



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

Commissioner of Education
President of the University of the State of New York
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Albany, New York 12234

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October 22, 2012

Deborah Grimshaw, Superintendent
Canajoharie Central School District
136 Scholastic Way
Canajoharie, NY 13317

Dear Superintendent Grimshaw:

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: Patrick Michel

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 Thursday, July 12, 2012

Updated Wednesday, October 17, 2012

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 : 270301040000

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

270301040000

1.2) School District Name: CANAJOHARIE CSD

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

CANAJOHARIE CSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Thursday, July 12, 2012

Updated Wednesday, October 17, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects for 2012-13, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

2.1) Assurances

Please check the boxes below:

2.1) Assurances Assure that the value-added growth score provided by NYSED will be used, where applicable.	Checked
2.1) Assurances Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13.	Checked

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

Student Learning Objectives will be the other comparable growth measures for teachers in the following grades and subjects. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For core subjects: grades 6-8 Science and Social Studies, high school English Language Arts, Math, Science, and Social Studies courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO:

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	Terra Nova 3
1	State-approved 3rd party assessment	Terra Nova 3
2	State-approved 3rd party assessment	Terra Nova 3

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this

Each teacher will administer individual student pre- and post-assessments. Student performance on the pre-assessment will

subcomponent. If needed, you may upload a table or graphic at 2.11, below.	determine the starting baseline. The SLO will include a target performance level that each student is expected to meet or exceed. The number of individual students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to a HEDI score (see 2.11).
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85 - 100% of students meet target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70-84% of students meet target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	50-69% of students meet target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-49% of students meet target.

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	Terra Nova 3
1	State-approved 3rd party assessment	Terra Nova 3
2	State-approved 3rd party assessment	Terra Nova 3

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will administer individual student pre- and post-assessments. Student performance on the pre-assessment will determine the starting baseline. The SLO will include a target performance level that each student is expected to meet or exceed. The number of individual students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to a HEDI score (see 2.11).
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85-100% of students meet target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70-84% of students meet target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	50-69% of students meet target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-49% of students meet target.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Canajoharie Locally Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Canajoharie Locally 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.	Each teacher will administer individual student pre- and post-assessments. Student performance on the pre-assessment will determine the starting baseline. The SLO will include a target performance level that each student is expected to meet or exceed. The number of individual students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to to a HEDI score (see 2.11).
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85-100% of students will meet target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70-84% of students will meet target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	50-69% of students will meet target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-49% of students will meet target.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Canajoharie Locally Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Canajoharie Locally Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Canajoharie Locally 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.	Each teacher will administer individual student pre- and post-assessments. Student performance on the pre-assessment will determine the starting baseline. The SLO will include a target performance level that each student is expected to meet or exceed. The number of individual students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to a HEDI score (see 2.11).
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students meet target.
Effective (9 - 17 points) Results meet District goals for similar students.	70-84% of students meet target.
Developing (3 - 8 points) Results are below District goals for similar students.	50-69% of students meet target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49% of students meet target.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Canajoharie Locally Developed Global I Assessment
		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.	Each teacher will administer individual student pre- and post-assessments. Student performance on the pre-assessment will determine the starting baseline. The SLO will include a target performance level that each student is expected to meet or exceed. The number of individual students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to a HEDI score (see 2.11).
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students meet target.

Effective (9 - 17 points) Results meet District goals for similar students.	70-84% of students meet target.
Developing (3 - 8 points) Results are below District goals for similar students.	50-69% of students meet target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49% of students meet target.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will administer individual student pre- and post-assessments. Student performance on the pre-assessment will determine the starting baseline. The SLO will include a target performance level that each student is expected to meet or exceed. The number of individual students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to a HEDI score (see 2.11).
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students meet target.
Effective (9 - 17 points) Results meet District goals for similar students.	70-84% of students meet target.
Developing (3 - 8 points) Results are below District goals for similar students.	50-69% of students meet target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49% of students meet target.

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will administer individual student pre- and post-assessments. Student performance on the pre-assessment will determine the starting baseline. The SLO will include a target performance level that each student is expected to meet or exceed. The number of individual students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to a HEDI score (see 2.11).
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students meet target.
Effective (9 - 17 points) Results meet District goals for similar students.	70-84% of students meet target.
Developing (3 - 8 points) Results are below District goals for similar students.	50-69% of students meet target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49% of students meet target.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	State approved 3rd party assessment	Terra Nova 3
Grade 10 ELA	State approved 3rd party assessment	Terra Nova 3
Grade 11 ELA	District, regional or BOCES-developed assessment	Regent's Assessment

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Each teacher will administer individual student pre- and post-assessments. Student performance on the pre-assessment will determine the starting baseline. The SLO will include a target performance level that each student is expected to meet or exceed. The number of individual students making progress or
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meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to a HEDI score (see 2.11).

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students meet target.
Effective (9 - 17 points) Results meet District goals for similar students.	70-84% of students meet target.
Developing (3 - 8 points) Results are below District goals for similar students.	50-69% of students meet target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49% of students meet target.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Music	District, Regional or BOCES-developed	Canajoharie Locally Developed Grade Level Music Assessments
Art	District, Regional or BOCES-developed	Canajoharie Locally Developed Grade Level Assessments
Physical Education	District, Regional or BOCES-developed	Canajoharie Locally Developed Grade Level Assessments
Family Consumer Science	District, Regional or BOCES-developed	Canajoharie Locally Developed Grade Level Assessments
Technology	District, Regional or BOCES-developed	Canajoharie Locally Developed Grade Level Assessments
Business Education	District, Regional or BOCES-developed	Canajoharie Locally Developed Grade Level Assessments
Foreign Language	District, Regional or BOCES-developed	Canajoharie Locally Developed Grade Level Assessments

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.	Each teacher will administer individual student pre- and post-assessments. Student performance on the pre-assessment will determine the starting baseline. The SLO will include a target performance level that each student is expected to meet or exceed. The number of individual students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to HEIDI (see 2.11).
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students meet target.
Effective (9 - 17 points) Results meet District goals for similar students.	70-84% of students meet target.
Developing (3 - 8 points) Results are below District goals for similar students.	50-69% of students meet target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49% of students meet target.

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

assets/survey-uploads/5364/151250-avH4IQNZMh/2012 13 Canjo Student Growth Scale Conversion.pdf

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.

(No response)

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.

The district will employ controls as allowed by SED: student prior academic history, students with disabilities, English language learners, and students in poverty

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Wednesday, May 23, 2012

Updated Thursday, October 18, 2012

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	4) State-approved 3rd party assessments	Terra Nova 3
5	4) State-approved 3rd party assessments	Terra Nova 3
6	4) State-approved 3rd party assessments	Terra Nova 3
7	4) State-approved 3rd party assessments	Terra Nova 3
8	4) State-approved 3rd party assessments	Terra Nova 3

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teachers will administer a pre-assessment of the Terra Nova to establish a group baseline of academic achievement. With the building principal each teacher or team will identify an achievement target. In June, teachers will administer a post-test and determine the percentage of students who achieved the target will be converted to a point score on the 15 point scale (see attached chart)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more aggregate total of students demonstrate achievement over time as measured by locally selected measures
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-84% of total students demonstrate achievement over time as measured by locally selected measures
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of total students demonstrate achievement over time as measured by locally selected measures
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 49% of total students demonstrate achievement over time as measured by locally selected measures

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	4) State-approved 3rd party assessments	Terra Nova 3
5	4) State-approved 3rd party assessments	Terra Nova 3
6	4) State-approved 3rd party assessments	Terra Nova 3
7	4) State-approved 3rd party assessments	Terra Nova 3
8	4) State-approved 3rd party assessments	Terra Nova 3

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teachers will administer a pre-assessment of the Terra Nova to establish a group baseline of academic achievement. With the building principal each teacher or team will identify an achievement target. In June, teachers will administer a post-test and determine the percentage of students who achieved the target will be converted to a point score on the 15 point scale (see attached chart)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of total students demonstrate achievement over time as measured by locally selected measures and/or state assessments (where required)
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-84% of total students demonstrate achievement over time as measured by locally selected measures and/or state assessments (where required)
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of total students demonstrate achievement over time as measured by locally selected measures and/or state assessments (where required)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of total students demonstrate achievement over time as measured by locally selected measures and/or state assessments (where required)

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/5139/132488-rhJdBgDruP/Canjo_15_point_LSM_Scale_1.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	4) State-approved 3rd party assessments	Terra Nova 3
1	4) State-approved 3rd party assessments	Terra Nova 3
2	4) State-approved 3rd party assessments	Terra Nova 3
3	4) State-approved 3rd party assessments	Terra Nova 3

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will administer a pre-assessment of the Terra Nova to establish a group baseline of academic achievement. With the building principal each teacher or team will identify an achievement target. In June, teachers will administer a post-test and determine the percentage of students who achieved the target will be converted to a point score on the 20 point scale (see attached chart)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of total students demonstrate achievement over time as measured by locally selected measures and/or state assessments (where required)
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-84% of total students demonstrate achievement over time as measured by locally selected measures and/or state assessments (where required)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of total students demonstrate achievement over time as measured by locally selected measures and/or state assessments (where required)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of total students demonstrate achievement over time as measured by locally selected measures and/or state assessments (where required)

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	4) State-approved 3rd party assessments	Terra Nova 3
1	4) State-approved 3rd party assessments	Terra Nova 3
2	4) State-approved 3rd party assessments	Terra Nova 3
3	4) State-approved 3rd party assessments	Terra Nova 3

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will administer a pre-assessment of the Terra Nova to establish a group baseline of academic achievement. With the building principal each teacher or team will identify an achievement target. In June, teachers will administer a post-test and determine the percentage of students who achieved the target will be converted to a point score on the 20 point scale (see attached chart)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of total students demonstrate achievement over time as measured by locally selected measures and/or state assessments (where required)
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	70-84% of total students demonstrate achievement over time as measured by locally selected measures and/or state assessments

grade/subject.	(where required)
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of total students demonstrate achievement over time as measured by locally selected measures and/or state assessments (where required)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of total students demonstrate achievement over time as measured by locally selected measures and/or state assessments (where required)

3.6) Grades 6-8 Science

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will administer a pre-assessment of the Canajoharie Locally Developed Grade 6-8 Science Assessments to establish a group baseline of academic achievement. With the building principal each teacher or team will identify an achievement target. In June, teachers will administer a post-test and determine the percentage of students who achieved the target will be converted to a point score on the 20 point scale (see attached chart)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of total students demonstrate achievement over time as measured by locally selected measures and/or state assessments (where required)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-84% of total students demonstrate achievement over time as measured by locally selected measures and/or state assessments (where required)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of total students demonstrate achievement over time as measured by locally selected measures and/or state assessments (where required)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of total students demonstrate achievement over time as measured by locally selected measures and/or state assessments (where required)

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	5) District, regional, or BOCES–developed assessments	Canajoharie Locally Developed Grade 6 Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	Canajoharie Locally Developed Grade 7 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Canajoharie Locally Developed Grade 8 Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will administer a pre-assessment of the Canajoharie Locally Developed Grades 6-8 Social Studies Assessment to establish a group baseline of academic achievement. With the building principal each teacher or team will identify an achievement target. In June, teachers will administer a post-test and determine the percentage of students who achieved the target will be converted to a point score on the 20 point scale (see attached chart)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of total students demonstrate achievement over time as measured by locally selected measures and/or state assessments (where required)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-84% of total students demonstrate achievement over time as measured by locally selected measures and/or state assessments (where required)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of total students demonstrate achievement over time as measured by locally selected measures and/or state assessments (where required)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of total students demonstrate achievement over time as measured by locally selected measures and/or state assessments (where required)

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	5) District, regional, or BOCES–developed assessments	Canajoharie Locally Developed Global I Assessment

Global 2	5) District, regional, or BOCES–developed assessments	Canajoharie Locally Developed Global 2 Assessment
American History	5) District, regional, or BOCES–developed assessments	Canajoharie Locally Developed American History Assessment

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.	Teachers will administer a pre-assessment of the Canajoharie Locally Developed Global 1, 2 and American History Assessment to establish a group baseline of academic achievement. With the building principal each teacher or team will identify an achievement target. In June, teachers will administer a post-test and determine the percentage of students who achieved the target will be converted to a point score on the 20 point scale (see attached chart)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of total students demonstrate achievement over time as measured by locally selected measures and/or state assessments (where required)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-84% of total students demonstrate achievement over time as measured by locally selected measures and/or state assessments (where required)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of total students demonstrate achievement over time as measured by locally selected measures and/or state assessments (where required)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of total students demonstrate achievement over time as measured by locally selected measures and/or state assessments (where required)

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	5) District, regional, or BOCES–developed assessments	Canajoharie Locally Developed Living Environment Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Canajoharie Locally Developed Earth Science Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Canajoharie Locally Developed Chemistry Assessment

Physics	5) District, regional, or BOCES–developed assessments	Canajoharie Locally Developed Physics Assessment
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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.	Teachers will administer a pre-assessment of the Canajoharie Locally Developed Living Environment, Earth Science, Chemistry and Physics to establish a group baseline of academic achievement. With the building principal each teacher or team will identify an achievement target. In June, teachers will administer a post-test and determine the percentage of students who achieved the target will be converted to a point score on the 20 point scale (see attached chart)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of total students demonstrate achievement over time as measured by locally selected measures and/or state assessments (where required)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-84% of total students demonstrate achievement over time as measured by locally selected measures and/or state assessments (where required)
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of total students demonstrate achievement over time as measured by locally selected measures and/or state assessments (where required)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of total students demonstrate achievement over time as measured by locally selected measures and/or state assessments (where required)

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	5) District, regional, or BOCES–developed assessments	Canajoharie Locally Developed Algebra 1 Assessment
Geometry	5) District, regional, or BOCES–developed assessments	Canajoharie Locally Developed Geometry Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Canajoharie Locally Developed Algebra 2 Assessment

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.	Teachers will administer a pre-assessment of the Canajoharie Locally Developed Algebra, Geometry, Algebra II/Trig Assessment to establish a group baseline of academic achievement. With the building principal each teacher or team will identify an achievement target. In June, teachers will administer a post-test and determine the percentage of students who achieved the target will be converted to a point score on the 20 point scale (see attached chart)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of total students demonstrate achievement over time as measured by locally selected measures and/or state assessments (where required)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-84% of total students demonstrate achievement over time as measured by locally selected measures and/or state assessments (where required)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of total students demonstrate achievement over time as measured by locally selected measures and/or state assessments (where required)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of total students demonstrate achievement over time as measured by locally selected measures and/or state assessments (where required)

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	4) State-approved 3rd party assessments	Terra Nova 3
Grade 10 ELA	4) State-approved 3rd party assessments	Terra Nova 3
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Canajoharie Locally Developed Grade 11 ELA Assessment

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will administer the appropriate grade level and content pre-assessment to establish a group baseline of academic achievement. With the building principal each teacher or team will identify an achievement target. In June, teachers will administer a post-test and determine the percentage of students who achieved the target will be converted to a point score on the 20 point scale (see attached chart)
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	85% or more of total students demonstrate achievement over time as measured by locally selected measures and/or state assessments (where required)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-84% of total students demonstrate achievement over time as measured by locally selected measures and/or state assessments (where required)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of total students demonstrate achievement over time as measured by locally selected measures and/or state assessments (where required)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of total students demonstrate achievement over time as measured by locally selected measures and/or state assessments (where required)

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/5139/132488-y92vNseFa4/Canjo 20 point LSM Scale.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 controls

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.

Multiple locally selected measures scores will be averaged. The number of scores will be added and divided by the number of scores.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
3.16) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
3.16) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
3.16) Assurances Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Friday, May 25, 2012

Updated Thursday, October 18, 2012

Page 1

4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered (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]	31
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	29

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.

The district will assign 31 points to 16 elements of the Domains 1,2 and 3 of the Danielson 2011 rubric through evidence based observation. Each element will be rated on a 4 point score corresponding to HEDI ratings with a zero if the element if not observed. The 16 elements will be converted into scores as outlined in the attached conversion chart. Pre-observation conferences for the announced observation will identify areas for evidence gathering. For unannounced observations, teacher and principal will review evidence gathered during the observation and apply to the rubric. The remaining 29 points will be assigned to some or all of the 22 applicable elements of the Danielson 2011 rubric, including Domain 4, through a teacher created portfolio. The portfolio will be organized along the domains and subdivided into the 22 components. At mid year the teacher and principal will review the portfolio artifacts. The teacher's HEDI rating will be determined as outlined in the attached file.

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/5091/133383-eka9yMJ855/Canjo Other Measures Conversion Chart[1].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.	57-60 combined points for 2 observations and the structured review of work (portfolio) will result in a rating of highly effective.
Effective: Overall performance and results meet NYS Teaching Standards.	49-56 combined points for 2 observations and the structured review of work (portfolio) will result in a rating of effective.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	17- 48 combined points for 2 observations and the structured review of work (portfolio) will result in a rating of developing.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	0-16 combined points for 2 observations and the structured review of work (portfolio) will result in a rating of ineffective.

Provide the ranges for the 60-point scoring bands.

Highly Effective	57-60
Effective	49-56
Developing	17-48
Ineffective	0-16

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	0
4.6) Observations of Probationary Teachers Enter 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 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	2
4.7) Observations of Tenured Teachers Informal/Short	0
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 Friday, May 25, 2012

Updated Wednesday, October 17, 2012

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	57-60
Effective	49-56
Developing	17-48
Ineffective	0-16

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Friday, May 25, 2012

Updated Wednesday, October 17, 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/5265/133385-Df0w3Xx5v6/Canajoharie_CSD_TeacherImprovementPlan.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:

*Canajoharie Central School
APPR Appeals Procedures 2012-2013
The Appeals Procedures were determined through the collective bargaining process.*

Right to Appeal Composite Ineffective and Developing Ratings Only

Only tenured teachers who receive composite ratings of “ineffective” or “developing” may appeal their APPR through the listed procedures. Tenured teachers may file a written rebuttal to a composite rating of “effective”.

Probationary teachers may not file appeals through the established procedures but may file a written rebuttal that shall be attached to the APPR.

Prohibition Against More than One Appeal

A teacher may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

Burden of Proof

In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which teacher seeks relief.

Filing of Appeal by Tenured Teacher

A tenured teacher may file a written appeal of the APPR within 15 calendar days of the receipt of the composite evaluation designation. The appeal shall be filed with the superintendent of schools.

An appeal of an APPR must be based upon one or more of the following grounds:

- 1. The substance of the APPR;*
- 2. The district’s failure to adhere to the standards and methodologies required for the APPR that are set forth in Education Law 3012-c and applicable rules and regulations;*
- 3. The adherence to the Commissioner’s regulations, as applicable to such reviews;*
- 4. Compliance with any locally negotiated procedures applicable to annual professional performance reviews or improvement plans;*
- 5. The school district’s issuance and/or implementation of the terms of the teacher improvement plan under Education Law 3012-c.*

The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

The written appeal document must include a detailed written description of the specific areas of disagreement, and shall explain in detail, why the appealing teacher believes the APPR should be modified. The performance review and any additional documents or materials relevant to the appeal must be submitted at the time of appeal submission. Any information not submitted at the time the appeal is filed shall not be considered.

The appellant may withdraw their appeal prior to the first meeting of the Appeal Panel.

Timeframe for District Response

Within 15 calendar days of receipt of an appeal, the school district administrator who issued the performance review must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement in the response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered. The teacher initiating the appeal shall receive a copy of the response and any and all additional information submitted with the response as soon as practicable but in no case later than one day after the response is filed with the superintendent of schools.

Review by APPR Appeals Panel

Within 25 calendar days of receipt of the appeal, the Appeal Panel shall convene to consider the information. The APPR Appeals Panel is made up of two administrators from the district, appointed by the superintendent of schools, and two tenured teachers from within district appointed by the CUSE president. All members of the committee shall be required to complete the training of lead evaluators within the APPR regulations. Members of the Panel will sign a confidentiality statement.

The APPR Appeals Panel shall determine its own rules and procedures, which may be changed as the Panels determines is necessary to perform its duties.

Determination of Appeal

Within 5 calendar days after the conclusion of its consideration of an appeal, the Panel will make a written determination on the validity of the appeal through a consensus decision-making process. The committee may uphold the APPR rating, modify the APPR rating or call for a new rating by another administrator. The panel shall give written notice of its decision to the appealing teacher, the CUSE president and the superintendent of schools. The determination of the Appeal Panel is final and binding and there shall be no further appeal available.

Exclusivity of Appeal Process

APPR appeals process set forth shall be the sole method of appealing either and APPR or claimed violations of the procedural or substantive requirements of the APPR process.

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.

(a) The "lead evaluator" for all current teachers subject to this plan will be his/her assigned principal. The term "evaluator" shall include any administrator who conducts an observation or evaluation of a teacher.

(b) All evaluators will successfully complete a training course that meets the minimum requirements prescribed in Chapter 103 and Section 30-2.9 of the regulations there under. Such training shall include application and use of The Framework for Teaching (2011 Revised Edition). Additionally, these elements will be addressed:

(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

(c) Once an evaluator has successfully completed a training course meeting the minimum requirements prescribed in the law and regulations, he/she shall be deemed to be certified by the District as a lead evaluator.

(d) The Hamilton-Fulton-Montgomery BOCES network team will provide training to the District's lead evaluators. Training was conducted throughout the 2011-2012 academic year, in a manner prescribed by the HFM BOCES Network Team. Upon completion of the training the Superintendent will certify the lead evaluators and other certified evaluators. Additionally, evaluators will complete training on the District rubric through Teachscape Proficiency Component prior to September 1, 2012. Evaluators will be re-certified annually.

(e) Inter-rater reliability will be developed through three processes. A work team of principals and select teachers will develop common observation lesson plan, observations write-ups and pre/post observations conversation protocols. All evaluators will use these protocols. Second, evaluators will participate in observation simulations during regularly scheduled Administrative meetings; and finally, the observers will use peer conferencing in a review of completed observations. The peer reviews will occur at regularly scheduled Administrative meetings.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

their related functions, as applicable

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

6.6) Assurances -- Teachers Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which 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 Friday, May 25, 2012

Updated Wednesday, October 17, 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-5
6-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth Assure that the value-added growth score provided by NYSED will be used, where applicable	Checked
7.2) Assurances -- State-Provided Measures of Student Growth Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13	Checked

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

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed using the assessment covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. District-determined assessments from the options below may be used as evidence of student learning within the SLO:

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

First, list the school or program type this SLO applies to. Then, using the drop-down boxes below, please select the assessment that will be used for SLOs for the school/program listed. Finally, name the specific assessment listing the full name of the assessment. Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

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

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

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Not applicable
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not applicable
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not applicable

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.

Controls provided by NYS Education Department

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html .	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

Created Friday, May 25, 2012

Updated Thursday, October 18, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	Terra Nova 3
K-5	(d) measures used by district for teacher evaluation	State Assessments grades 3,4,5 in ELA and Math
6-8	(d) measures used by district for teacher evaluation	Canajoharie District Developed Grade 6-8 specific tests in Social Studies, Science, Music, Art, Physical Education, Technology, Foreign Language
6-8	(d) measures used by district for teacher evaluation	State Assessments in grade 6,7,8 ELA and Math and Grade 8 Science
9-12	(d) measures used by district for teacher evaluation	Terra Nova 3
9-12	(d) measures used by district for teacher evaluation	Canajoharie District Developed Content and grades 9-12 tests in Art, Music, Family Consumer Science, Business, Technology, Foreign Language
9-12	(g) % achieving specific level on Regents or alternatives	Achievement of student's on applicable Regent's exam: Global History /Geography, US History, Comprehensive English, Integrated Algebra, Geometry, Algebra II/Trigonometry, Living Environment, Chemistry, Physics, Earth Science

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.	HEDI scores will be assigned to principals based on an aggregate and average of teachers whose students demonstrated achievement over the course of the year. To determine the HEDI score, each principal will identify the achievement targets set by each teacher or team at the end of the pre-assessment period.
---	--

After completion of the post-assessment in June, the principal will identify the number of teachers whose students met the achievement target. The percentage of teachers will be converted to a HEDI score (see attached chart).

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

85% or more of teachers whose students demonstrate achievement over time will be rated as highly effective

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

70-84% or more of teachers whose students demonstrate achievement over time will be rated as effective

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

50-69% or more of teachers whose students demonstrate achievement over time will be rated as developing

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

0-49% or more of teachers whose students demonstrate achievement over time will be rated as 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)

[assets/survey-uploads/5366/133389-8o9AH60arN/Canjo 15 point PRINCIPAL LSM Scale.pdf](#)

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

(No response)

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

In the table below, list all of the grade configurations 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

- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Not applicable
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable

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

Not applicable

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 response)

8.4) Principals with More Than One Locally Selected Measure

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

The district's process is to combine multiple measures and average those scores for a total subcomponent score.

8.5) Assurances

Please check all of the boxes below:

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

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

9. Other Measures of Effectiveness (Principals)

Created Friday, May 25, 2012

Updated Friday, October 19, 2012

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
---	----

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)	Checked

9.5) Survey Tool(s) (if applicable)

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

(No response)

Note: When the State-approved survey list is posted, this form will be updated with dropdown menus of approved survey tools.

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Each domain of the Multidimensional Principal Performance Rubric will be valued at 10 points each. There are six domains in the Multidimensional Principal Performance Rubric. Data will be collected for each domain all year long and at the end of the year, based on the point value for each standard, the principal will receive a rating of 0-60 points. The data includes a minimum of 2 announced building visits, visits to building events, communication by the principal, presentations done by the principal, written observations, parent communication, and other collected principal artifacts.

For each domain there are ineffective, developing, effective and highly effective (10 points) Ineffective -1- range of (0-2 points) Developing -2- range of (3-4 points) Effective 3- range of (5-7 points) highly Effective 4- range of (8-10 points) With the six domains totaled, there is a total of 0-60 points a principal can achieve.

At mid year the principal and superintendent will review the artifacts collected to that point in time.

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.

(No response)

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.	57-60 combined points for 2 structured building visits and a review of principal artifacts
Effective: Overall performance and results meet standards.	49-56 combined points for 2 structured building visits and a review of principal artifacts
Developing: Overall performance and results need improvement in order to meet standards.	17-48 combined points for 2 structured building visits and a review of principal artifacts
Ineffective: Overall performance and results do not meet standards.	0-16 combined points for 2 structured building visits and a review of principal artifacts

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	57-60
Effective	49-56
Developing	17-48

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 Friday, May 25, 2012

Updated Wednesday, October 17, 2012

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	57-60
Effective	49-56
Developing	17-48
Ineffective	0-16

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 Friday, May 25, 2012

Updated Friday, October 19, 2012

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/5276/133392-Df0w3Xx5v6/Canajoharie_CSD_PIP_template.doc

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:

RATINGS THAT MAY BE APPEALED

Appeals of annual professional performance reviews may be brought for any rating category.

CHALLENGES IN AN APPEAL

Appeals are limited by Education Law §3012-c, as follows:

- 1) The substance of the annual professional performance review;*
- 2) The school district's or adherence to the standards and methodologies required for such reviews;*

- 3) *The adherence to the Commissioner's regulations, as applicable to such reviews;*
- 4 *Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*
- 5) *The school district's or board of cooperative educational services' issuance and/or implementation of the terms of the principal improvement plan.*

PROHIBITION AGAINST MORE THAN ONE APPEAL

A principal may not file multiple appeals regarding the same performance review or principal improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

BURDEN OF PROOF [Choose one. District burden is preferable.]

The burden shall be on the appellant to establish by the preponderance of the evidence that the rating given by the district was not justified.

TIME FRAME FOR FILING APPEAL

All appeals must be filed in writing no later than 30 calendar days of the date when the principal receives their final and complete annual professional performance review. The act of mailing the appeal shall constitute filing. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed with 15 days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. Receipt shall mean personal receipt of a final and full APPR document. When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same. Negative inferences may be drawn from the failure of the district to provide the requested documents. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

TIME FRAME FOR DISTRICT RESPONSE

Within 15 calendar days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response.

DECISION-MAKER ON APPEAL

If the principal is not in agreement with the district response, he/she may appeal to the HFM BOCES Superintendent and his/her designee. The appeal must be made in writing within 10 calendar days of receipt of district response. A decision shall be rendered by the HFM BOCES Superintendent and his/her designee.

The parties agree that:

- a. *The BOCES Superintendent and his/her designee shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) days or more than fifteen (15) calendar days after the BOCES Superintendent or his/her designee is notified.*
- b. *The hearing shall be conducted in no more than one business day unless extenuating circumstances are present and the BOCES Superintendent or his/her designee agrees to a second day.*
- c. *The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se;*
- d. *The parties shall exchange documentary evidence and an anticipated witness list no less than five (5) business days before the scheduled hearing date;*
- e. *The principal shall have the prerogative to determine whether the appeal shall be open to the public or not;*
- f. *The principal shall have the opportunity to present his/her case which may include the presentation of witnesses and/or affidavits in lieu of testimony, then the school district may refute the presentation, if the school district does present a case, the principal will have the right to present a rebuttal case.*

EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE

The 3012-c appeal procedure shall constitute the means for initiating, reviewing and resolving any and all challenges to a principal performance review and/or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.

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.

- (a) The "lead evaluator" for all current teachers subject to this plan will be the superintendent.*
- (b) All evaluators will successfully complete a training course that meets the minimum requirements prescribed in Chapter 103 and Section 30-2.9 of the regulations there under. Such training shall include application and use of Multidimensional Principal Performance Rubric (2011 LCI Ltd). Additionally, these elements will be addressed:
 - (1) the ISLLC standards, and their related elements and performance indicators*
 - (2) evidence-based building visit 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 principal rubric(s) selected by the district for use in evaluations, including training on the effective application of such rubrics to observe a principal's practice*
 - (5) application and use of any assessment tools that the school district will use to evaluate building principals, including principal artifacts.*
 - (6) application and use of any State-approved locally selected measures of student achievement used by the school district to evaluate it 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 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 principal's overall rating and their subcomponent ratings*
 - (9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities**
- (c) Once the superintendent has successfully completed a training course meeting the minimum requirements prescribed in the law and regulations, she shall be deemed to be certified by the District as a principal evaluator.*
- (d) The Onondaga-Cortland-Madison and Hamilton-Fulton-Montgomery BOCES network teams will provide training to the superintendent. Training was conducted throughout the 2011-2012 academic year, in a manner prescribed by the OCM and HFM BOCES Network Teams. Upon completion of the training the Board will certify the superintendent as an evaluators. The superintendent will be re-certified annually.*
- (e) Inter-rater reliability will be developed through work with fellow superintendents at monthly meetings.*

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, October 03, 2012

Updated Friday, October 19, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/5581/188038-3Uqgn5g9Iu/Canjo Certification form 10.19.12.pdf](assets/survey-uploads/5581/188038-3Uqgn5g9Iu/Canjo%20Certification%20form%2010.19.12.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.

Canajoharie Central School Other Measures Conversion Charts

Observations (31 points)

- 16 total elements spread out over Danielson’s Framework for Teaching Domains 1 – 3
- Each element is scored as a 4 (HE), 3 (E), 2 (D), 1 (I), or 0 if not observed.
- Raw Score point spread is 64 – 0.
- Scaled score spread is 31 – 0.
- Raw Score is converted to Scaled Score by multiplying by 0.484
- [This number is derived by dividing the top scaled score (31) by the top raw score (64)]

Teacher Observation Raw Score	Teacher Observation Converted Score	Teacher Observation Final Score (Rounded)	HEDI Conversion
64	30.9	31	
63	30.5	31	
62	30.0	30	
61	29.5	30	
60	29.0	29	
59	28.6	29	29-31 Highly Effective
58	28	28	
57	27.6	28	
56	27.1	27	
55	26.6	27	
54	26.1	26	
53	25.7	26	
52	25.1	25	
51	24.7	25	
50	24.2	24	
49	23.7	24	
48	23.2	23	
47	22.7	23	
46	22.3	22	
45	21.78	22	
44	21.3	21	
43	20.8	21	
42	20.3	20	
41	19.8	20	20-28 Effective
40	19.3	19	
39	18.9	19	
38	18.3	18	
37	17.9	18	
36	17.4	17	
35	16.9	17	
34	16.5	17	
Teacher Observation Raw Score	Teacher Observation Converted Score	Teacher Observation Final Score	

	Score	(Rounded)	
33	16.0	16	
32	15.5	16	
31	15.0	15	
30	14.5	15	
29	14.0	14	
28	13.6	14	
27	13.1	13	
26	12.6	13	
25	12.1	12	
24	11.6	12	
23	11.1	11	
22	10.6	11	
21	10.2	10	
20	9.7	10	
19	9.2	9	
18	8.7	9	
17	8.2	8	
16	7.7	8	
15	7.3	7	
14	6.8	7	
13	6.3	6	
12	5.8	6	
11	5.3	5	
10	4.8	5	
9	4.4	4	
8	3.9	4	
7	3.4	3	
6	2.9	3	3-19 Developing
5	2.4	2	
4	1.9	2	
3	1.5	2	
2	1.0	1	
1	0.5	1	
0	0	0	0-2 Ineffective

Observation points will be awarded for each of two observations and averaged for a final score.

Teacher Artifacts Portfolio (29 points)

The portfolio is based on collected evidence encompassing all 22 domains of the Danielson rubric. Each structured review element of appropriate quality will be awarded a point value. Acceptable evidence may include (but is not limited to): videos, audiotapes, communication log with parents, class newsletter, teacher webpage, student work examples, evidence of extra curricular activity participation, evidence of involvement in unit/lesson plans, curriculum documents, assessment results.

Portfolio Score	Element Score	HEDI Rating
29	21 – 22	
28	19-20	28-29 Highly Effective
27	18	
26	17	
25	16	
24	15	24-27 Effective
23	14	
22	14	
21	13	
20	13	
19	13	
18	12	
17	12	
16	12	
15	11	
14	11	14-23 Developing
13	10	
12	10	
11	9	
10	9	
9	8	
8	8	
7	7	
6	6	
5	5	
4	4	
3	3	
2	2	
1	1	
0	0	0-13 Ineffective

Total Awarded Points

The total number of points awarded are based on an mean score of the converted observation scores plus the portfolio score. Total points are rounded and applied as indicated below:

H	57-60
E	44-56
D	17-43
I	0-16

Canajoharie Central School District 2013 Teacher Improvement Plan (TIP) Process

The NYS Commissioner's Regulation (30-2.10) requires that any teacher with an annual professional performance review rated as Developing or Ineffective shall receive a Teacher Improvement Plan ("TIP"). A TIP is not a disciplinary action. A TIP shall be developed by the supervising administrator in consultation with the teacher and a union representative of the teacher's choice. A union representative is defined as a building representative or officer. At the end of the timeline set forth in the TIP, the teacher, supervising administrator and union representative shall meet to assess the teacher's performance and ability to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP may be deemed satisfied, modified and continued, or deemed as having been unsuccessfully completed by the teacher.

The TIP is used exclusively for those teachers whose **annual teacher evaluation composite score** is rated "developing" or "ineffective".

A TIP is completed collegially among the teacher whose rating is "developing" or "ineffective", supervising administrator and union representative. They set professional goals to ensure growth toward improved student outcomes. Working towards this growth in an environment of professional respect is an expectation for all parties.

The TIP should be developed as soon as practicable after the final evaluation has been completed, but in no case later than ten (10) school days after the date on which teachers are required to report prior to the opening of classes for the new school year. The TIP will be in place for the duration of the school year. The TIP should be structured around each of the teacher rubric components. TIP goals/activities should be structured so that no more than four or five at a time are addressed. The following should be included on the TIP:

- Definition of the Practices in Need of Improvement
- Statement of the Goals reflecting how the specific practices will change in order to be deemed acceptable.
- Intervention Strategies (i.e. where appropriate, differentiated activities to support the teacher's improvement)
- Resources: materials, resources and supports the District makes available to assist the teacher including, where appropriate, the assignment of a mentor chosen from the trained mentor pool.
- Sample Indicators of Success: mutually agreed upon evidenced based measures of success
- Timeline for achieving improvement

All participants in the TIP meeting should be listed on the TIP. Periodic follow-up sessions will be conducted every 8 weeks to assess the teacher's progress.

Teacher Improvement Plan (TIP)

Teacher: _____

Date: _____

Position: _____

Building: _____

Supervising
Administrator: _____

Union
Representative: _____

Definition of the Practices in Need of Improvement – A clear description of the specific practice(s) that are in need of improvement.

Statement of the Goals – A statement reflecting how the specific practice will change (how it will look) in order to be deemed acceptable. This will include goals, expectations, benchmarks and teaching standards the teacher must meet in order to achieve an effective rating.

Intervention Strategies – The teacher, administrator and union representative will jointly list a description of strategies to address the practices in need of improvement.

Resources – The teacher, administrator and union representative will jointly list resources, available district materials, mutually agreed upon workshops, etc. provided at district expense to help improve the teacher's practice.

Sample Indicators of Success – The teachers, administrator and union representative will mutually agree upon evidenced based measures of success (linked to the APPR rubric selected).

Timeline – The teacher, administrator and union representative will meet every 8 weeks for the duration of the school year. The teacher will present documentation and evidence of improvement in the designated area at this time. Additional observations/meetings will take place as needed.

The Teacher Improvement Plan and all records of subsequent observations and meetings will become part of the teacher’s record. The teacher should maintain copies of all documentation.

Teacher Signature: _____ Date: _____

Administrator
Signature: _____ Date: _____

Teacher
Association Rep.
Signature: _____ Date: _____

Signature does not imply agreement, but acknowledges review and receipt of the plan. Written comments may be attached. A teacher who believes that the terms of the TIP are arbitrary, unreasonable, inappropriate or defective, or that the District has failed to meet its obligation to properly implement the terms of the TIP may seek relief through the contractual grievance procedure.

**Meeting Log
Teacher Improvement Plan**

Canajoharie Central School District
15 point Locally Selected Measures Conversion Chart[2]

Points	% of Students Meeting Achievement Target	Points to %age
H 14-15	85% and above	15: 97-100 14: 91-96 13: 85-90
E 8-13	70%-84%	12: 82-84 11: 79-81 10: 76-78 9: 73-75 8: 70-72
D 3-7	50% - 69%	7: 66-69 6: 62-65 5: 58-61 4: 54-57 3: 50-53
I 0-2	0%-49%	2: 34-49 1: 16-33 0: 0-15

Canajoharie Central School District
20 point Locally Selected Measures Conversion Chart

Points	% of Students Meeting Achievement Target	Points to %age
H 18-20	85% and above	20: 97-100 19: 91-96 18: 85-90
E 9-17	70%-84%	17:83-84 16:81-82 15: 80 14: 78-79 13: 76-77 12: 75 11: 73-74 10: 71-72 9:70
D 3-8	50% - 69%	8: 65-69 7: 62-64 6: 59-61 5: 56-58 4: 53-55 3: 50-52
I 0-2	0%-49%	2: 33-49 1: 17-32 0: 0-16

Canajoharie Central School District
Student Growth Conversion Chart

Points	Percentage of Students Making Progress or Meeting and Exceeding Individual Target	HEDI Point Conversion
Highly Effective 18-20 points	85% and above	20: 97-100% 19: 91-96% 18: 85-90%
Effective 9-17 points	70% - 84%	17: 83-84% 18: 81-82% 15: 80% 14: 78-79% 13: 76-77% 12: 75% 11: 73-74% 10: 71-72% 9: 70%
Developing 3-8 points	50% - 69%	8: 65-69% 7: 62-64% 5: 59-61% 4: 53-55% 3: 50-52%
Ineffective 0-2 points	0% - 49%	2: 33-49% 1: 17-32% 0: 0-16%

Canajoharie Central School District
 15 point Locally Selected Measures PRINCIPAL Conversion Chart [2]

Points	% of Teacher whose Students Met Achievement Target	Points to %age
H 14-15	85% and above	15: 97-100 14: 91-96 13: 85-90
E 8-13	70%-84%	12: 82-84 11: 79-81 10: 76-78 9: 73-75 8: 70-72
D 3-7	50% - 69%	7: 66-69 6: 62-65 5: 58-61 4: 54-57 3: 50-53
I 0-2	0%-49%	2: 34-49 1: 16-33 0: 0-15

Principal Improvement Plan (remediation target)

A remediation target should be identified for each standard or significant performance indicator identified and supported with evidence as not meeting standard by the superintendent or designee. A separate target should be written for each performance indicator. The number of targets should be limited to no more than five (5). The timelines should be completed within the next 12-month evaluation cycle.

Remediation Target Number _____

Date Target Developed _____

Performance Indicator to be Remediated	Remediation Target (w/measurable outcomes)	Action Steps	Evidence of Progress	Summary Rating Meets/Does not Meet
Superintendent/Designee Comments:				
Principal Comments:				

Signatures

Superintendent/Designee/Date _____

Principal/Date _____

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

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

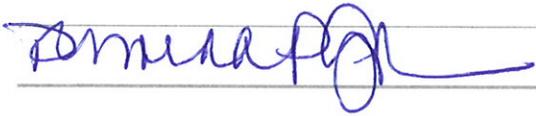
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

- 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

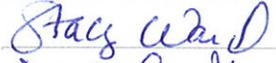
Superintendent Signature: Date:

 10/19/12

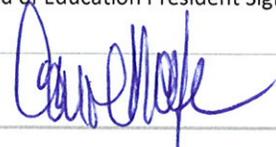
Teachers Union President Signature: Date:

 10/19/12

Administrative Union President Signature: Date:

 10/19/12
 10/19/12
 10/19/12

Board of Education President Signature: Date:

 10/19/12