example, would result in equal "weight."

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
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 Friday, June 29, 2012
Updated Friday, September 28, 2012

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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 points 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 points 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, 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 applicable):

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)

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)
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)
9.4) Sources of Evidence (if applicable) | Review of school documents, records, and/or State accountability processes (all count as one source)	(No response)

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 posted, this form will be updated with dropdown menus of approved survey tools.

(No response)

(No response)

(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.

Points will be assigned based on the categories of the MultiDimensional Rubric. Through the bargaining process, we determined those items which would carry a weight more than 1 point per descriptor in the rubric. Eight items were determined to be those which will carry a weight more than one. These items are those which focus on supervision, leadership, and accountability for planning, instruction, and assessment and performance goals within a respective school.

Scoring Bands
• Highly Effective 58 – 60
• Effective 54 – 57
• Developing 39 – 53
• Ineffective less than 39

Point allocation per descriptor (of which six will use a multiplier for additional weight: for example, a descriptor implementation of teacher evaluation methods might be weighted as 4 instead of 1; therefore, a Highly Effective in that category would deem 4 points whereas another item such as managing the building might be weighted as 1 and therefore a highly effective would deem 1 point). On all descriptors, ineffective is zero (0) regardless of its weighting.

Ineffective = 0
Developing = .85
Effective =.95
Highly Effective =1

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/5143/147384-pMADJ4gk6R/MPPR rubric list.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.	The MultiDimensional Rubric includes a four-column scale; therefore, a notation in a category will correspond to the 4, 3, 2, or 1 rating per column. Six items in the "Instruction" standard have been identified to carry a weight of 4 or 5 per column, therefore, placing a significant emphasis on supervision of teachers and their planning, instruction, and assessment of student learning. Each descriptor will use the following scoring: Ineffective = 0, Developing = .85, Effective =.95, Highly Effective = 1.0

Effective: Overall performance and results meet standards.	The MultiDimensional Rubric includes a four-column scale; therefore, a notation in a category will correspond to the 4, 3, 2, or 1 rating per column. Six items in the "Instruction" standard have been identified to carry a weight of 4 or 5 per column, therefore, placing a significant emphasis on supervision of teachers and their planning, instruction, and assessment of student learning. Each descriptor will use the following scoring: Ineffective = 0, Developing = .85, Effective =.95, Highly Effective = 1.0
Developing: Overall performance and results need improvement in order to meet standards.	The MultiDimensional Rubric includes a four-column scale; therefore, a notation in a category will correspond to the 4, 3, 2, or 1 rating per column. Six items in the "Instruction" standard have been identified to carry a weight of 4 or 5 per column, therefore, placing a significant emphasis on supervision of teachers and their planning, instruction, and assessment of student learning. Each descriptor will use the following scoring: Ineffective = 0, Developing = .85, Effective =.95, Highly Effective = 1.0
Ineffective: Overall performance and results do not meet standards.	The MultiDimensional Rubric includes a four-column scale; therefore, a notation in a category will correspond to the 4, 3, 2, or 1 rating per column. Six items in the "Instruction" standard have been identified to carry a weight of 4 or 5 per column, therefore, placing a significant emphasis on supervision of teachers and their planning, instruction, and assessment of student learning. Each descriptor will use the following scoring: Ineffective = 0, Developing = .85, Effective =.95, Highly Effective = 1.0

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	58-60
Effective	54-57
Developing	39-53
Ineffective	less than 39

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 Thursday, July 19, 2012
Updated Friday, September 28, 2012

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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.

For the 2013-2014 school year and beyond, 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 2012-13 scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

2012-13 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	58-60
Effective	54-57
Developing	39-53
Ineffective	less than 39

10.2) The 2012-13 scoring ranges for principals for whom there is an approved Value-Added measure for student growth will be:

2012-13 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 Monday, July 23, 2012
Updated Friday, September 28, 2012

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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 your school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

assets/survey-uploads/5276/154436-Df0w3Xx5v6/NYCNY1-#51716-v1-Principal_Improvement_Plan_(PIP).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:

Bedford Central School District/Bedford Administrative Supervisory Association
APPR Appeals Procedure
August 9, 2012

A. Who Can File an Appeal

All tenured principals receiving a rating of "ineffective" (or its substantive equivalent, should that term not be employed) shall have the right to appeal their APPR or improvement plan as described below.

Probationers, principals with ratings other than "ineffective," and unit members not defined as "building principals" within the meaning of the APPR regulations shall have no right to appeal an APPR rating or improvement plan.

In the spring of 2013, the District and BASA will negotiate over whether to permit principals to appeal "developing" ratings given in 2013-14. In the event that the parties cannot agree, then in 2013-14 only, the second consecutive 100-point rating of "developing" given in that year or a 100-point rating of "developing" given that year that directly follows a 100-point rating of "ineffective," will be appealable. In the meantime, Taylor Law dispute resolution procedures (mediation; factfinding; superconciliation) will be used to achieve agreement.

B. When an Appeal Can Be Filed

All appeals must be submitted in writing no later than 15 calendar days from the date when the principal received his/her "ineffective" 100-point rating or PIP. Failure to file an appeal within this time frame shall be deemed a waiver of the right to appeal. This period shall be tolled for any days during said 15-day period that the principal is on vacation or out sick. The challenge should be submitted to the evaluator, with a simultaneous copy to the District Clerk. For the purposes of this Procedure, the date of submission will be considered to be the date of receipt.

Before filing a written appeal, a principal may first request an informal meeting with the evaluator to discuss the matters of concern, but this does not extend the 15-day time limit.

C. What an Appeal Should Contain

The notice of appeal must include a detailed written description of the specific area(s) of disagreement and the reason(s) why the rating or PIP is thought to be erroneous or unfair. The performance review, rating, or improvement plan being challenged must be submitted with the notice of appeal. Any information not submitted at the time the notice of appeal is filed need not be considered.

A principal may not file more than one appeal regarding the same rating or improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time of the first stage in the appeal process shall be deemed waived.

D. What May Be Appealed

• District adherence to agreed-upon standards and methodologies for reviews, evaluations, and ratings

• District adherence to the Commissioner's regulations, as applicable to such reviews, evaluations and ratings

• Lack of compliance with, or arbitrary, capricious or disparate application of locally-negotiated procedures related to APPR or PIP's

E. Appeal Process

JOINT REVIEW BOARD STEP: Appeals will be heard by a Joint Review Board consisting of two representatives appointed by BASA and one representative appointed by the Superintendent. The Joint Review Board shall have 30 calendar days to issue a written decision. The Joint Review Board shall have the power to discuss an appeal with the evaluator, the appealing principal, or with both at the same time, if it believes such a discussion will be helpful.

The Joint Review Board cannot act except when all of its members are present. The Joint Review Board's decisions will be explained in a writing that sets forth the reasoning of each panel member. If the Joint Review Board's decision is 3-0 in favor of the unit member, then the decision will be final, binding, and unreviewable. If the decision is 3-0 or 2-1 against the unit member, then the unit member may appeal the decision to the Superintendent. If the decision is 2-1 in favor of the unit member, and there is substantial evidence to support the minority vote, then the Superintendent may choose to review it within 7 school days (or, in the summer, 14 calendar days) of his/her receipt of the decision; if the Superintendent does not so choose, then the decision of the Joint Review Board will be final, binding, and unreviewable.

SUPERINTENDENT STEP: Within 7 calendar days of receipt of an appealable decision of the Joint Review Board (or, if earlier, the

date 37 days after the appeal was submitted to the Joint Review Board), the unit member may submit a written appeal to the Superintendent, specifically stating the points of disagreement and all the reasons for the unit member's position. All documentation from the prior step will be included. The Superintendent shall issue a written decision within 21 calendar days after receiving such written appeal. This period shall be tolled for any days during said 21 day period that the superintendent is on vacation. The Superintendent's decision shall be final, binding, and unreviewable. If the Superintendent misses the 21-day deadline, the appeal shall be deemed granted.

Principals shall be entitled to union representation at each stage of the appeal process.

F. Exclusivity of Procedure

This appeal procedure shall be the exclusive means for initiating, reviewing, and resolving any and all challenges and appeals related to a principal's performance review, improvement plan, evaluation, or rating. No contractual grievance procedure or administrative or judicial process may be used for this purpose. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge any evaluation including the second consecutive ineffective annual composite APPR evaluation in any proceeding brought pursuant to Education Law Section 3020-a or an alternative disciplinary arbitration to the extent allowed by law.

11.4) Training and Certification of Lead Evaluators and Evaluators

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

The District will use the "MODEL RESOLUTION FOR THE CERTIFICATION OF LEAD EVALUATORS" (attached) designed by the New York State Council of School Superintendents to insure and validate training of all evaluators.

The Board of Education will certify and re-certify lead evaluators annually. This process will be formalized with a report to the Board of Education indicating the array of training and practices used by the lead evaluators (as indicated below and others).

Throughout the 2012-2013, all district administrators:
1) Will continue practice with Instructional Rounds;

2) Will participate in pairs or more short and long term visits to triangulate observations and comments;

3) Will be trained in district expectations on the template or "script" for a) faculty orientation to APPR,, b) Individual Professional Learning Plan (IPLP) one-to-one meetings with each teacher at the start of the year, c) year long timeline of due dates and expectations, and d) holding the end of year goals review and conference.

4) Will participate in routine reviews of video clips and actual lessons highlighting a particular Teaching Standard and citing observable evidence and potential artifacts of teacher performance;

5) Will "unpack" teacher evaluations from 2011-2012 to compare ratings on standards and descriptors of the Teacher Practice Rubric; and

6) Will engage in small groups performing common short-visit evaluations to compare observations and Teacher Practice Rubric ratings.

7) Will utilize all aspects of My Learning Plan to enhance tracking of progress, implementation of training, and consistency among teacher performance and administrator/district consistency of expectations.

In the past two years, the assistant superintendent for curriculum and instruction, district directors, principals, and assistant principals, and curriculum coordinators have all completed the Research for Better Teaching comprehensive training which complements the Skilled Teacher training in which all teacher have participated.

Several teachers have been trained and certified as Instructional Coaches and their work complements the supervision of instruction performed by curriculum coordinators and school and district administrators.

The superintendent, assistant superintendent for curriculum and instruction, district directors, principals, and assistant principals

have studied Instructional Rounds and participated in several "rounds" sessions.

The superintendent has utilized ISSLC standards as the format and guide to evaluate principals for several years.

During the 2012-2013 school year, the superintendent will participate in training on implementation of the MultiDimensional Rubric.

In addition, the superintendent has been trained in recent years through intensive workshop participation with Madeline Hunter, Robert Marzano, Charlotte Danielson, Carol Tomlinson, Research for Better Teaching and others. The superintendent has facilitated leadership institutes and workshops in Research Based Instruction and completed hundreds of administrator and teacher evaluations in the past thirty years.

Superintendent "walk-throughs" with principals includes short-observation visits and debriefing after classes which enhances inter-rater reliability.

The assistant superintendent observes numerous classes throughout the year with principals and alone, compares notes in reference to the practice rubric, and provides coaching on a continuous basis.

The director of staff development is well-immersed in the development of the district's APPR plan, practice rubric, and goal development and insures alignment with all aspects of the Professional Development model.

All staff use My Learning Plan for tracking steps in the evaluation process, monitoring professional development, all document storage, and other means of monitoring progress and insuring consistency among evaluators as well as for planning future training and development.

In the past and now, annually, routine administrator meetings include review of video clips and/or "unpacking" elements of the District Teacher Practice rubric. These meetings provide numerous means of insuring consistency, fairness, objectivity, and triangulation in all components of the APPR process, both technical and academic.

Inter-rater reliability, therefore is at the forefront of the 2012-2013 school year's goals for all.

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

- Checked

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

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
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

12. Joint Certification of APPR Plan

Created Tuesday, July 17, 2012
Updated Friday, October 19, 2012

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

assets/survey-uploads/5581/152860-3Uqgn5g9Iu/District Certification Form Executed October 19 2012.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.

BCSD Teacher Practice Rubric Implementation Guide

The BCSD Teacher Practice Rubric is designed to communicate our expectations of practice, and is to be used in the supervision and evaluation process. The rubric delineates the most critical teacher behaviors and practices that create optimal conditions for teaching and learning. Coherent, believable judgments about teacher effectiveness must be based on a multitude of sources of evidence. Thus, the behaviors and practices articulated in this rubric may be evident through observation of instruction, artifacts, conferencing, data (in all its forms), or a combination thereof. It is extremely important to understand that the descriptors within the highly effective column are purposefully aspirational- they describe teaching that is truly exceptional. Descriptors bearing the "effective" label illustrate a very strong, expected professional standard of practice. Thus, the "developing" descriptors paint the picture of practice that needs to improve, while "ineffective" descriptors point to the need for immediate, significant changes and improvements.

1. How to Read the Rubric

Below is a small section of the overall rubric that has been color-coded in order to illustrate how the document should be read.

- **Yellow (domain of practice)-**This is the broad organizational **domain of practice** being described.
- **Blue (NYS Standard)-**This names which NYS Teaching Standard(s) this domain aligns with (Roman numerals denote the specific element(s) addressed)
- **Green (area of performance)-**Read as a continuous statement, the stem (found in the heading) precedes each of the **areas of performance** found in the domain (i.e., *Teachers maximize the academic achievement for all learners by continuously developing and exhibiting strong general and content-specific pedagogical knowledge and skills (curriculum planning, motivation, instructional strategies, management)*.
- **Gray (performance indicator)-**These are the **performance indicators** that describe/illustrate the different effectiveness level in this area of performance.

We know what to teach and how to teach it to each individual. **(Standard 2. Knowledge of Content and Instructional Planning; Standard 3. Instructional Practice)** Teachers maximize the academic achievement for all learners by:				
	An **Ineffective** teacher	A **Developing** teacher	An **Effective** teacher	A **Highly Effective** teacher
continuously developing and exhibiting strong general and content-specific pedagogical knowledge and skills (curriculum planning, motivation, instructional strategies, management) **II.1, II.3, IV.3, VII.4**	• plans lessons that rarely motivate or engage students. • rarely maximizes academic learning time. Teaching time may be lost due to lack of clarity, interruptions and inefficient transitions. • lacks classroom management skills and struggles to get students' attention.	• plans lessons that will sometimes motivate students' interest and may engage students in active learning. • sometimes maximizes academic learning time. Teaching time may be lost due to lack of clarity, interruptions and inefficient transitions. • has limited classroom management skills and minimal strategies.	• designs lessons that are relevant, motivational, and usually engage students in active learning. • usually maximizes academic learning time through coherence, lesson momentum, and smooth transitions. • has effective classroom management skills incorporating some strategies.	• designs highly relevant lessons that will motivate students and engage them in active learning. • consistently maximizes academic learning time through coherence, lesson momentum, and smooth transitions. • has highly effective classroom management skills incorporating diverse strategies.

2. How to Use the Rubric

The rubric's primary purpose is to assist lead evaluators in developing annual teacher effectiveness ratings, and specific guidance on this process appears in the next section. There are several other important purposes of this rubric, however, and as a result, teacher, teacher-leaders and leaders should all refer to the rubric when engaging in any of the following activities.

- Communicating standards and expectations of practice
- Developing and reflecting on the Individual Professional Learning Plan
- Establishing building, department and team goals
- Preparing for clinical observations and planning and reflection conferences
- Making selection decisions with respect to the APPR Tenured Options (Peer Observation, Videotaping, Lesson Study)
- Preparing for and engaging in the final evaluation conference
- Making decisions around professional development needs and interests

3. How to Score with the Rubric

The BCSD Teacher Practice Rubric can contribute up to 60 points toward the overall annual teacher effectiveness rating. For 2011-12, this represents 60% of the total for grades 4-8 ELA and Math teachers (40% coming from student test scores on State and local assessments), but 100% for all others being evaluated in the new APPR plan in 2011-12. Points are awarded by identifying the performance indicators that best describe the observable performance of a teacher through multiple sources of data (see above) over the course of the year. Further guidance is provided below using a "Q and A" format.

Q. What if there are different effectiveness levels for different performance indicators within a single area of performance?

A. Many of the areas of performance have multiple indicators within them (13 out of 17). For some of these, the performance indicators are tightly coupled, so it would be difficult to imagine how the two performance indicators could be rated differently. For example, it is unlikely that a teacher is fair and respectful toward students and builds positive relationships, but does not attempt or is not successful at getting students to recognize the value of a learning community. Others, however, stand a real chance of being discrepant. Here is the way to handle such situations:

1. Engage the teacher in a discussion about the discrepancy, and try to identify what sort of professional practice, learning or development might result in improvement and alignment in this area of performance.
2. For situations in which ratings are adjacent (developing and effective, or effective and highly effective), apply the rating category and score in which more than half (50%) of the performance indicators have been identified (examples: two of three performance indicators in an area of performance are deemed effective, while one of three is deemed developing- apply a rating of "effective" for that area of performance; one of two indicators is deemed effective, while the other is developing- apply a rating of "developing" for that area of performance).
3. For situations in which ratings skip an entire category (two effective, one ineffective), or in which three or four rating categories are identified, apply the median rating (examples: two effective, one ineffective- apply an overall rating of developing; one highly effective, one effective, one developing- apply an overall rating of effective).

Q. How do I deal with "frequency" words like *usually* and *consistently*?

A. Frequency can be an important indicator of the extent to which a move, strategy, or practice has been incorporated into the broader patterns of a practitioner's instructional cycle. For example, consistency is evident when the indicator is observed at nearly every opportunity for it to appear (again, evidence could come through observation, artifacts, conferencing, etc.). Guidelines for the interpretation of frequency terms follow.

Terms	Guidelines
Consistently, constantly, continuously, always, all	Indicator might be absent 1 out of 10 times
Usually, frequently, mostly, most	Indicator might be absent 2-3 out of 10 times
Sometimes, occasionally, some	Indicator might be present a bit less than or more than half the time
Rarely, infrequently, never	Indicator present 2-3 out of 10 times or less

What if the rubric includes a performance indicator that is not applicable to a particular teacher (*examples: a teacher not yet trained in the 10 Principles of LATIC, or hasn't had to refer anyone to the RTI Tier II problem-solving process)?*

A. Accountability has boundaries. We cannot and should not hold individuals accountable for specific performance indicators that either fall outside their range of expected responsibility or that relies on professional learning in which they have not been reasonably able to engage in. In such cases, the performance indicator should be ignored.

Q. How is the final score computed, and how are overall effectiveness ratings determined?

The points are awarded for each performance area individually (17 total across 5 domains). These are then totaled for each domain, and then summed up to achieve a final determination, as per the table below.

Summary Rubric Scoring Bands- Organized by Domain of Practice

Scoring Methodology	Ineffective	Developing	Effective	Highly Effective
We know what to teach and how to teach it…	0 each X 4 elements = 0	2 each X 4 elements = 8	3 each X 4 elements = 12	3.5 each X 4 elements = 14
We know our students and how each learns	0 each X 4 elements = 0	2 each X 4 elements = 8	3 each X 4 elements = 12	3.5 each X 4 elements = 14
We manage and monitor progress…	0 each X 4 elements = 0	2 each X 4 elements = 8	3 each X 4 elements = 12	3.5 each X 4 elements = 14
We create a climate and culture for learning	0 each X 4 elements = 0	2 each X 4 elements = 8	3 each X 4 elements = 12	3.5 each X 4 elements = 14
We foster a culture of professional growth…	1 each X 1 element = 1	2 each X 1 element = 2	3 each X 1 element= 3	4 each X 1 element = 4
Scoring Bands	0-17	18-42	43-55	56-60

SLO, Composite Score, and Local HEDI Correlations

SLO HEDI Criteria

A. HEDI SCORING BANDS

The point values for the HEDI bands are different for teachers in grades or subjects with a *value-added measure* and for those using *comparable growth measures* with Student Learning Objectives. When a value-added growth measure applies, the local assessment component is reduced to 15 points. The chart below shows the point values for the effectiveness ratings for the Comparable Growth Measure (20%) and for the Value-Added Measure (25%).

2012-2013 Growth Subcomponent Scoring Bands	Comparable Growth Measure (SLOs) ***20%***	Value-Added Measure ***25%***
Highly Effective	18 - 20	22 – 25
Effective	9 - 17	10 – 21
Developing	3 - 8	3 – 9
Ineffective	0 - 2	0 - 2

B. HEDI CRITERIA

The District criteria for assigning points to Student Learning Objectives are as follows:

Highly Effective *18 – 20 points*	**Effective** *9 – 17 points*		**Developing** *3 – 8 points*	**Ineffective** *0 – 2 points*
90% of the students achieve or exceed the target determined in the Student Learning Objective.	80% - 89% of the students achieve or exceed the target determined in the Student Learning Objective.		65% - 79% of the students achieve or exceed the target determined in the Student Learning Objective.	Below 65% of the students achieve or exceed the target determined in the Student Learning Objective.
The points within each category are distributed as follows:				
18 points: 90% - 92% 19 points: 93% - 96% 20 points: 97% - 100%	9 points: 80% 10 points: 81% 11 points: 82% 12 points: 83% 13 points: 84%	14 points: 85% 15 points: 86% 16 points: 87% 17 points: 88-89%	3 points: 65% - 66% 4 points: 67% - 68% 5 points: 69% - 71% 6 points: 72% - 74% 7 points: 75% - 77% 8 points: 78% - 79%	0 points: 0% - 49% 1 point: 50% - 57% 2 points: 58% - 64%

C. 25 to 20 Point Conversion for Teachers Using a School-Wide Goal

For many groups of teachers, we have opted to use a composite score based on the State ELA Assessments given in the grade levels that exist in that school (i.e., grades 4-5 in our five elementary schools, and grades 6-8 in our middle school). Since these scores will be based upon the composite value added measures awarded to the school and its teachers, the chart below demonstrates how the points will be converted to a 20 point scale.

Highly Effective *18 – 20 points*	**Effective** *9 – 17 points*		**Developing** *3 – 8 points*		**Ineffective** *0 – 2 points*
The conversion and distribution of points from the value-added bands (25 points) to the comparable growth measures bands are presented below. VA = value added score					
VA 22 or 23 = 18 VA 24 = 19 VA 25 = 20	VA 10 or 11 = 9 VA 12 or 13 = 10 VA 14 = 11 VA 15 =12 VA 16 = 13	VA 18 or 17 = 14 VA 19 = 15 VA 20 = 16 VA 21 = 17	VA 3 or 4 = 3 VA 5 = 4 VA 6 = 5	VA 7 = 6 VA 8 = 7 VA 9 = 8	VA 0 = 0 VA 1 = 1 VA 2 = 2

Local Assessment Planning

Local Assessment HEDI Criteria

A. HEDI SCORING BANDS

The point values for the HEDI bands are different for teachers in grades or subjects with a *value-added measure* and for those using *comparable growth measures* with Student Learning Objectives. When a value-added growth measure applies, the local assessment component is reduced to 15 points. The chart below shows the point values for the effectiveness ratings for the local assessment measures when the value-added measure does, or does not, apply.

2012-2013 Growth Subcomponent Scoring Bands	Local Assessment Measures- **20%**	Local Assessment where Value-Added Measures Exist- ***15%***
Highly Effective	18 - 20	14 – 15
Effective	9 - 17	8 – 13
Developing	3 - 8	3 – 7
Ineffective	0 - 2	0 - 2

B. HEDI CRITERIA

The District criteria for assigning points to local assessments (growth OR achievement) in instances where the value-added growth measure DOES NOT apply are as follows:

Highly Effective *18 – 20 points*	**Effective** *9 – 17 points*		**Developing** *3 – 8 points*	**Ineffective** *0 – 2 points*
90% of the students meet or exceed the target determined in the local assessment.	80% - 89% of the students meet or exceed the target determined in the local assessment.		65% - 79% of the students meet or exceed the target determined in the local assessment.	Below 65% of the students meet or exceed the target determined in the local assessment.
The points within each category are distributed as follows:				
18 points: 90% - 92% 19 points: 93% - 96% 20 points: 97% - 100%	9 points: 80% 10 points: 81% 11 points: 82% 12 points: 83% 13 points: 84%	14 points: 85% 15 points: 86% 16 points: 87% 17 points: 88-89%	3 points: 65% - 66% 4 points: 67% - 68% 5 points: 69% - 71% 6 points: 72% - 74% 7 points: 75% - 77% 8 points: 78% - 79%	0 points: 0% - 49% 1 point: 50% - 57% 2 points: 58% - 64%

The District criteria for assigning points to local assessments (growth OR achievement) in instances where the value-added growth measure DOES apply are as follows:

Highly Effective *14 – 15 points*	**Effective** *8 – 13 points*	**Developing** *3 – 7 points*	**Ineffective** *0 – 2 points*
90% of the students meet or exceed the target determined in the local assessment.	80% - 89% of the students meet or exceed the target determined in the local assessment.	65% - 79% of the students meet or exceed the target determined in the local assessment.	Below 65% of the students meet or exceed the target determined in the local assessment.
The points within each category are distributed as follows:			
14 points: 90% - 94% 15 points: 95% - 100%	8 points: 80% 9 points: 81% 10 points: 82-83% 11 points: 84-85% 12 points: 86-87% 13 points: 88-89%	3 points: 65% - 66% 4 points: 67% - 68% 5 points: 69% - 71% 6 points: 72% - 75% 7 points: 76% - 79%	0 points: 0% - 49% 1 point: 50% - 57% 2 points: 58% - 64%

C. 25 to 20 Point Conversion for Teachers Using a School-Wide Goal

For many groups of teachers, we have opted to use a composite score based on the State ELA Assessments given in the grade levels that exist in that school (i.e., grades 4-5 in our five elementary schools, and grades 6-8 in our middle school). Since these scores will be based upon the composite value added measures awarded to the school and its teachers, the chart below demonstrates how the points will be converted to a 20 point scale for those individuals with the school-wide goal based on State ELA Assessments applied as their local assessment measure.

Highly Effective *18 – 20 points*	**Effective** *9 – 17 points*		**Developing** *3 – 8 points*		**Ineffective** *0 – 2 points*
The conversion and distribution of points from the value-added bands (25 points) to the local assessment bands are presented below. VA = value added score					
VA 22 or 23 = 18 VA 24 = 19 VA 25 = 20	VA 10 or 11 = 9 VA 12 or 13 = 10 VA 14 = 11 VA 15 =12 VA 16 = 13	VA 18 or 17 = 14 VA 19 = 15 VA 20 = 16 VA 21 = 17	VA 3 or 4 = 3 VA 5 = 4 VA 6 = 5	VA 7 = 6 VA 8 = 7 VA 9 = 8	VA 0 = 0 VA 1 = 1 VA 2 = 2

D. 25 to 15 Point Conversion for Teachers Subject to Value-Added and Using a School-Wide Goal

For our grades 6-8 math teachers, we have opted to use a composite score based on the State ELA Assessments given in the grade levels that exist in that school (grades 6-8). Since these scores will be based upon the composite value added measures awarded to the school and its teachers, the chart below demonstrates how the points will be converted to a 15 point scale for those individuals with the school-wide goal based on State ELA Assessments applied as their local assessment measure.

Highly Effective *14 – 15 points*	**Effective** *8 – 13 points*		**Developing** *3 – 7 points*		**Ineffective** *0 – 2 points*
The conversion and distribution of points from the value-added bands (25 points) to the local assessment bands for those with value added measures are presented below. VA = value added score					
VA 22 or 23 = 14 VA 24 or 25 = 15	VA 16 or 17 = 11 VA 18 or 19 =12 VA 20 or 21 = 13	VA 10 or 11 = 8 VA 12 or 13 = 9 VA 14 or 15 = 10	VA 5 or 6 = 5 VA 6 or 7 = 6 VA 8 or 9 = 7	VA 3 = 3 VA 4 = 4	VA 0 = 0 VA 1 = 1 VA 2 = 2

Local Assessment Planning

Local Assessment HEDI Criteria

A. HEDI SCORING BANDS

The point values for the HEDI bands are different for teachers in grades or subjects with a *value-added measure* and for those using *comparable growth measures* with Student Learning Objectives. When a value-added growth measure applies, the local assessment component is reduced to 15 points. The chart below shows the point values for the effectiveness ratings for the local assessment measures when the value-added measure does, or does not, apply.

2012-2013 Growth Subcomponent Scoring Bands	Local Assessment Measures- **20%**	Local Assessment where Value-Added Measures Exist- ***15%***
Highly Effective	18 - 20	14 – 15
Effective	9 - 17	8 – 13
Developing	3 - 8	3 – 7
Ineffective	0 - 2	0 - 2

B. HEDI CRITERIA

The District criteria for assigning points to local assessments (growth OR achievement) in instances where the value-added growth measure DOES NOT apply are as follows:

Highly Effective *18 – 20 points*	**Effective** *9 – 17 points*		**Developing** *3 – 8 points*	**Ineffective** *0 – 2 points*
90% of the students meet or exceed the target determined in the local assessment.	80% - 89% of the students meet or exceed the target determined in the local assessment.		65% - 79% of the students meet or exceed the target determined in the local assessment.	Below 65% of the students meet or exceed the target determined in the local assessment.
The points within each category are distributed as follows:				
18 points: 90% - 92% 19 points: 93% - 96% 20 points: 97% - 100%	9 points: 80% 10 points: 81% 11 points: 82% 12 points: 83% 13 points: 84%	14 points: 85% 15 points: 86% 16 points: 87% 17 points: 88-89%	3 points: 65% - 66% 4 points: 67% - 68% 5 points: 69% - 71% 6 points: 72% - 74% 7 points: 75% - 77% 8 points: 78% - 79%	0 points: 0% - 49% 1 point: 50% - 57% 2 points: 58% - 64%

The District criteria for assigning points to local assessments (growth OR achievement) in instances where the value-added growth measure DOES apply are as follows:

Highly Effective *14 – 15 points*	**Effective** *8 – 13 points*	**Developing** *3 – 7 points*	**Ineffective** *0 – 2 points*
90% of the students meet or exceed the target determined in the local assessment.	80% - 89% of the students meet or exceed the target determined in the local assessment.	65% - 79% of the students meet or exceed the target determined in the local assessment.	Below 65% of the students meet or exceed the target determined in the local assessment.
The points within each category are distributed as follows:			
14 points: 90% - 94% 15 points: 95% - 100%	8 points: 80% 9 points: 81% 10 points: 82-83% 11 points: 84-85% 12 points: 86-87% 13 points: 88-89%	3 points: 65% - 66% 4 points: 67% - 68% 5 points: 69% - 71% 6 points: 72% - 75% 7 points: 76% - 79%	0 points: 0% - 49% 1 point: 50% - 57% 2 points: 58% - 64%

C. 25 to 20 Point Conversion for Teachers Using a School-Wide Goal

For many groups of teachers, we have opted to use a composite score based on the State ELA Assessments given in the grade levels that exist in that school (i.e., grades 4-5 in our five elementary schools, and grades 6-8 in our middle school). Since these scores will be based upon the composite value added measures awarded to the school and its teachers, the chart below demonstrates how the points will be converted to a 20 point scale for those individuals with the school-wide goal based on State ELA Assessments applied as their local assessment measure.

Highly Effective *18 – 20 points*	**Effective** *9 – 17 points*		**Developing** *3 – 8 points*		**Ineffective** *0 – 2 points*
The conversion and distribution of points from the value-added bands (25 points) to the local assessment bands are presented below. VA = value added score					
VA 22 or 23 = 18 VA 24 = 19 VA 25 = 20	VA 10 or 11 = 9 VA 12 or 13 = 10 VA 14 = 11 VA 15 =12 VA 16 = 13	VA 18 or 17 = 14 VA 19 = 15 VA 20 = 16 VA 21 = 17	VA 3 or 4 = 3 VA 5 = 4 VA 6 = 5	VA 7 = 6 VA 8 = 7 VA 9 = 8	VA 0 = 0 VA 1 = 1 VA 2 = 2

D. 25 to 15 Point Conversion for Teachers Subject to Value-Added and Using a School-Wide Goal

For our grades 6-8 math teachers, we have opted to use a composite score based on the State ELA Assessments given in the grade levels that exist in that school (grades 6-8). Since these scores will be based upon the composite value added measures awarded to the school and its teachers, the chart below demonstrates how the points will be converted to a 15 point scale for those individuals with the school-wide goal based on State ELA Assessments applied as their local assessment measure.

Highly Effective *14 – 15 points*	**Effective** *8 – 13 points*		**Developing** *3 – 7 points*		**Ineffective** *0 – 2 points*
The conversion and distribution of points from the value-added bands (25 points) to the local assessment bands for those with value added measures are presented below. VA = value added score					
VA 22 or 23 = 14 VA 24 or 25 = 15	VA 16 or 17 = 11 VA 18 or 19 =12 VA 20 or 21 = 13	VA 10 or 11 = 8 VA 12 or 13 = 9 VA 14 or 15 = 10	VA 5 or 6 = 5 VA 6 or 7 = 6 VA 8 or 9 = 7	VA 3 = 3 VA 4 = 4	VA 0 = 0 VA 1 = 1 VA 2 = 2

"…of all the things that are important to having good schools, nothing is as important as the teacher and what that person knows, believes, and can do…Teacher effects dwarf all others on student learning." The Skillful Teacher, p. V

Teacher Improvement Plan

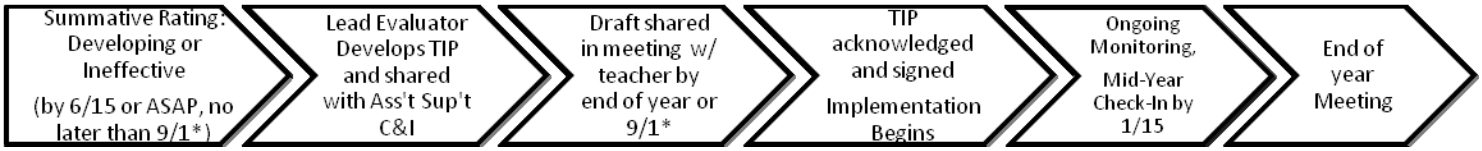
Name: **School Year:** **Evaluators/Observers:**

Last APPR Evaluation Ratings (look on MLP):	Summative	60% Component	State Growth Component	Local Assessment Component

SUMMARY OF REQUIREMENTS AS FOUND IN EDUCATION LAW §3012-c AND THE COMMISSIONER'S REGULATIONS:

- Upon rating a teacher as **Developing** or **Ineffective** through an annual professional performance review, a school district must formulate and commence implementation of a teacher improvement plan (TIP) for that teacher.
- Implementation must begin no later than **10 school days** from the opening of classes in the school year following the school year for which such teacher or principal's performance is being measured.
- An improvement plan defines specific **standards-based goals** that a teacher must make progress toward attaining within a specific period of time, such as a 12-month period, and shall include:
  - the identification of areas that need improvement;
  - a timeline for achieving improvement;
  - the manner in which improvement will be assessed;
  - a description of the support and assistance that the teacher will receive, including, when appropriate, differentiated professional learning activities directly connected to the areas needing improvement;
  - identified artifacts that the teacher must produce that can serve as benchmarks/evidence of improvement, such as lessons plans, supporting materials, student work, etc.
- In the final stage of the improvement plan, the teacher should meet with his or her supervisor to review the plan, alongside any artifacts and evidence from evaluations, in order to determine if adequate improvement has been made in the required areas outlined within the plan for the teacher or principal.

Generalized Timeline for TIP Development and Implementation



***depending on availability of student growth and/or achievement portions**

Matching Professional Supports to Individual Need

The purpose of the TIP is to identify and support the highest-priority goals for improvement. A teacher rated as developing or ineffective overall may have widely different areas for concern. For example, it is possible to be in the effective (or even highly effective) range on one subcomponent, while being ineffective or developing overall. Thus, the evaluator must be careful to 1) diagnose the most critical areas for improvement, 2) prioritize those areas in terms of leverage (i.e., concentrating on one performance area for improvement can impact other areas positively), and 3) match the plan components to those priorities.

The professional learning opportunities below represent potential matches to teacher needs identified through the APPR process. While there may be good matches made from this list, it is by no means comprehensive.

▪ Skillful Teacher course, or course sub-components	▪ ASCD online courses
▪ IDE immersion	▪ Inter- or intradistrict visitation to "lab" classrooms
▪ Targeted mentoring	▪ Peer observation and/or lesson study
▪ Targeted coaching	▪ Reading materials, research, book study
▪ Clinical observation (required if I or D on rubric)	▪ Study group participation
▪ Action Research (i.e., around data analysis)	▪ Data use/assessment courses and/or workshops

Plan Focus, Elements, Keys to Improvement

The body of the plan must link the domain and performance areas that are deemed the highest priority areas for improvement to a clear description of the concerns, evidence, and keys to improvement. The steps below should be repeated for each domain, as necessary.

1. Identify the performance area needing improvement
2. Summarize the overall concern
3. Elaborate on the concerns by specific performance indicator with reference to the evidence used to identify the concern
4. Identify the specific keys to improvement, including prescribed learning, strategies and approaches.

<u>DOMAIN:</u> Student Growth and/or Achievement (State 20% and/or Local 20%, if applicable)

NOTE: Selection of one or both of these indicators may require explicit development in the areas of data-analysis, using assessment data to inform instruction, assessment design, and/or training in the alignment of the taught curriculum to standards.

- ☐ Student growth was in the ineffective or developing range as measured by the State-provided growth score or the established Student Learning Objective.
- ☐ Student growth or achievement was in the ineffective or developing range as measured by the identified local assessment.

<u>Summary of overall Concern</u>

Specific concerns by Performance Indicator with evidence:

-

Keys to Improvement/Specific Recommendations:

-

<u>DOMAIN:</u> ***We know what to teach and how to teach it.*** (NYS Standards 2 & 3)

Teachers maximize the academic achievement for all learners by:

- ☐ continuously developing and exhibiting strong general and content-specific pedagogical knowledge and skills (curriculum planning, motivation, instructional strategies, management)
- ☐ implementing the 10 principles of the learner-active technology-infused classroom
- ☐ developing deep knowledge of the academic discipline and student learning standards
- ☐ organizing instruction (year-unit-lesson) so that students have the time and support to learn the skills needed to be successful

<u>Summary of overall concern</u>

Specific concerns by Performance Indicator with evidence:

-

Keys to Improvement/Specific Recommendations:

-

<u>DOMAIN:</u> ***We know our students and how each one learns.***(NYS Standard 1)

Teachers engage all students in meaningful and relevant learning by:

- ☐ knowing and respecting children, their individual strengths, and their differences-cognitive, affective, cultural, personal experiences, learning and thinking styles
- ☐ building personal relationships with students
- ☐ differentiating instruction through varied content, processes and products in response to students' prior knowledge and skills
- ☐ communicating the purpose and relevance of content, learning experiences and tasks

<u>Summary of overall Concern</u>

Specific concerns by Performance Indicator with evidence: ●
Keys to Improvement/Specific Recommendations: ●

DOMAIN: ***We manage and monitor progress for student success.***(NYS Standards 5 & 6) Teachers ensure that all learners are making a year or more of growth annually by: ☐ using appropriate assessment strategies and data (formative, summative, benchmark, qualitative) to plan and adjust for the growth of all students ☐ creating an environment that protects students from adverse consequences for initial failure ☐ providing appropriate intervention within a tiered support model ☐ consulting and collaborating with colleagues to solve challenging student learning problems
Summary of overall Concern **Specific concerns by Performance Indicator with evidence**: ●
Keys to Improvement/Specific Recommendations: ●

DOMAIN: ***We create a climate and culture for students learning.***(NYS Standard 4 & 6) Teachers establish a learning community in which all students feel accepted and supported by: ☐ setting clear and high expectations for all students ☐ communicating daily learning targets in student-friendly language ☐ effectively communicating with parents and other stakeholders in students' lives ☐ promoting a sense of membership and belonging by affirming cultural similarities and differences, and connecting teaching and learning to students' racial and cultural experiences
Summary of overall Concern **Specific concerns by Performance Indicator with evidence**: ●
Keys to Improvement/Specific Recommendations: ●

DOMAIN: ***Continuous improvement in teaching and learning is fostered through the BCSD Professional Learning Model.*** (NYS Standards 6 & 7) ☐ acting ethically and responsibly within a professional learning community, and developing, carrying out, and reflecting on an annual individual professional learning plan.
Summary of overall Concern **Specific concerns by Performance Indicator with evidence**: ●
Keys to Improvement/Specific Recommendations: ●

Part 2. Timeline and Key Dates (to be completed during meeting)

- ☐ The Teacher and BTA representatives will receive the TIP by _____, and to begin no later than 10 days from the start of the subsequent school year.
- ☐ The initial conference between the teacher and administrators to review the TIP will be held by _____. At that time, the lead evaluator will:
    - o Review the specific prescribed actions outlined in the TIP in curriculum planning, instructional delivery and/or assessment that will occur in order to meet the keys to improvement in each area.
    - o A process by which these changes will be monitored.
    - o Other appropriate strategies focusing on the specific area needing improvement.
- ☐ All parties will review the plan in order to understand the intention of the plan, the areas of focus, prescribed actions, and evaluation criteria.
- ☐ A meeting to review progress toward the TIP will be held by January 15, at which time the TIP will be reviewed and adjusted if appropriate, with agreement of progress/non-progress. This will be communicated in person and in writing.
- ☐ A final review of progress toward the TIP will be made during the final evaluation conference on _____. If possible, a determination shall be made as to whether the individual has successfully met the goals of the TIP.

Bedford Central School District
Multi-Dimensional Principal Practice Rubric
"Weighting" per item and Point Conversion

Standard 1.0 Shared Vision of Learning

Standard	Weight
Culture	
1.1	1
1.2	1
1.3	1
Sustainability	
1.4	1

Standard 2.0 School Culture and Instructional Program

Standard	Weight
Culture	
2.1	1
2.2	4
2.3	4
Instructional Program	
2.4	4
2.5	5
2.6	4
Capacity Building	
2.7	1
2.8	1
Sustainability	
2.9	4
Strategic Planning Process	
2.10	1

Standard 3.0 Safe, Efficient, Effective Learning Environment

Standard	Weight
Capacity Building	
3.1	1
3.2	1
Culture	
3.3	1
Sustainability	
3.4	1
Instructional Program	
3.5	1

Standard 4.0 Community

Strategic Planning Process	
4.1	1

Culture
4.2 1
Sustainability
4.3 1

Standard 5 Integrity, Fairness, Ethics

Standard	Weight
Sustainability	
5.1	1
5.2	1
5.3	1
Culture	
5.4	1
5.5	1
5.6	1

Standard 6 Political, Social, Economic, Legal and Cultural Context

Standard	Weight
Sustainability	
6.1	1
6.2	1
Culture	
6.3	1

Standard 7 Performance Goals

Standard	Weight
School Wide Performance Goal	
7.1	4
Performance Goal(s) for improvement on targeted area of school	
7.2	6
Total	60

Point Conversion Per Indicator (to be multiplied by “weight” per indicator)

Rating Column	Point Value
1 Ineffective	0
2 Developing	0.85
3 Effective	0.95
4 Highly Effective	1.00

Local Assessment Planning

Local Assessment HEDI Criteria

A. HEDI SCORING BANDS

The point values for the HEDI bands are different for teachers in grades or subjects with a *value-added measure* and for those using *comparable growth measures* with Student Learning Objectives. When a value-added growth measure applies, the local assessment component is reduced to 15 points. The chart below shows the point values for the effectiveness ratings for the local assessment measures when the value-added measure does, or does not, apply.

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B. HEDI CRITERIA

The District criteria for assigning points to local assessments (growth OR achievement) in instances where the value-added growth measure DOES NOT apply are as follows:

Highly Effective *18 – 20 points*	**Effective** *9 – 17 points*		**Developing** *3 – 8 points*	**Ineffective** *0 – 2 points*
90% of the students meet or exceed the target determined in the local assessment.	80% - 89% of the students meet or exceed the target determined in the local assessment.		65% - 79% of the students meet or exceed the target determined in the local assessment.	Below 65% of the students meet or exceed the target determined in the local assessment.
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The District criteria for assigning points to local assessments (growth OR achievement) in instances where the value-added growth measure DOES apply are as follows:

Highly Effective *14 – 15 points*	**Effective** *8 – 13 points*	**Developing** *3 – 7 points*	**Ineffective** *0 – 2 points*
90% of the students meet or exceed the target determined in the local assessment.	80% - 89% of the students meet or exceed the target determined in the local assessment.	65% - 79% of the students meet or exceed the target determined in the local assessment.	Below 65% of the students meet or exceed the target determined in the local assessment.
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C. 25 to 20 Point Conversion for Teachers Using a School-Wide Goal

For many groups of teachers, we have opted to use a composite score based on the State ELA Assessments given in the grade levels that exist in that school (i.e., grades 4-5 in our five elementary schools, and grades 6-8 in our middle school). Since these scores will be based upon the composite value added measures awarded to the school and its teachers, the chart below demonstrates how the points will be converted to a 20 point scale for those individuals with the school-wide goal based on State ELA Assessments applied as their local assessment measure.

Highly Effective *18 – 20 points*	**Effective** *9 – 17 points*		**Developing** *3 – 8 points*		**Ineffective** *0 – 2 points*
The conversion and distribution of points from the value-added bands (25 points) to the local assessment bands are presented below. VA = value added score					
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D. 25 to 15 Point Conversion for Teachers Subject to Value-Added and Using a School-Wide Goal

For our grades 6-8 math teachers, we have opted to use a composite score based on the State ELA Assessments given in the grade levels that exist in that school (grades 6-8). Since these scores will be based upon the composite value added measures awarded to the school and its teachers, the chart below demonstrates how the points will be converted to a 15 point scale for those individuals with the school-wide goal based on State ELA Assessments applied as their local assessment measure.

Highly Effective *14 – 15 points*	**Effective** *8 – 13 points*		**Developing** *3 – 7 points*		**Ineffective** *0 – 2 points*
The conversion and distribution of points from the value-added bands (25 points) to the local assessment bands for those with value added measures are presented below. VA = value added score					
VA 22 or 23 = 14 VA 24 or 25 = 15	VA 16 or 17 = 11 VA 18 or 19 =12 VA 20 or 21 = 13	VA 10 or 11 = 8 VA 12 or 13 = 9 VA 14 or 15 = 10	VA 5 or 6 = 5 VA 6 or 7 = 6 VA 8 or 9 = 7	VA 3 = 3 VA 4 = 4	VA 0 = 0 VA 1 = 1 VA 2 = 2

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Principal Improvement Plan

Name: **School Year:** **Evaluator:**

Latest APPR Evaluation Ratings:	Summative	60% Component	State Growth Component	Local Assessment Component

SUMMARY OF REQUIREMENTS AS FOUND IN EDUCATION LAW §3012-c AND THE COMMISSIONER'S REGULATIONS:

- Upon rating a principal as **Developing** or **Ineffective** through an annual professional performance review, a school district must formulate and commence implementation of a principal improvement plan (PIP).
- Implementation must begin no later than **10 school days** from the opening of classes in the school year following the school year for which such principal's performance was measured.
- An improvement plan defines specific **standards-based goals** that a principal must make progress toward attaining within a specific period of time, such as a 12-month period, and shall include:
  - the identification of areas that need improvement;
  - a timeline for achieving improvement;
  - the manner in which improvement will be assessed;
  - a description of the support and assistance that the principal will receive, including, when appropriate, differentiated professional learning activities directly connected to the areas needing improvement;
  - identified artifacts that the principal must produce that can serve as benchmarks/evidence of improvement
- In the final stage of the improvement plan, the principal should meet with his or her supervisor to review the plan, alongside any artifacts and evidence from evaluations, in order to determine if adequate improvement has been made in the required areas outlined within the plan.

Plan Focus, Elements, Keys to Improvement

The body of the plan must link the domain and performance areas that are deemed the highest priority areas for improvement to a clear description of the concerns, evidence, and keys to improvement. The steps below should be repeated for each domain, as necessary.

1. Identify the performance area needing improvement
2. Summarize the overall concern
3. Elaborate on the concerns by specific performance indicator with reference to the evidence used to identify the concern
4. Identify the specific keys to improvement, including prescribed learning, strategies and approaches.

DOMAIN: Student Growth and/or Achievement (State 20/25% and/or Local 20/15%, as applicable)

NOTE: Selection of one or both of these indicators may require explicit development in the areas of data-analysis, developing teachers' use of assessment data to inform instruction, assessment design, and/or training in the alignment of the taught curriculum to standards.

- ☐ Student growth was in the ineffective or developing range as measured by the State-provided growth score or the established Student Learning Objective.
- ☐ Student growth or achievement was in the ineffective or developing range as measured by the identified local assessment component(s).

Summary of overall Concern

Specific concerns by Performance Indicator with evidence:

●

Keys to Improvement/Specific Recommendations:

●

DOMAIN 1: ***Shared Vision for Learning***

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.

- ☐ Culture *(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)*
- ☐ Sustainability *(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)*

Summary of overall concern

Specific concerns by Performance Indicator with evidence:

●

Keys to Improvement/Specific Recommendations:

●

DOMAIN 2: ***School Culture and Instructional Program***

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.

- ☐ Culture *(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)*
- ☐ Instructional Program *(design and delivery of high quality curriculum that produces clear evidence of learning)*
- ☐ Capacity Building *(developing potential and tapping existing internal expertise to promote learning and improve practice)*
- ☐ Sustainability *(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)*
- ☐ Strategic Planning Process **monitoring/inquiry** (the implementation and stewardship of goals, decisions and actions)

Summary of overall Concern

Specific concerns by Performance Indicator with evidence:

●

Keys to Improvement/Specific Recommendations:

●

DOMAIN 3: ***Safe, Efficient, Effective Learning Program***

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

- ☐ Capacity Building *(developing potential and tapping existing internal expertise to promote learning and improve practice)*
- ☐ Culture *(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)*
- ☐ Sustainability *(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)*
- ☐ Instructional Program *(design and delivery of high quality curriculum that produces clear evidence of learning)*

Summary of overall Concern

Specific concerns by Performance Indicator with evidence:

●

Keys to Improvement/Specific Recommendations:

●

DOMAIN 4: ***Community***

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.

- ☐ Strategic Planning Process: **Inquiry** (gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success)
- ☐ Culture *(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)*
- ☐ Sustainability *(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)*

Summary of overall Concern

Specific concerns by Performance Indicator with evidence:

●

Keys to Improvement/Specific Recommendations:

●

DOMAIN 5: ***Integrity, Fairness, Ethics***

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

- ☐ Sustainability *(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)*
- ☐ Culture *(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)*

Summary of overall Concern

Specific concerns by Performance Indicator with evidence:

●

Keys to Improvement/Specific Recommendations:

●

DOMAIN 6: ***Political, Social, Economic, Legal and Cultural Context***

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

- ☐ Sustainability *(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)*
- ☐ Culture *(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)*

Summary of overall Concern

Specific concerns by Performance Indicator with evidence:

●

Keys to Improvement/Specific Recommendations:

●

Part 2. Timeline and Key Dates (to be completed during meeting)

- ☐ The Principal will receive the PIP by _____, and begin to implement it no later than 10 days from the start of the subsequent school year.
- ☐ The initial conference between the principal and his/her evaluator to review the PIP will be held by _____. At that time, the evaluator will:
    - o Review the specific prescribed actions outlined in the PIP that will occur in order to meet the keys to improvement in each area.
    - o A process by which these changes will be monitored.
    - o Other appropriate strategies focusing on the specific area needing improvement.
- ☐ All parties will review the plan in order to understand the intention of the plan, the areas of focus, prescribed actions, and evaluation criteria.
- ☐ A meeting to review progress toward the PIP will be held by January 15, at which time the PIP will be reviewed and adjusted if appropriate, with agreement of progress/non-progress. This will be communicated in person and in writing.
- ☐ A final review of progress toward the PIP will be made during the final evaluation conference by _____. If possible, a determination shall be made as to whether the individual has successfully met the goals of the PIP.

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 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 the 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, 2012, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date: Oct 19, 2012

Teachers Union President Signature: Date: 10/19/12

Administrative Union President Signature: Date: 10/12/2012

Board of Education President Signature: Date: Oct. 19, 2012