



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

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Commissioner of Education  
President of the University of the State of New York  
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November 26, 2012

Vincent A. Canini, Superintendent  
Cambridge Central School District  
58 South Park Street  
Cambridge, NY 12816

Dear Superintendent Canini:

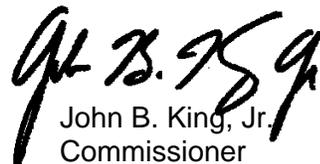
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information 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 P. Dexter

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 Tuesday, September 18, 2012

Updated Friday, November 09, 2012

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## 1

### Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 : 641610040000

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

*641610040000*

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

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

*CAMBRIDGE 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.

*Not applicable*

#### 1.4) Award Classification

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

- 
- Strengthening Teacher and Leader Effectiveness RFP (NYSED)
-

## 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 Tuesday, September 18, 2012

Updated Tuesday, November 20, 2012

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects 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	State-approved 3rd party assessment	STAR Early Literacy Enterprise
1	State-approved 3rd party assessment	STAR Early Literacy Enterprise
2	State-approved 3rd party assessment	STAR Early Literacy Enterprise

	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	Teachers and their building principals will collaboratively develop SLO's based on their student rosters using
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<p>this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>available background and baseline data. Appropriate and rigorous targets will be set for each SLO. After the specified assessments are administered and scored, the building principals will determine the percentage of students who met the differentiated individual targets (based on each SLO). After this percentage is determined, the chart below will be utilized to determine the appropriate points and HEDI category for each teacher.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>For K-3 ELA, the expectation is that 84-100% of the students will meet the target set for a teacher to be considered highly effective.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>For K-3 ELA, the expectation is that 49-83% of the students will meet the target set for a teacher to be considered effective.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>For K-3 ELA, the expectation is that 25-48% of the students will meet the target set for a teacher to be considered developing.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>For K-3 ELA, the expectation is that 0-24% of the students will meet the target set for a teacher to be considered ineffective.</p>

### 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	State-approved 3rd party assessment	STAR Math Enterprise
1	State-approved 3rd party assessment	STAR Math Enterprise
2	State-approved 3rd party assessment	STAR Math Enterprise

	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.

<p>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.</p>	<p>Teachers and thier building principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set for each SLO. After the specified assessments are administered and scored, the building principals will determine the percentage of students who met the differentiated individual targets (based on each SLO). After this percentage is determined, the chart below will be utilized to determine the appropriate points and HEDI category for each teacher.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no</p>	<p>For K-3 Math, the expectation is that 84-100% of the students will meet the target set for a teacher to be</p>

state test).	considered highly effective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	For K-3 Math, the expectation is that 49-83% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	For K-3 Math, the expectation is that 25-48% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	For K-3 Math, the expectation is that 0-24% of the students will meet the target set for a teacher to be considered ineffective.

## 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	Cambridge CSD Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Cambridge CSD Developed Grade 7 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.	Teachers and their building principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set for each SLO. After the specified assessments are administered and scored, the building principals will determine the percentage of students who met the differentiated individual targets (based on each SLO). After this percentage is determined, the chart below will be utilized to determine the appropriate points and HEDI category for each teacher.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	For 6-8 Science, the expectation is that 84-100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	For 6-8 Science, the expectation is that 49-83% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	For 6-8 Science, the expectation is that 25-48% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state	For 6-8 Science, the expectation is that 0-24% of the students will meet the target set for a teacher to be

test).

considered ineffective.

## 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	Not applicable	n/a
7	District, regional or BOCES-developed assessment	Cambridge CSD Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Cambridge CSD Developed Grade 8 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.	Teachers and thier building principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set for each SLO. After the specified assessments are administered and scored, the building principals will determine the percentage of students who met the differentiated individual targets (based on each SLO). After this percentage is determined, the chart below will be utilized to determine the appropriate points and HEDI category for each teacher.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For 7 Social Studies, the expectation is that 84-100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	For 7 Social Studies, the expectation is that 49-83% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District goals for similar students.	For 7 8 Social Studies, the expectation is that 25-48% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For 7 8 Social Studies, the expectation is that 0-24% of the students will meet the target set for a teacher to be considered ineffective.

## 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
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Global 1	District, regional, or BOCES-developed assessment	Cambridge CSD Developed Global 1 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.	Teachers and thier building principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set for each SLO. After the specified assessments are administered and scored, the building principals will determine the percentage of students who met the differentiated individual targets (based on each SLO). After this percentage is determined, the chart below will be utilized to determine the appropriate points and HEDI category for each teacher.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For High School Social Studies Regents Courses, the expectation is that 84-100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	For High School Social Studies Regents Courses, the expectation is that 49-83% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District goals for similar students.	For High School Social Studies Regents Courses, the expectation is that 25-48% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For High School Social Studies Regents Courses, teachers who do not have 0-24% of the students meeting the target set will be considered ineffective.

## 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.

<p>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.</p>	<p>Teachers and thier building principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set for each SLO. After the specified assessments are administered and scored, the building principals will determine the percentage of students who met the differentiated individual targets (based on each SLO). After this percentage is determined, the chart below will be utilized to determine the appropriate points and HEDI category for each teacher.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>For High School Science Regents Courses, the expectation is that 84-100% of the students will meet the target set for a teacher to be considered highly effective.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>For High School Science Regents Courses, the expectation is that 49-83% of the students will meet the target set for a teacher to be considered effective.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>For High School Science Regents Courses, the expectation is that 25-48% of the students will meet the target set for a teacher to be considered developing.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>For High School Science Regents Courses, teachers who do not have 0-24% of the students meeting the target set will be considered ineffective.</p>

## 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.

<p>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.</p>	<p>Teachers and thier building principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set for each SLO. After the specified assessments are administered and scored, the building principals will determine the percentage of students who met the differentiated individual targets (based on each SLO). After this percentage is determined,</p>
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	the chart below will be utilized to determine the appropriate points and HEDI category for each teacher.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For High School Math Regents Courses, the expectation is that 84-100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	For High School Math Regents Courses, the expectation is that 49-83% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District goals for similar students.	For High School Math Regents Courses, the expectation is that 25-48% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For High School Math Regents Courses, teachers who do not have 0-24% of the students meeting the target set will be considered ineffective.

## 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	Cambridge CSD developed Grade 9 English Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Cambridge CSD developed Grade 10 English Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English 11 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.	Teachers and their building principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set for each SLO. After the specified assessments are administered and scored, the building principals will determine the percentage of students who met the differentiated individual targets (based on each SLO). After this percentage is determined, the chart below will be utilized to determine the appropriate points and HEDI category for each teacher.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For High School ELA Courses, the expectation is that 84-100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	For High School ELA Courses, the expectation is that 49-83% of the students will meet the target set for a teacher to be considered effective.

Developing (3 - 8 points) Results are below District goals for similar students.	For High School ELA Courses, the expectation is that 25-48% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For High School ELA Courses, teachers who do not have 0-24% of the students meeting the target set will be considered ineffective.

## 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
AP Literature	District, Regional or BOCES-developed	WSWHE-BOCES developed Grade 12 AP Literature Assessment
AP World	District, Regional or BOCES-developed	Cambridge CSD Developed Grade 10 AP World Assessment
Latin 1 2	District, Regional or BOCES-developed	Cambridge CSD Developed Grade 7-9 Latin 1 2 Assessment
Spanish 1 2	District, Regional or BOCES-developed	Cambridge CSD developed Grade 7-9 Spanish 1 2 Assessment
Technology 7-12	District, Regional or BOCES-developed	Cambridge CSD developed Grade 7-12 Technology Assessment
Art 7-12	District, Regional or BOCES-developed	Cambridge CSD developed 7-12 Art Assessment
PE 7 8	District, Regional or BOCES-developed	Cambridge CSD developed Grade 7 8 PE Assessment
PE 9-12	District, Regional or BOCES-developed	Cambridge CSD developed Grade 9-12 PE Assessment
Elementary PE K-6	District, Regional or BOCES-developed	WSWHE-BOCES Developed Grade K-6 PE Assessment
Reading 9-12	State-approved 3rd party assessment	STAR Reading Enterprise
Health/FACS 7-12	District, Regional or BOCES-developed	Cambridge CSD developed Grade 7-12 Health/FACS Assessment
Elementary Art K-6	District, Regional or BOCES-developed	WSWHE-BOCES developed Grade K-6 Art Assessment
Elementary Music K-6	District, Regional or BOCES-developed	WSWHE-BOCES developed Grade K-6 Music Assessment
Elementary Library K-6	District, Regional or BOCES-developed	WSWHE-BOCES developed K-6 Library Assessment

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.	Teachers and their building principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set for each SLO. After the specified assessments are administered and scored, the building principals will determine the percentage of students who met the differentiated individual targets (based on each SLO). After this percentage is determined, the chart below will be utilized to determine the appropriate points and HEDI category for each teacher.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For all other courses, the expectation is that 84-100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	For all other courses, the expectation is that 49-83% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District goals for similar students.	For all other courses, the expectation is that 25-48% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For all other courses, teachers who do not have 0-24% of the students meeting the target set will be considered ineffective.

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/5364/178607-TXEttx9bQW/HEDI chart SLO revised.pdf>

## 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.

*(No response)*

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

2.14) Assurances   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances   Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances   Assure that district will develop SLOs according to the rules established by SED (see: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> ).	Checked
2.14) Assurances   Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances   Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

### 3. Local Measures (Teachers)

Created Wednesday, September 19, 2012

Updated Tuesday, November 20, 2012

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#### Page 1

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

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment.

.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	6(ii) School wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA,Living Environment, US History, Global, Algebra Assessments
5	6(ii) School wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA,Living Environment, US History, Global, Algebra Assessments

6	6(ii) School wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA,Living Environment, US History, Global, Algebra Assessments
7	6(ii) School wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA,Living Environment, US History, Global, Algebra Assessments
8	6(ii) School wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA,Living Environment, US History, Global, Algebra Assessments

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.	The local 20% will be determined by the passing percentage rates of the 19 required NYS state exams for all K-12 students. The 20% will be based on the percentage of students scoring a 3 or higher on a 3-8 exam, or scoring a 65 or better on the regents exam. The 19 exams are: NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA,Living Environment, US History, Global, Algebra. See uploaded chart in 3.13.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 84-100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 45-83% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 19-44% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 0-24% of the students will meet the target set for a teacher to be considered ineffective.

### 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	6(ii) School wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA,Living Environment, US History, Global, Algebra Assessments
5	6(ii) School wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA,Living Environment, US History, Global, Algebra Assessments

6	6(ii) School wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra Assessments
7	6(ii) School wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra Assessments
8	6(ii) School wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra Assessments

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.	The local 20% will be determined by the passing percentage rates of the 19 required NYS state exams for all K-12 students. The 20% will be based on the percentage of students scoring a 3 or higher on a 3-8 exam, or scoring a 65 or better on the regents exam. The 19 exams are: NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra. See uploaded chart in 3.13.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 84-100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 45-83% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 19-44% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 0-18% of the students will meet the target set for a teacher to be considered ineffective.

### 3.3) HEDI Tables or Graphics

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

[assets/survey-uploads/5139/179399-rhJdBgDruP/HEDI chart SLO revised.pdf](#)

## 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	6(ii) School-wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA,Living Environment, US History, Global, Algebra Assessments
1	6(ii) School-wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA,Living Environment, US History, Global, Algebra Assessments
2	6(ii) School-wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA,Living Environment, US History, Global, Algebra Assessments
3	6(ii) School-wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA,Living Environment, US History, Global, Algebra Assessments

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.	The local 20% will be determined by the passing percentage rates of the 19 required NYS state exams for all K-12 students. The 20% will be based on the percentage of students scoring a 3 or higher on a 3-8 exam, or scoring a 65 or better on the regents exam. The 19 exams are: NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA,Living Environment, US History, Global, Algebra. See uploaded chart in 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 84-100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 49-83% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 25-48% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 0-24% of the students will meet the target set for a teacher to be considered ineffective.

### 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	6(ii) School-wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra Assessments
1	6(ii) School-wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra Assessments
2	6(ii) School-wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra Assessments
3	6(ii) School-wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra Assessments

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.	The local 20% will be determined by the passing percentage rates of the 19 required NYS state exams for all K-12 students. The 20% will be based on the percentage of students scoring a 3 or higher on a 3-8 exam, or scoring a 65 or better on the regents exam. The 19 exams are: NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra. See uploaded chart in 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 84-100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 49-83% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 25-48% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 0-24% of the students will meet the target set for a teacher to be considered ineffective.

### 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
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6	6(ii) School wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA,Living Environment, US History, Global, Algebra Assessments
7	6(ii) School wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA,Living Environment, US History, Global, Algebra Assessments
8	6(ii) School wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA,Living Environment, US History, Global, Algebra Assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The local 20% will be determined by the passing percentage rates of the 19 required NYS state exams for all K-12 students. The 20% will be based on the percentage of students scoring a 3 or higher on a 3-8 exam, or scoring a 65 or better on the regents exam. The 19 exams are: NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA,Living Environment, US History, Global, Algebra. See uploaded chart in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 84-100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 49-83% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 25-48% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 0-24% of the students will meet the target set for a teacher to be considered ineffective.

### 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	Not applicable	N/A
7	6(ii) School wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA,Living Environment, US History, Global, Algebra Assessments
8	6(ii) School wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA,Living Environment, US History, Global, Algebra Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The local 20% will be determined by the passing percentage rates of the 19 required NYS state exams for all K-12 students. The 20% will be based on the percentage of students scoring a 3 or higher on a 3-8 exam, or scoring a 65 or better on the regents exam. The 19 exams are: NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra. See uploaded chart in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 84-100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 49-83% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 25-48% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 0-24% of the students will meet the target set for a teacher to be considered ineffective.

### 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	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra Assessments
Global 2	6(ii) School wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra Assessments
American History	6(ii) School wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The local 20% will be determined by the passing percentage rates of the 19 required NYS state exams for all K-12 students. The 20% will be based on the percentage of students scoring a 3 or higher on a 3-8 exam, or scoring a 65 or better on the regents exam. The 19 exams are: NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra. See uploaded chart in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 84-100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 49-83% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 25-48% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 0-24% of the students will meet the target set for a teacher to be considered ineffective.

### 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	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra Assessments
Earth Science	6(ii) School wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra Assessments
Chemistry	6(ii) School wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra Assessments
Physics	6(ii) School wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra Assessments

For High School Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a

teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The local 20% will be determined by the passing percentage rates of the 19 required NYS state exams for all K-12 students. The 20% will be based on the percentage of students scoring a 3 or higher on a 3-8 exam, or scoring a 65 or better on the regents exam. The 19 exams are: NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra. See uploaded chart in 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 84-100% of the students will meet the target set for a teacher to be considered highly effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 49-83% of the students will meet the target set for a teacher to be considered effective.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 25-48% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 0-24% of the students will meet the target set for a teacher to be considered ineffective.

### 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	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra Assessments
Geometry	6(ii) School wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra Assessments
Algebra 2	6(ii) School wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra Assessments

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.	The local 20% will be determined by the passing percentage rates of the 19 required NYS state exams for all K-12 students. The 20% will be based on the percentage of students scoring a 3 or higher on a 3-8 exam, or scoring a 65 or better on the regents exam. The 19 exams are: NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra. See uploaded chart in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 84-100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 49-83% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 25-48% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 0-24% of the students will meet the target set for a teacher to be considered ineffective.

### 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	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra Assessments
Grade 10 ELA	6(ii) School wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra Assessments
Grade 11 ELA	6(ii) School wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra Assessments

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.	The local 20% will be determined by the passing percentage rates of the 19 required NYS state exams for all K-12 students. The 20% will be based on the percentage of students scoring a 3 or higher on a 3-8 exam, or scoring a 65 or better on the regents exam. The 19 exams are: NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra. See uploaded chart in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 84-100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 49-83% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 25-48% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 0-24% of the students will meet the target set for a teacher to be considered ineffective.

### 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
AP Literature	6(ii) School wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra Assessments
AP World 2	6(ii) School wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra Assessments
Latin 1 2	6(ii) School wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra Assessments
Spanish 1 2	6(ii) School wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra Assessments
Technology 7-12	6(ii) School wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra Assessments
Art 7-12	6(ii) School wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra Assessments
PE 7 8	6(ii) School wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra Assessments
PE 9-12	6(ii) School wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra Assessments

Elementary Library K-6	6(ii) School wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra Assessments
Reading 9-12	6(ii) School wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra Assessments
Health/FACS	6(ii) School wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra Assessments
Elementary Music K-6	6(ii) School wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra Assessments
PE K-6	6(ii) School wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra Assessments
Elementary Art K-6	6(ii) School wide measure computed locally	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra Assessments

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.	The local 20% will be determined by the passing percentage rates of the 19 required NYS state exams for all K-12 students. The 20% will be based on the percentage of students scoring a 3 or higher on a 3-8 exam, or scoring a 65 or better on the regents exam. The 19 exams are: NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra. See uploaded chart in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	The expectation is that 84-100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 49-83% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 25-48% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The expectation is that 0-24% of the students will meet the target set for a teacher to be considered ineffective.

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/5139/179399-y92vNseFa4/The local 20 revised\_1.pdf*

### 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 adjustments, controls, or other special considerations will be used in setting targets for local measures.*

### 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.

*For teachers who have more than one locally selected measure, a teacher's score will be combined based on both measures into one score. Weighting will be given to the multiple measures based on the ratio of students used to calculate the HEDI rating.*

### 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

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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 Wednesday, September 19, 2012

Updated Tuesday, November 20, 2012

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*Danielson's Framework for Teaching*

*(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]	40
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	20

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

*-60 points (60% of the total 100 points) will be based on multiple observations and collection of evidence utilizing the Framework for Teaching Rubric created by Charlotte Danielson. These observations will occur throughout the year. At least one of the visits will be unannounced. Forty of the 60 points will be based on multiple observations and will result in the ratings for Domain 2: The Classroom Experience and Domain 3: Instruction. Twenty of the 60 points will be based on observations, pre and post observation conferences, and/or a structured review of student portfolios, teacher lesson plans and/or other teacher artifacts.*

*-As soon as a supervisor has concerns about a teacher constantly performing below the effective range in any domain, direct feedback will be given. General rounding rules will apply. The assignment of points and determination of HEDI ratings will then be based on the table below:*

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/5091/179400-eka9yMJ855/Domain 1-4 Summary form.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.	Overall performance and results exceed NYS Teaching Standards.
Effective: Overall performance and results meet NYS Teaching Standards.	Overall performance and results meet NYS Teaching Standards.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Overall performance and results need improvement in order to meet NYS Teaching Standards.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Overall performance and results do not meet NYS Teaching Standards.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

#### 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	2
4.6) Observations of Probationary Teachers   Informal/Short	2
4.6) Observations of Probationary Teachers   Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
- 

#### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers   Formal/Long	1
4.7) Observations of Tenured Teachers   Informal/Short	1
4.7) Observations of Tenured Teachers   Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Wednesday, September 19, 2012

Updated Wednesday, November 14, 2012

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## Page 1

### **Standards for Rating Categories**

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

#### **Locally-selected Measures of**

#### **growth or achievement**

#### **Other Measures of Effectiveness**

#### **(Teacher and Leader standards)**

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

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 Wednesday, September 19, 2012

Updated Monday, November 12, 2012

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

6.1) Assurances -- Improvement Plans   Assure that teachers who receive a Developing or Ineffective rating will receive a Teacher Improvement Plan (TIP) within 10 school days from the opening of classes in the school year following the performance year	Checked
6.1) Assurances -- Improvement Plans   Assure that TIP plans shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas	Checked

### 6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

[assets/survey-uploads/5265/179404-Df0w3Xx5v6/Teacher Improvement Plan APPR.pdf](assets/survey-uploads/5265/179404-Df0w3Xx5v6/Teacher%20Improvement%20Plan%20APPR.pdf)

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*A tenured teacher who earns the rating of ineffective or developing may appeal the substance of the review and the corresponding teacher improvement plan. This will include the District's adherence to the standards and methodologies required for such review, as well as adherence to Commissioner's regulations. Such procedures and conditions constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to the substance of the teacher performance review and/or improvement plan. Procedural challenges will be determined through the grievance procedure. A teacher may not file multiple appeals*

regarding a particular performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised in the initial appeal shall be deemed waived. This will be done with the procedures and conditions set forth in this section.

Probationary teachers may submit a written rebuttal that will be attached to the APPR in the member's personnel file. Probationary teachers may not appeal the APPR.

The appeal must be submitted in writing to the APPR Appeals Panel within 10 school days of the issuance of the final APPR rating and/or implementation of a Teacher Improvement Plan ("TIP") and shall set forth the basis of the appeal. Tenured teachers may submit a written rebuttal of a rating of "Effective" if desired, but may not appeal such ratings.

An appeal hearing will be scheduled within 20 school days of receipt of the appeal.

The appeals panel shall issue their decision in writing, within 45 calendar days from the date the appeal was commenced.

## 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.

The District will ensure that all lead evaluators/evaluators are properly trained and certified to complete an individual's APPR. Evaluator training will be conducted by rectified WSWHE BOCES personnel. Evaluator training will occur regionally and will replicate the recommended State Education Department (SED) model certification process incorporating the Regulations that were enacted to implement Education Law §3012-c. Evaluators will attend the BOCES training throughout the year at a duration as offered by WSWHE BOCES. Turn-key training will be provided for lead evaluators at a similar duration. This training will include the following Requirements for Lead Evaluators/Evaluators:

-New York State Teaching Standards and ISSLC Standards

-Evidence-based observation

-Application and use of Student Growth Percentile and Value Added Growth Model data

-Application and use of the State-approved teacher or principal practice rubrics

-Application and use of any assessment tools used to evaluate teachers and principals

-Application and use of State-approved locally selected measures of student achievement

-Use of Statewide Instructional Reporting System

-Scoring methodology used to evaluate teachers and principals and specific considerations in evaluating teachers and principals of English Language Learners (ELLs) and students with disabilities.

The District will work with the WSWHE BOCES Team to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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• Checked

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## 6.6) Assurances -- Teachers

Please check all of the boxes below:

6.6) Assurances -- Teachers   Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured.	Checked
6.6) Assurances -- Teachers   Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured.	Checked
6.6) Assurances -- Teachers   Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
6.6) Assurances -- Teachers   Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers   Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers   Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

## 6.7) Assurances -- Data

Please check all of the boxes below:

6.7) Assurances -- Data   Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.	Checked
6.7) Assurances -- Data   Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
6.7) Assurances -- Data   Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked

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

Created Wednesday, September 19, 2012

Updated Sunday, October 07, 2012

## Page 1

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

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

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

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-6
7-12
(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
N/A		

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.	N/A
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	N/A
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	N/A
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	N/A
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	N/A

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: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> .	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

# 8. Local Measures (Principals)

Created Wednesday, September 19, 2012

Updated Wednesday, November 14, 2012

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## Page 1

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

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

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

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

### 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-6	(d) measures used by district for teacher evaluation	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA,Living Environment, US History, Global, Algebra Assessments
7-12	(d) measures used by district for teacher evaluation	NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA,Living Environment, US History, Global, Algebra Assessments

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 local 20% will be determined by the passing percentage rates of the 19 required NYS state exams for all K-12 students. The 20% will be based on the percentage of students scoring a 3 or higher on a 3-8 exam, or scoring a 65 or better on the regents exam. The 19 exams are: NYSTP 3-8 Math ELA; NYSTP 4 8 Science; NYS Regents ELA,Living Environment, US History, Global, Algebra.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The District expectation is that 84-100% of the students will meet the targets set for a principal to be considered highly effective.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The District expectation is that 49-83% of the students will meet the targets set for a principal to be considered effective.

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

The District expectation is that 25-48% of the students will meet the target set for a principal to be considered developing.

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

The District expectation is that 0-24% of the students will meet the target set for a principal to be considered ineffective.

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/5366/179408-qBFVOWF7fC/15 point chart.pdf>

## 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
N/A		

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.	N/A
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

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.

*No controls will be used.*

### 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.

*N/A*

### 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 Wednesday, September 19, 2012

Updated Wednesday, November 21, 2012

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## Page 1

### 9.1) Principal Practice Rubric

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

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

*Multidimensional Principal Performance Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

Some districts may prefer to assign points differently for different groups of principals. This APPR form only provides one space for assigning points within other measures for principals. If your district/BOCES prefers to assign points differently for different groups of principals, enter the 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
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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.	Checked
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).	Checked

### 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.

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

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

*The Superintendent will make multiple visits to the principal's school and will collect evidence on the rubric domains throughout the year. Using the rubric, the superintendent will circle the descriptor for each item that best matches the principal's performance. Using a holistic approach, a HEDI rating and point value shall be then determined for each domain and then added together to achieve an overall score based on the rubric. General rounding rules will apply. Points will be assigned according to the chart below.*

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/5143/179409-pMADJ4gk6R/PRINCIPALS PERFORMANCE RUBRIC.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 standards.	Based on the District's goals and priorities, the principal's overall performance and results exceeds the level of the performance expected as assessed by the LCI Multidimensional rubric.
Effective: Overall performance and results meet standards.	Based on the District's goals and priorities, the principal's overall performance and results meets the level of the performance expected as assessed by the LCI Multidimensional rubric.
Developing: Overall performance and results need improvement in order to meet standards.	Based on the District's goals and priorities, the principal's overall performance and results needs improvement in order to meet the level of the performance expected as assessed by the LCI Multidimensional rubric.
Ineffective: Overall performance and results do not meet standards.	Based on the District's goals and priorities, the principal's overall performance and results does not meet the level do performance expected as assessed by the LCI Multidimensional rubric.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

## 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 Wednesday, September 19, 2012

Updated Wednesday, October 03, 2012

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## Page 1

### **Standards for Rating Categories**

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

#### **Locally-selected Measures of**

#### **growth or achievement**

#### **Other Measures of Effectiveness**

#### **(Teacher and Leader standards)**

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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**

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	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

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 Wednesday, September 19, 2012

Updated Monday, November 12, 2012

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

11.1) Assurances -- Improvement Plans   Assure that principals who receive a Developing or Ineffective rating will receive a Principal Improvement Plan (PIP) within 10 school days from the opening of classes in the school year following the performance year	Checked
11.1) Assurances -- Improvement Plans   Assure that PIPs shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a principal's improvement in those areas	Checked

### 11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in 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/5276/179413-Df0w3Xx5v6/PRINCIPAL\\_IMPROVEMENT\\_PLAN.pdf](assets/survey-uploads/5276/179413-Df0w3Xx5v6/PRINCIPAL_IMPROVEMENT_PLAN.pdf)

### 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:

*Appeals of the APPR shall be limited to those in which a tenured principal received a rating of "ineffective" or "developing" only. All such appeals shall be submitted to the Superintendent in writing within 15 working days of the principals school year following the issuance of the composite score.*

*Non-tenured principals may submit a written rebuttal that will be attached to the APPR in the members personnel file. Non-tenured principals may not appeal the APPR.*

*The principal must submit a written description of the specific areas of disagreement over the performance review or the issuance and/or implementation of the terms of any improvement plan along with any additional documents or materials relevant to the appeal. Information not submitted with the appeal shall not be considered.*

*The Superintendent shall issue his/her decision in writing, within 30 calendar days from the date the appeal was commenced. The decision shall be final and binding, and not subject to the grievance procedure or to review in any form, except as set forth in Education Law 3012-c. A copy of the decision shall be provided to the principal and to the district employee responsible for issuing the APPR.*

## 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 ensure that all lead evaluators/evaluators are properly trained and certified to complete an individual's APPR. Evaluator training will be conducted by rectified WSWHE BOCES personnel. Evaluator training will occur regionally and will replicate the recommended State Education Department (SED) model certification process incorporating the Regulations that were enacted to implement Education Law ~3012-c. Evaluators will attend the BOCES training throughout the year at a duration as offered by WSWHE BOCES. Turn-key training will be provided for lead evaluators at a similar duration. This training will include the following Requirements for Lead Evaluators/Evaluators:*

*-New York State Teaching Standards and ISSLC Standards*

*-Evidence-based observation*

*-Application and use of Student Growth Percentile and Value Added Growth Model data*

*-Application and use of the State-approved teacher or principal practice rubrics*

*-Application and use of any assessment tools used to evaluate teachers and principals*

*-Application and use of State-approved locally selected measures of student achievement*

*-Use of Statewide Instructional Reporting System*

*-Scoring methodology used to evaluate teachers and principals and specific considerations in evaluating teachers and principals of English Language Learners (ELLs) and students with disabilities.*

*The District will work with the WSWHE BOCES Team to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.*

## 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 Wednesday, September 19, 2012

Updated Wednesday, November 21, 2012

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### Page 1

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

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

<assets/survey-uploads/5581/179414-3Uqgn5g9Iu/signature pages.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.

## HEDI SCORING

### Non-Value-Added

HIGHL EFFECTIVE	EFFECTIVE															DEVELOPING					INEFFECTIVE				
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0				
92-100	91-88	87-84	83-80	79-76	75-73	72-69	68-65	64-61	60-57	56-53	52-49	48-45	44-41	40-37	36-33	32-29	28-25	24-21	20-17	16-0					

### Value-Added (4-8 Math & ELA)

HIGHL EFFECTIVE	EFFECTIVE										DEVELOPING					INEFFECTIVE				
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0				
91-100	90-84	83-77	76-71	70-64	63-57	56-50	49-45	44-39	38-36	35-32	31-27	26-19	18-13	12-7	6-0					

Teachers and principals for whom there is a value added measure will use the chart above to determine their HEDI rating for the local measure based on the number of students who have achieved the achievement or growth targets established. Teachers and principals will earn a rating between 0-15 as indicated in the chart above based on the percent of students who meet the targets.

Teachers and principals for whom there is not a value added measure will use the chart at the top of the page to determine their HEDI rating for the local measure based on the number of students who have achieved the achievement or growth targets established. Teachers and principals will earn a rating between 0-20 as indicated in the chart based on the percent of students who meet the targets.

### Student Learning Objective Format

<b>Population</b>	Describe the students to be assessed-grade, number, subject												
<b>Learning Content</b>	Subject/discipline area-Common Core learning standards or NYS learning standards												
<b>Interval</b>	Course duration (full year or semester)												
<b>Evidence</b>	<ol style="list-style-type: none"> <li>1. Summative assessment results from previous year</li> <li>2. District approved pre-assessment</li> <li>3. Other supporting data</li> <li>4. District approved summative assessment at the end of the course interval</li> </ol>												
<b>Baseline</b>	Summary of evidence from above 1-3												
<b>Target(s)</b>	<p>___% of students will score ___% or higher as measured by the summative assessment</p> <p style="text-align: center;"><b>Or</b></p> <p>___% of students scoring ___% on baseline assessment will score ___% higher on summative assessment</p>												
<b>HEDI scoring (Value added) (No Value added)</b>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><b>Highly Effective</b></td> <td style="text-align: center;"><b>Effective</b></td> <td style="text-align: center;"><b>Developing</b></td> <td style="text-align: center;"><b>Ineffective</b></td> </tr> <tr> <td style="text-align: center;">(100-84%)</td> <td style="text-align: center;">(83-45%)</td> <td style="text-align: center;">(44-19%)</td> <td style="text-align: center;">(18-0%)</td> </tr> <tr> <td style="text-align: center;">(100-84%)</td> <td style="text-align: center;">(83-49%)</td> <td style="text-align: center;">(48-25%)</td> <td style="text-align: center;">(24-0%)</td> </tr> </table>	<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>	(100-84%)	(83-45%)	(44-19%)	(18-0%)	(100-84%)	(83-49%)	(48-25%)	(24-0%)
<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>										
(100-84%)	(83-45%)	(44-19%)	(18-0%)										
(100-84%)	(83-49%)	(48-25%)	(24-0%)										
<b>Rationale</b>	Provide a description of why this SLO is relevant and rigorous and how it supports students in meeting the learning standards. Include descriptions essential components of curriculum, relationship to previous learning and required prerequisite skills. Provide a summary of students current performance based on the measures above and supporting data to indicate the rationale for the targets.												

# Cambridge Central School Teacher Observation Summary Form

Teacher:  
Administrator:

Subject:  
Grade Level:

School Year:

**Key:** H- Highly Effective E- Effective D- Developing I- Ineffective \* S- Score

**Domain 1: Planning and Preparation-** The teacher shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction.

	H	E	D	I	S	Comments/Dates
a-Demonstrates knowledge of the content and content-related pedagogy	<u>1.5</u>	<u>1.4</u>	<u>1.3</u>	<u>1.0</u>		
b-Demonstrates knowledge of students	<u>1.5</u>	<u>1.4</u>	<u>1.3</u>	<u>1.0</u>		
c-Selecting instructional outcomes	<u>1.5</u>	<u>1.4</u>	<u>1.3</u>	<u>1.0</u>		
d-Demonstrating knowledge of resources	<u>1.5</u>	<u>1.4</u>	<u>1.3</u>	<u>1.0</u>		
e-Designing coherent instruction	<u>1.5</u>	<u>1.4</u>	<u>1.3</u>	<u>1.0</u>		
f-Designing student assessments	<u>1.5</u>	<u>1.4</u>	<u>1.3</u>	<u>1.0</u>		

**Total Points: Domain 1**    \_\_\_\_\_

**Domain 2: The Classroom Environment-** The teacher shall demonstrate classroom management skills supportive of student needs that create an environment conducive to student learning.

	H	E	D	I	S	Comments
a-Creating an environment of respect/rapport	<u>2.0</u>	<u>1.9</u>	<u>1.8</u>	<u>1.0</u>		
b-Establishing a culture for learning	<u>3.0</u>	<u>2.9</u>	<u>2.8</u>	<u>1.0</u>		
c-Managing classroom procedures	<u>2.0</u>	<u>1.9</u>	<u>1.8</u>	<u>1.0</u>		
d-Managing student behavior	<u>2.0</u>	<u>1.9</u>	<u>1.8</u>	<u>1.0</u>		
e-Organizing physical space	<u>2.0</u>	<u>1.9</u>	<u>1.8</u>	<u>1.0</u>		

**Total Points: Domain 2**    \_\_\_\_\_



**Domain 3: Instruction-** The teacher shall demonstrate that the delivery of instruction results in active student involvement, appropriate teacher/student interaction and meaningful lesson plans resulting in student learning.

	H	E	D	I	S	Comments
a-Communicating clearly and accurately	4.0	3.9	3.8	1.0		
b-Using questioning/discussion techniques	4.0	3.9	3.8	1.0		
c-Engaging students in learning	4.0	3.9	3.8	1.0		
d-Using assessment in instruction	4.0	3.9	3.8	1.0		
e-Demonstrating flexibility/responsiveness	4.0	3.9	3.8	1.0		

**Total Points: Domain 3** \_\_\_\_

\* If the teacher receives an ineffective in each element and each domain the teacher will receive a score of 0 for that domain.

**Point Summary:**

Domain 1..... \_\_\_\_/9

Domain 2..... \_\_\_\_/11

Domain 3..... \_\_\_\_/20

Domains 1-3 (subtotal).....\_\_\_\_/40

+ Domain 4 (Evidence Binder).....\_\_\_\_/20 (see attached form)

**Total Points Domains 1-4.....\_\_\_\_/60**

\_\_\_\_\_  
Administrator's Signature      Date

\_\_\_\_\_  
Teacher's Signature              Date

## Cambridge Central School Evidence Folder Summary

**Name:**

**Date:**

**Grade/Subject:**

### Professional Responsibilities

#### Component 4a: Reflecting on Teaching

	Score	Check here if work sample included	Check here if narrative included	H	E	D	I
Accuracy	/1			1	0.99	0.4	0.1
Future teaching	/1			1	0.99	0.4	0.1

#### Component 4b: Maintaining Accurate Records

Student completion of assignments	/1			1	0.99	0.4	0.1
Student progress in learning	/1			1	0.99	0.4	0.1
Noninstructional records	/1			1	0.99	0.4	0.1

#### Component 4c: Communicating with Families

Information about instruction	/1			1	0.99	0.4	0.1
Information about individual students	/1			1	0.99	0.4	0.1
Engagement of families in instructional program	/1			1	0.99	0.4	0.1

#### Component 4d: Participating in a Professional Community

Relationships with peers	/1			1	0.99	0.4	0.1
Involvement in a culture of professional inquiry	/1			1	0.99	0.4	0.1
Service to the school	/1			1	0.99	0.4	0.1
Participation in school projects	/1			1	0.99	0.4	0.1

**Component 4e: Growing and developing Professionally**

	Score	Work Sample	Narrative	H	E	D	I
Enhancement of content knowledge/pedagogical skill	/1			1	0.99	0.4	0.1
Receptivity to feedback from peers	/1			1	0.99	0.4	0.1
Service to the profession	/1			1	0.99	0.4	0.1

**Component 4f: Showing Professionalism**

Integrity and ethical conduct	/1			1	0.99	0.4	0.1
Service to students	/1			1	0.99	0.4	0.1
Advocacy	/1			1	0.99	0.4	0.1
Decision making	/1			1	0.99	0.4	0.1
Compliance with school district regulations	/1			1	0.99	0.4	0.1

**Sub-totals**                                        

**Domain 4 Score Total**          /20

**Comments to be completed by Administrator**

Teachers may make comments and attach them to this form. Is there an attachment?       yes       no

\_\_\_\_\_  
Administrator's signature/date

\_\_\_\_\_  
Teacher's signature/date

## Cambridge Central School Teacher Improvement Plan

The Teacher Improvement Plan (TIP) is a structured plan designed to identify specific concerns in instruction and outlines a plan of action to address these concerns. The purpose of a TIP is to assist teachers to work to their fullest potential. The TIP provides assistance and feedback to the teacher and establishes a timeline for assessing its overall effectiveness.

A TIP must be initiated whenever a teacher receives a rating of developing or ineffective in a year-end evaluation. Both the teacher and the administrator meet for an evaluation conference at the end of the school year where the developing or ineffective evaluation is discussed. A TIP is designed by the building principal in collaboration with the teacher and the president of the CFA or his/her designee.

The TIP must be in place no later than ten days after the date on which teachers are required to report prior to the opening of classes for the school year. An initial conference is held at the beginning of the school year where the TIP is discussed, signed and dated at the beginning of its implementation.

The teacher must be offered the opportunity for a peer mentor from the District's mentor program. The teacher will select the mentor, with the approval of the Superintendent and the CFA President. If the teacher cannot decide on a mentor, the Superintendent and the Association president, or his/her designee, will select a mentor. All dealings between the mentor and the teacher will be confidential.

Written observation summaries will be provided (within 7 school days) and must be signed by both parties. The teacher will have the right to respond to observation summaries and responses will be attached. After the first quarter of teacher/mentor collaboration, the administration will assess the effectiveness of the intervention and the level of improvement. Based on that assessment, the TIP may be adjusted appropriately and quarterly meetings among all parties will continue. At the end of the year, if the TIP goals are met, it will terminate. The culmination of the TIP will be communicated in writing to the teacher. Both parties will sign the TIP at the end of the school year.

If the teacher is again rated as developing or ineffective, a new plan will be developed by the teacher and the building principal in collaboration with the Association for the subsequent school year.

The TIP must consist of the following components:

- I. SPECIFIC AREAS FOR IMPROVEMENT:** Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the teacher to accomplish during the period of the Plan.
- II. EXPECTED OUTCOMES OF THE TIP:** Identify specific recommendations for what the teacher is expected to do to improve in the identified areas. Delineate specific, realistic, achievable activities for the teacher.
- III. RESOURCES:** Identify specific resources available to assist the teacher to improve performance. Examples: colleagues; courses; workshops; peer visits; materials; etc.

**IV. RESPONSIBILITIES:** Identify responsible administrator(s) and steps to be taken by administrator(s) and the teacher throughout the Plan. Examples: classroom observations of the teacher; supervisory conferences between the teacher and administrator(s); written reports and/or evaluations, etc.

**V. EVIDENCE OF ACHIEVEMENT:** Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the teacher is successful, partially successful or unsuccessful in efforts to improve performance.

**VI. TIMELINE:** Provide a specific Timeline for implementation of the various components of the TIP and for the final completion of the TIP. Identify the dates for preparation of written documentation regarding the completion of the Plan.

### **SAMPLE COMPONENTS OF A TEACHER IMPROVEMENT PLAN**

#### **I. TARGETED GOALS: AREAS FOR IMPROVEMENT**

1. Instructional Planning
2. Student Assessment
3. Classroom Management
4. Fulfillment of Professional Responsibilities
  - A. Attendance
  - B. Communication with colleagues/administration
  - C. Communication with home

#### **II. EXPECTED OUTCOMES**

1. List of specific expectations related to targeted goals identified in Section I

#### **III. RECOMMENDED ACTIVITIES**

1. List of specific activities related to targeted goals identified in Section I
  - A. Observe colleagues identified by Principal
  - B. Attend workshops related to targeted goals
  - C. Meetings with designated members of the leadership team on a defined schedule

#### **IV. RECOMMENDED RESOURCES**

1. Identify the administrator who has oversight of the TIP
2. List specific materials, people, workshops to be used to support the TIP
3. Identify the instrument or rubrics used to monitor progress
4. Danielson video or online PD (Educational Impact or ASCD )

#### **V. EVIDENCE OF ACHIEVEMENT**

1. Identify how progress will be measured and assessed
2. Specify next steps to be taken based upon progress or lack thereof

#### **VI. TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES**

1. Identify dates for classroom observations consistent with APPR Plan
2. Identify dates for progress meetings related to each identified targeted goal
3. Identify dates for quarterly assessment of overall progress

**Cambridge Central School Teacher Improvement Plan**      Date: \_\_\_\_\_

Teacher's Name/Rating: \_\_\_\_\_ Administrator's Name: \_\_\_\_\_

Area Needing Improvement	What Will Be Improved	How Will Improvement Be Assessed	Activities to Support Improvement/ Responsible Party	Timeframe for Improvement	Date Completed
<b>Planning and Preparation</b>					
1a-Knowledge of Content					
1b-Knowledge of Students					
1c-Setting Instructional Outcomes					
1d-Knowledge of Resources					
1e-Designing Coherent Instruction					
1f-Designing Student Assessments					

**Cambridge Central School Teacher Improvement Plan**      Date: \_\_\_\_\_

Teacher's Name/Rating: \_\_\_\_\_ Administrator's Name: \_\_\_\_\_

Area Needing Improvement	What Will Be Improved	How Will Improvement Be Assessed	Activities to Support Improvement/ Responsible Party	Timeframe for Improvement	Date Completed
<b>Environment</b>					
2a-Creating an environment of respect and rapport					
2b-Establishing a culture for learning					
2c-Managing classroom procedures					
2d-Managing student behavior					
2e-Organizing physical space					

**Cambridge Central School Teacher Improvement Plan**      Date: \_\_\_\_\_

Teacher's Name/Rating: \_\_\_\_\_ Administrator's Name: \_\_\_\_\_

Area Needing Improvement	What Will Be Improved	How Will Improvement Be Assessed	Activities to Support Improvement/ Responsible Party	Timeframe for Improvement	Date Completed
<b>Purposeful Instruction</b>					
3a-Communicating with students					
3b-Using questioning/prompts and discussion					
3c-Engaging students in learning					
3d-Using Assessment in Instruction					
3e-Demonstrating flexibility and responsiveness					

Cambridge Central School Teacher Improvement Plan Date: \_\_\_\_\_

Teacher's Name/Rating: \_\_\_\_\_ Administrator's Name: \_\_\_\_\_

Area Needing Improvement	What Will Be Improved	How Will Improvement Be Assessed	Activities to Support Improvement/ Responsible Party	Timeframe for Improvement	Date Completed
<b>Professionalism</b>					
4a-Purposeful reflection					
4b-Accuracy in data and recordkeeping					
4c-Teacher/family interaction					
4d-Professional Community					
4e-Professional development					
4f-Professionalism					

Cambridge Central School Teacher Improvement Plan Date: \_\_\_\_\_

Teacher's Name/Rating: \_\_\_\_\_ Administrator's Name: \_\_\_\_\_

Other information to be included in the Teacher Improvement Plan

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

CFA Representative's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## HEDI SCORING

### Non-Value-Added

HIGHLY EFFECTIVE	EFFECTIVE															DEVELOPING					INEFFECTIVE		
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0		
92-100	91-88	87-84	83-80	79-76	75-73	72-69	68-65	64-61	60-57	56-53	52-49	48-45	44-41	40-37	36-33	32-29	28-25	24-21	20-17	16-0			

### Value-Added (4-8 Math & ELA)

HIGHLY EFFECTIVE	EFFECTIVE										DEVELOPING					INEFFECTIVE		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0		
91-100	90-84	83-77	76-71	70-64	63-57	56-50	49-45	44-39	38-36	35-32	31-27	26-19	18-13	12-7	6-0			

Teachers and principals for whom there is a value added measure will use the chart above to determine their HEDI rating for the local measure based on the number of students who have achieved the achievement or growth targets established. Teachers and principals will earn a rating between 0-15 as indicated in the chart above based on the percent of students who meet the targets.

Teachers and principals for whom there is not a value added measure will use the chart at the top of the page to determine their HEDI rating for the local measure based on the number of students who have achieved the achievement or growth targets established. Teachers and principals will earn a rating between 0-20 as indicated in the chart based on the percent of students who meet the targets.

### Student Learning Objective Format

<b>Population</b>	Describe the students to be assessed-grade, number, subject												
<b>Learning Content</b>	Subject/discipline area-Common Core learning standards or NYS learning standards												
<b>Interval</b>	Course duration (full year or semester)												
<b>Evidence</b>	<ol style="list-style-type: none"> <li>1. Summative assessment results from previous year</li> <li>2. District approved pre-assessment</li> <li>3. Other supporting data</li> <li>4. District approved summative assessment at the end of the course interval</li> </ol>												
<b>Baseline</b>	Summary of evidence from above 1-3												
<b>Target(s)</b>	<p>___% of students will score ___% or higher as measured by the summative assessment</p> <p style="text-align: center;"><b>Or</b></p> <p>___% of students scoring ___% on baseline assessment will score ___% higher on summative assessment</p>												
<b>HEDI scoring (Value added) (No Value added)</b>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><b>Highly Effective</b></td> <td style="text-align: center;"><b>Effective</b></td> <td style="text-align: center;"><b>Developing</b></td> <td style="text-align: center;"><b>Ineffective</b></td> </tr> <tr> <td style="text-align: center;">(100-84%)</td> <td style="text-align: center;">(83-45%)</td> <td style="text-align: center;">(44-19%)</td> <td style="text-align: center;">(18-0%)</td> </tr> <tr> <td style="text-align: center;">(100-84%)</td> <td style="text-align: center;">(83-49%)</td> <td style="text-align: center;">(48-25%)</td> <td style="text-align: center;">(24-0%)</td> </tr> </table>	<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>	(100-84%)	(83-45%)	(44-19%)	(18-0%)	(100-84%)	(83-49%)	(48-25%)	(24-0%)
<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>										
(100-84%)	(83-45%)	(44-19%)	(18-0%)										
(100-84%)	(83-49%)	(48-25%)	(24-0%)										
<b>Rationale</b>	Provide a description of why this SLO is relevant and rigorous and how it supports students in meeting the learning standards. Include descriptions essential components of curriculum, relationship to previous learning and required prerequisite skills. Provide a summary of students current performance based on the measures above and supporting data to indicate the rationale for the targets.												

The local 20% will be determined by the passing rates of the 19 required state exams for all K-12 students in New York State. The 19 exams are: NYSTP 3-8 Math & ELA; NYSTP 4 & 8 Science; NYS Regents ELA, Living Environment, US History, Global, Algebra.

**Non-Value-Added**

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
92 - 100	91- 88	87- 84	83- 80	79- 76	75- 73	72- 69	68- 65	64- 61	60- 57	56- 53	52- 49	48- 45	44- 41	40- 37	36- 33	32- 29	28- 25	24- 21	20- 17	16 - 0

**Value-Added (3-8 Math & ELA)**

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
91 - 100	90- 84	83- 77	76- 71	70- 64	63- 57	56- 50	49- 45	44- 39	38- 36	35- 32	31- 27	26- 19	18- 13	12- 7	6 - 0

**PRINCIPAL IMPROVEMENT PLAN**

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

School Year: \_\_\_\_\_

Assignment: \_\_\_\_\_

Date Plan Development: \_\_\_\_\_

This form is a tool for communicating expectations and recommendations for improvement. The plan will be collaboratively developed by the principal and superintendent.

AREAS OF IMPROVMENT	MANNER TO BE ASSESSED	DIFFERENTIATED ACTIVITIES, SUPPORT AND RESOURCES TO BE PROVIDED	EXPECTED DATE OF COMPLETION

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

**PRINCIPAL IMPROVEMENT PLAN**

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

School Year: \_\_\_\_\_

Assignment: \_\_\_\_\_

DATE(S) PLAN ASSESSED	ACCOMPLISHMENTS IN EACH AREA OF IMPORVEMENT	FURTHER DEVELOPMENT NEEDED	OUTCOME

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

**Value-Added (4-8 Math & ELA)**

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
91 - 100	90- 84	83- 77	76- 71	70- 64	63- 57	56- 50	49- 45	44- 39	38- 36	35- 32	31- 27	26- 19	18- 13	12- 7	6- 0

Principals for whom there is not a value added measure will use the chart at the top of the page to determine their HEDI rating for the local measure based on the number of students who have achieved the achievement or growth targets established. Principals will earn a rating between 0-20 as indicated in the chart based on the percent of students who meet the targets.

**Multidimensional Principal Performance Rubric (MPPR)  
Goal Setting**

NAME:  
SCHOOL YEAR:

BUILDING:  
EVALUATOR:

DATE:

1. Develop personal goals that are aligned with the MPPR.
  - a. At least one goal must address contribution to improving teacher effectiveness.
  - b. All goals shall address quantifiable and verifiable improvements in academic results or school learning environments resulting from principal's leadership and commitment to professional growth.
2. List goals in order of priority.
3. Submit sheet to Superintendent for Instruction electronically by October 1.

Goal:			
<b>Action Plan</b>			
Strategies, major tasks, and activities to achieve this goal	Time-line	Domain	Evaluative Criteria: How will this goal be measured?

Goal:			
<b>Action Plan</b>			
Strategies, major tasks, and activities to achieve this goal	Time-line	Domain	Evaluative Criteria: How will this goal be measured?

\_\_\_\_\_  
Principal's Signature      Date

\_\_\_\_\_  
Superintendent Signature      Date

The signature is required and indicates that both parties have agreed goals for the school year.

**Multidimensional Principal Performance Rubric (MPPR)  
Scoring Sheet**

NAME:  
SCHOOL YEAR:

BUILDING:  
EVALUATOR:

DATE:

Domain	Total Possible Points	Total Actual Points	Comments
Domain 1 Shared Vision of Learning	8		
Domain 2 School Culture and Instructional Program	20		
Domain 3 Safe, Efficient, Effective Learning Environment	16		
Domain 4 Community	12		
Domain 5 Integrity, Fairness, Ethics	8		
Domain 6 Political, Social, Economic, Legal and Cultural Context	8		
Goal Setting Uncovering Goals <ul style="list-style-type: none"> <li>• Align</li> <li>• Define</li> </ul>	4		
Goal Setting Strategic Planning <ul style="list-style-type: none"> <li>• Prioritize</li> <li>• Strategize</li> </ul>	4		
Goal Setting Taking Action <ul style="list-style-type: none"> <li>• Mobilize</li> <li>• Monitor</li> <li>• Refine</li> </ul>	4		
Evaluating Attainment <ul style="list-style-type: none"> <li>• Document</li> <li>• Next steps</li> </ul>	4		
<b>TOTAL SCORE</b>	<b>88</b>		
NYS Score (from MPPR Conversion Chart)			

\_\_\_\_\_  
Superintendent Signature      Date

\_\_\_\_\_  
Principal's Signature      Date

The employee's signature is required and indicates receipt of a copy of the evaluation and does not indicate agreement, understanding, or acceptance of the conclusions reached by the evaluator. Please attach any additional comments as needed.

Cambridge Central School  
Principal APPR Process  
Final Scoring Sheet

NAME:  
SCHOOL YEAR:

BUILDING:  
EVALUATOR:

DATE:

	Total Possible Points	Total Actual Points	General Comments
MPPR	60		
NYS Assessment	20		
Local Assessment	20		
<b>TOTAL</b>	<b>100</b>		

Evaluator's Comments	Principal's Comments (Optional)

\_\_\_\_\_  
Superintendent Signature      Date

\_\_\_\_\_  
Principal's Signature      Date

**The employee's signature is required and indicates receipt of a copy of the evaluation and does not indicate agreement, understanding, or acceptance of the conclusions reached by the evaluator. Please attach any additional comments as needed.**

**Cambridge Central School  
MPPR/NYS APPR Conversion Chart**

MPPR Raw Score	NYS Score (out of 60)	NYS Rounded Score	MPPR Raw Score	NYS Score (out of 60)	NYS Rounded Score
88	60	60	44	30	30
87	59.3	60	43	29.3	30
86	58.6	59	42	28.6	29
85	58	58	41	28	28
84	57.2	58	40	27.3	28
83	57	57	39	26.6	27
82	55.9	56	38	25.9	26
81	55.2	56	37	25.2	26
80	54.5	55	36	24.5	25
79	53.9	54	35	23.9	24
78	53.1	54	34	23.2	24
77	52.5	53	33	22.5	23
76	51.8	52	32	21.8	22
75	51.1	52	31	21.1	22
74	50.1	51	30	20.5	21
73	49.8	50	29	19.8	20
72	49	49	28	19.1	20
71	48.4	49	27	18.4	19
70	47.7	48	26	17.7	18
69	47	47	25	17	17
68	46.4	47	24	16.4	17
67	45.7	46	23	15.7	16
66	45	45	22	15	15
65	44.3	45	21	14.3	15
64	43.6	44	20	13.6	14
63	43	43	19	13	13
62	42.3	43	18	12.3	13
61	42	42	17	11.6	12
60	40.9	41	16	10.9	11
59	40.2	41	15	10.2	11
58	39.5	40	14	9.5	10
57	38.9	39	13	8.9	9
56	38.2	39	12	8.2	9
55	37.5	38	11	7.5	8
54	36.8	37	10	6.8	7
53	36.1	37	9	6.1	7
52	35.5	36	8	5.5	6
51	34.8	35	7	4.8	5
50	34.1	35	6	4.1	5
49	33.4	34	5	3.4	4
48	32.7	33	4	2.7	3
47	32	32	3	2	2
46	31.2	32	2	1.4	2
45	30.7	31	1	0	0

**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 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:

*Unmatt Curran*      11/21/12

Teachers Union President Signature:      Date:

*Donna Phinney*      11/21/12

Administrative Union President Signature:      Date:

*Callen Lister*      11/21/12

Board of Education President Signature:      Date:

*Keri Brown*      11/21/12