



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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August 30, 2013

Cosimo Tangorra, Superintendent
Central Valley CSD at Ilion-Mohawk
PO Box 480
1 Golden Bomber Dr.
Ilion, NY 13357

Dear Superintendent Tangorra:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

Please be advised that, pursuant to Education Law §3012-c, the Department will be analyzing data supplied by districts, BOCES, and/or schools and may order a corrective action plan if there are unacceptably low correlation results between the student growth subcomponent and any other measures of teacher and principal effectiveness and/or if the teacher or principal scores or ratings show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results.

The New York State Education Department and I look forward to continuing our work together, with the goal of ensuring that every school has world-class educators in the classroom, every teacher has a world-class principal to support his or her professional growth, and every student achieves college and career readiness.

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Mark Vivacqua

NOTE:

Only documents that are incorporated by reference in your APPR have been reviewed and are considered as part of your APPR; therefore, any supplemental documents such as memorandums of agreement or understanding that were uploaded with your APPR but are not incorporated by reference in your APPR have not been reviewed. However, the Department reserves the right to review the uploaded attachments at any time for consistency with your APPR form and/or to ensure compliance with applicable laws and regulations; and as a result of such review, the Department may reject your APPR plan and/or require corrective action.

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Friday, August 30, 2013

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Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

If the Department reasonably believes through investigation or otherwise that statements made in this APPR plan are not true or accurate, it reserves the right to reject this plan at any time and/or to request additional information to determine the truth and/or accuracy of such statements.

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 210502040000

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

121101040000

1.2) School District Name: MOHAWK CSD

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

Central Valley CSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Re-submission to address deficiencies

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

Created Tuesday, April 30, 2013

Updated Friday, August 30, 2013

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the target for each SLO at a class wide target. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that exceeds the school determined growth target; 91-100 percent of students meet the school determined growth target for the SLO.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher does not result in academic student growth that meets the school determined growth target; 77-90 percent of students meet the school determined growth target for the SLO.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher does not result in academic student growth that meets the school determined growth target; 65-76

percent of students meet the school determined growth target for the SLO.

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).

The work of the teacher results in student academic growth that is well below the school determined growth target for the SLO; 0-64 percent of students meet the school determined growth target for the SLO.

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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the target for each SLO at a class wide target. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

The work of the teacher results in student academic growth that exceeds the school determined growth target; 91-100 percent of students meet the school determined growth target for the SLO.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

The work of the teacher does not result in academic student growth that meets the school determined growth target; 77-90 percent of students meet the school determined growth target for the SLO.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

The work of the teacher does not result in academic student growth that meets the school determined growth target; 65-76 percent of students meet the school determined growth target for the SLO.

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).

The work of the teacher results in student academic growth that is well below the school determined growth target for the SLO; 0-64 percent of students meet the school determined growth target for the SLO.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	HFHO/Oswego BOCES developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	HFHO/Oswego BOCES Regional 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the target for each SLO at a class wide target. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that exceeds the school determined growth target; 91-100 percent of students meet the school determined growth target for the SLO.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher does not result in academic student growth that meets the school determined growth target; 77-90 percent of students meet the school determined growth target for the SLO.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher does not result in academic student growth that meets the school determined growth target; 65-76 percent of students meet the school determined growth target for the SLO.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that is well below the school determined growth target for the SLO; 0-64 percent of students meet the school determined growth target for the SLO.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	State-approved 3rd party assessment	Terra Nova 3
7	District, regional or BOCES-developed assessment	HFHO/Oswego BOCES Regional Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	HFHO/Oswego BOCES Regional 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the target for each SLO at a class wide target. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in student academic growth that exceeds the school determined growth target; 91-100 percent of students meet the school determined growth target for the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher does not result in academic student growth that meets the school determined growth target; 77-90 percent of students meet the school determined growth target for the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher does not result in academic student growth that meets the school determined growth target; 65-76 percent of students meet the school determined growth target for the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher results in student academic growth that is well below the school determined growth target for the SLO; 0-64 percent of students meet the school determined growth target for the SLO.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	State-approved 3rd party assessment	Terra Nova 3
Social Studies Regents Courses		Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the target for
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.	each SLO at a class wide target. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in student academic growth that exceeds the school determined growth target; 91-100 percent of students meet the school determined growth target for the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher does not result in academic student growth that meets the school determined growth target; 77-90 percent of students meet the school determined growth target for the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher does not result in academic student growth that meets the school determined growth target; 65-76 percent of students meet the school determined growth target for the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher results in student academic growth that is well below the school determined growth target for the SLO; 0-64 percent of students meet the school determined growth target for the SLO.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the target for each SLO at a class wide target. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in student academic growth that exceeds the school determined growth target; 91-100 percent of students meet the school determined growth target for the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher does not result in academic student growth that meets the school determined growth target; 77-90 percent of students meet the school determined growth target for

the SLO.

Developing (3 - 8 points) Results are below District goals for similar students.

The work of the teacher does not result in academic student growth that meets the school determined growth target; 65-76 percent of students meet the school determined growth target for the SLO.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.

The work of the teacher results in student academic growth that is well below the school determined growth target for the SLO; 0-64 percent of students meet the school determined growth target for the SLO.

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the target for each SLO at a class wide target. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below. Both the NYS Common Core Algebra Regents and the NYS Integrated Algebra Regents will be used, the higher of the two scores will be used to determine HEDI rating.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

The work of the teacher results in student academic growth that exceeds the school determined growth target; 91-100 percent of students meet the school determined growth target for the SLO.

Effective (9 - 17 points) Results meet District goals for similar students.

The work of the teacher does not result in academic student growth that meets the school determined growth target; 77-90 percent of students meet the school determined growth target for the SLO.

Developing (3 - 8 points) Results are below District goals for similar students.

The work of the teacher does not result in academic student growth that meets the school determined growth target; 65-76 percent of students meet the school determined growth target for

the SLO.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.

The work of the teacher results in student academic growth that is well below the school determined growth target for the SLO; 0-64 percent of students meet the school determined growth target for the SLO.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	State approved 3rd party assessment	Terra Nova 3
Grade 10 ELA	State approved 3rd party assessment	Terra Nova 3
Grade 11 ELA	Regents assessment	NYS Comprehensive Regents 11 ELA and NYS Common Core Regents

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

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

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.

Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the target for each SLO at a class wide target. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below. The higher of the two scores for either the Comprehensive or the Common Core Regents will be used.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

The work of the teacher results in student academic growth that exceeds the school determined growth target; 91-100 percent of students meet the school determined growth target for the SLO.

Effective (9 - 17 points) Results meet District goals for similar students.

The work of the teacher does not result in academic student growth that meets the school determined growth target; 77-90 percent of students meet the school determined growth target for the SLO.

Developing (3 - 8 points) Results are below District goals for similar students.

The work of the teacher does not result in academic student growth that meets the school determined growth target; 65-76 percent of students meet the school determined growth target for the SLO.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.

The work of the teacher results in student academic growth that is well below the school determined growth target for the SLO;

0-64 percent of students meet the school determined growth target for the SLO.

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
Advance Placement U. S. History	District, Regional or BOCES-developed	HFHO/Oswego BOCES Regionally Developed Advance Placement U.S. History Assessments
All other teachers not named	District, Regional or BOCES-developed	HFHO/Oswego BOCES Regionally Developed Course Specific Assessment
All other teachers using NYS ELA state assessments	State Assessment	NYS grade specific ELA assessment
All other teachers using NYS math state assessment	State Assessment	NYS grade specific math assessment
Government D	District, Regional or BOCES-developed	HFHO/Oswego BOCES Regionally Developed Government D Assessments
Economics D	District, Regional or BOCES-developed	HFHO/Oswego BOCES Regionally Developed Economics D Assessments
Wind Ensemble	District, Regional or BOCES-developed	HFHO/Oswego BOCES Regionally Developed Wind Ensemble Assessments
Symphonic Band	District, Regional or BOCES-developed	HFHO/Oswego BOCES Regionally Developed Symphonic Band Assessments
Studio Art	District, Regional or BOCES-developed	HFHO/Oswego BOCES Regionally Developed Studio Art Assessments
Indep. Art	District, Regional or BOCES-developed	HFHO/Oswego BOCES Regionally Developed Independent Art Assessments
Art 8	District, Regional or BOCES-developed	HFHO/Oswego BOCES Regionally Developed Art 8 Assessments
Personal Finance	District, Regional or BOCES-developed	HFHO/Oswego BOCES Regionally Developed Personal Finance Assessments
Historical Films	District, Regional or BOCES-developed	HFHO/Oswego BOCES Regionally Developed Historical Films Assessments
Contemporary Math	District, Regional or BOCES-developed	HFHO/Oswego BOCES Regionally Developed Contemporary Math Assessments
Science Fiction	District, Regional or BOCES-developed	HFHO/Oswego BOCES Regionally Developed Science Fiction Assessments
Drawing	District, Regional or BOCES-developed	HFHO/Oswego BOCES Regionally Developed Drawing Assessments
Painting	District, Regional or BOCES-developed	HFHO/Oswego BOCES Regionally Developed Painting Assessments
Ceramics	District, Regional or BOCES-developed	HFHO/Oswego BOCES Regionally Developed Ceramics Assessments
Sculpture	District, Regional or BOCES-developed	HFHO/Oswego BOCES Regionally Developed Sculpture 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the target for each SLO at a class wide target. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in student academic growth that exceeds the school determined growth target; 91-100 percent of students meet the school determined growth target for the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher does not result in academic student growth that meets the school determined growth target; 77-90 percent of students meet the school determined growth target for the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher does not result in academic student growth that meets the school determined growth target; 65-76 percent of students meet the school determined growth target for the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher results in student academic growth that is well below the school determined growth target for the SLO; 0-64 percent of students meet the school determined growth target for the SLO.

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

(No response)

2.11) HEDI Tables or Graphics

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

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2.12) Locally Developed Controls

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

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

NONE

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://www.engageny.org/resource/student-learning-objectives-guidance-document).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

Measures based on:

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

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

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

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

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

- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NY State Grade 4 ELA Exam
5	6(ii) School wide measure computed locally	NY State Grade 8 ELA Exam
6	6(ii) School wide measure computed locally	NY State Grade 8 ELA Exam
7	6(ii) School wide measure computed locally	NYS State Grade 8 ELA Exam
8	6(ii) School wide measure computed locally	NYS State Grade 8 ELA Exam

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.	Based on the baseline data and subsequent goals for student achievement, the teacher and lead evaluator will set the class wide achievement target. All targets must have lead evaluator approval. All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below. We are using a school wide measure based on 4th Graders performance on the NY State Grade 4 ELA Exam for Grade 4. For students in Grades 5-8 we are using a school wide measure based on 8th Graders performance on the NY State Grade 8 ELA Exam. In the absence of value added the attachment in 3.13 will be used to assign points.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that exceeds the school determined achievement target; 85-100 percent of students meet the school determined achievement target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that meets the school determined achievement target; 65-84 percent of students meet the school determined achievement target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in academic student achievement that meets the school determined achievement target; 55-64 percent of students meet the school determined achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in academic student achievement that meets the school determined achievement target; 0-54 percent of students meet the school determined achievement target

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NY State Grade 4 Math Exam
5	6(ii) School wide measure computed locally	NY State Grade 8 Math Exam
6	6(ii) School wide measure computed locally	NY State Grade 8 Math Exam
7	6(ii) School wide measure computed locally	NY State Grade 8 Math Exam
8	6(ii) School wide measure computed locally	NY State Grade 8 Math Exam

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.	Based on the baseline data and subsequent goals for student achievement, the teacher and lead evaluator will set the class wide achievement target. All targets must have lead evaluator approval. All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below. We are using a school wide measure based on 4th Graders performance on the NY State Grade 4 Math Exam for Grade 4. For students in Grades 5-8 we are using a school wide measure based on 8th Graders performance on the NY State Grade 8 Math Exam. In the absence of value added the attachment in 3.13 will be used to assign points.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that exceeds the school determined achievement target; 85-100 percent of students meet the school determined achievement target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that meets the school determined achievement target; 65-84 percent of students meet the school determined achievement target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in academic student achievement that meets the school determined achievement target; 55-64 percent of students meet the school determined achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in academic student achievement that meets the school determined achievement target; 0-54 percent of students meet the school determined achievement target.

3.3) HEDI Tables or Graphics

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

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

Growth or achievement measure(s) from these options.

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

Measures based on:

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

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

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

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

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

- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NY State Grade 4 ELA Exam
1	6(ii) School-wide measure computed locally	NY State Grade 4 ELA Exam
2	6(ii) School-wide measure computed locally	NY State Grade 4 ELA Exam
3	6(ii) School-wide measure computed locally	NY State Grade 4 ELA Exam

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.	Based on the baseline data and subsequent goals for student achievement, the teacher and lead evaluator will set the target for each class wide achievement target. All targets must have lead evaluator approval. All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below. We are using a school wide measure based on the 4th graders performance on NY State Grade 4 ELA Exam.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that exceeds the school determined achievement target; 85-100 percent of students meet the school determined achievement target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in academic student achievement that meets the school determined achievement target; 65-84 percent of students meet the school determined achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in academic student achievement that meets the school determined achievement target; 55-64 percent of students meet the school determined achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that is well below the school determined achievement target; 0-54 percent of students meet the school determined achievement target.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NY State Grade 4 Math Exam
1	6(ii) School-wide measure computed locally	NY State Grade 4 Math Exam
2	6(ii) School-wide measure computed locally	NY State Grade 4 Math Exam
3	6(ii) School-wide measure computed locally	NY State Grade 4 Math Exam

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.	Based on the baseline data and subsequent goals for student achievement, the teacher and lead evaluator will set the class wide achievement target. All targets must have lead evaluator approval. All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below. We are using a school wide measure based on the 4th Graders performance on the NY State Grade 4 Math Exam.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that exceeds the school determined achievement target; 85-100 percent of students meet the school determined achievement target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in academic student achievement that meets the school determined achievement target; 65-84 percent of students meet the school determined achievement target.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in academic student achievement that meets the school determined achievement target; 55-64 percent of students meet the school determined achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that is well below the school determined achievement target; 0-54 percent of students meet the school determined achievement target.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NY State Grade 8 Science Exam
7	6(ii) School wide measure computed locally	NY State Grade 8 Science Exam
8	6(ii) School wide measure computed locally	NY State Grade 8 Science Exam

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.	Based on the baseline data and subsequent goals for student achievement, the teacher and lead evaluator will set the class wide achievement target. All targets must have lead evaluator approval. All HEDI criteria for achievement tyargets must be based on the district expectations as determined by the scoring band chart attached and described below. We are using a school wide measure based on the 8th Graders performance on the NY State Grade 8 Science Exam.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that exceeds the school determined achievement target; 85-100 percent of students meet the school determined achievement target.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in academic student achievement that meets the school determined achievement target; 65-84 percent of students meet the school determined achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in academic student achievement that meets the school determined achievement target; 55-64 percent of students meet the school determined achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that is well below the school determined achievement target; 0-54 percent of students meet the school determined achievement target.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NY State Grade 8 ELA Exam
7	6(ii) School wide measure computed locally	NY State Grade 8 ELA Exam
8	6(ii) School wide measure computed locally	NY State Grade 8 ELA Exam

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.	Based on the baseline data and subsequent goals for student achievement, the teacher and lead evaluator will set the class wide achievement target. All targets must have lead evaluator approval. All HEDI criteria for achievement tyargets must be based on the district expectations as determined by the scoring band chart attached and described below. We are using a school wide measure based on the 8th Graders performance on the NY State Grade 8 ELA Exam.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that exceeds the school determined achievement target; 85-100 percent of students meet the school determined achievement target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in academic student achievement that meets the school determined achievement target; 65-84 percent of students meet the school determined achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in academic student achievement that meets the school determined achievement target; 55-64 percent of students meet the school determined achievement target.

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

The work of the teacher results in student academic achievement that is well below the school determined achievement target ; 0-54 percent of students meet the school determined achievement target.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS Common Core English and Comprehensive English, Global History, US History, Living Environment, Common Core Algebra and Integrated Algebra Regents Exams
Global 2	6(ii) School wide measure computed locally	NYS Common Core English and Comprehensive English, Global History, US History, Living Environment, Common Core Algebra and Integrated Algebra Regents Exams
American History	6(ii) School wide measure computed locally	NYS Common Core English and Comprehensive English, Global History, US History, Living Environment, Common Core Algebra and Integrated Algebra Regents Exams

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.

Based on the baseline data and subsequent goals for student achievement, the teacher and lead evaluator will set the class wide achievement target. All targets must have lead evaluator approval. All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below. 9-12 teachers receive the score based on the performance of 9-12 student that take the NY State Regents Exams listed. Where 2 Regents exams are used for English and Math, the higher of the two scores will be used to assign points.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

The work of the teacher results in student academic achievement that exceeds the school determined achievement target; 85-100 percent of students meet the school determined achievement target.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

The work of the teacher does not result in academic student achievement that meets the school determined achievement target; 65-84 percent of students meet the school determined achievement target.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in academic student achievement that meets the school determined achievement target; 55-64 percent of students meet the school determined achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that is well below the school determined achievement target; 0-54 percent of students meet the school determined achievement target.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS Common Core English and Comprehensive English, Global History, US History, Living Environment, Common Core Algebra and Integrated Algebra Regents Exams
Earth Science	6(ii) School wide measure computed locally	NYS Common Core English and Comprehensive English, Global History, US History, Living Environment, Common Core Algebra and Integrated Algebra Regents Exams
Chemistry	6(ii) School wide measure computed locally	NYS Common Core English and Comprehensive English, Global History, US History, Living Environment, Common Core Algebra and Integrated Algebra Regents Exams
Physics	6(ii) School wide measure computed locally	NYS Common Core English and Comprehensive English, Global History, US History, Living Environment, Common Core Algebra and Integrated Algebra Regents Exams

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.	Based on the baseline data and subsequent goals for student achievement, the teacher and lead evaluator will set the class wide achievement target. All targets must have lead evaluator approval. All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below. 9-12 teachers receive the score based on the performance of 9-12 student that take the NY State Regents Exams listed. Where 2 Regents exams are used for English and Math, the higher of the two scores will be used to assign points.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for	The work of the teacher results in student academic achievement that exceeds the school determined achievement achievement;

grade/subject.	85-100 percent of students meet the school determined achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in academic student achievement that meets the school determined achievement target; 55-64 percent of students meet the school determined achievement target.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in academic student achievement that meets the school determined achievement target; 65-84 percent of students meet the school determined achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that is well below the school determined achievement target; 0-54 percent of students meet the school determined achievement target.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Common Core English and Comprehensive English, Global History, US History, Living Environment, Common Core Algebra and Integrated Algebra Regents Exams
Geometry	6(ii) School wide measure computed locally	NYS Common Core English and Comprehensive English, Global History, US History, Living Environment, Common Core Algebra and Integrated Algebra Regents Exams
Algebra 2	6(ii) School wide measure computed locally	NYS Common Core English and Comprehensive English, Global History, US History, Living Environment, Common Core Algebra and Integrated Algebra Regents Exams

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Based on the baseline data and subsequent goals for student achievement, the teacher and lead evaluator will set the class wide achievement target. All targets must have lead evaluator approval. All HEDI criteria for achievement targets must be
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based on the district expectations as determined by the scoring band chart attached and described below.
 9-12 teachers receive the score based on the performance of 9-12 student that take the NY State Regents Exams listed. Where 2 Regents exams are used for English and Math, the higher of the two scores will be used to assign points.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

The work of the teacher results in student academic achievement that exceeds the school determined achievement target; 85-100 percent of students meet the school determined achievement target.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

The work of the teacher does not result in academic student achievement that meets the school determined achievement target; 65-84 percent of students meet the school determined achievement target.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

The work of the teacher does not result in academic student achievement that meets the school determined achievement target; 55-64 percent of students meet the school determined achievement target.

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

The work of the teacher results in student academic achievement that is well below the school determined achievement target; 0-54 percent of students meet the school determined achievement target.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS Common Core English and Comprehensive English, Global History, US History, Living Environment, Common Core Algebra and Integrated Algebra Regents Exams
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Common Core English and Comprehensive English, Global History, US History, Living Environment, Common Core Algebra and Integrated Algebra Regents Exams
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Common Core English and Comprehensive English, Global History, US History, Living Environment, Common Core Algebra and Integrated Algebra Regents Exams

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.

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Based on the baseline data and subsequent goals for student achievement, the teacher and lead evaluator will set the class wide achievement target. All targets must have lead evaluator approval. All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below. 9-12 students receive the score based on the performance of 9-12 student that take the NY State Regents Exams listed. Where 2 Regents exams are used for English and Math, the higher of the two scores will be used to assign points. 5-8 teachers will receive a score base on the performance of students on the NYS Grade 8 ELA assessment. K-4 teachers will receive a score base on the performance of students on the NYS Grade 4 ELA assessment.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>The work of the teacher results in student academic achievement that exceeds the school determined achievement target; 85-100 percent of students meet the school determined achievement target.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The work of the teacher does not result in academic student achievement that meets the school determined achievement target; 65-84 percent of students meet the school determined achievement target.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The work of the teacher does not result in academic student achievement that meets the school determined achievement target; 55-64 percent of students meet the school determined achievement target.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The work of the teacher results in student academic achievement that is well below the school determined achievement target; 0-54 percent of students meet the school determined achievement target.</p>

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/5139/162424-y92vNseFa4/2.11 correct.docx

3.14) Locally Developed Controls

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

NONE

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.

N/A

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)

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4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Please see attached.

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

assets/survey-uploads/12179/608709-eka9yMJ855/4.5_1.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	The work of the teacher results in achievement of the NYS Teaching Standards that falls within the district determined Highly Effective achievement target range, 59-60.
Effective: Overall performance and results meet NYS Teaching Standards.	The work of the teacher results in achievement of the NYS Teaching Standards that falls within the district determined Effective achievement target range, 57-58.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The work of the teacher results in achievement of the NYS Teaching Standards that falls within meets the district determined Developing achievement target range, 50-56.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The work of the teacher results in achievement of the NYS Teaching Standards that falls within the district determined Ineffective achievement target range, 0-49.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	2
4.6) Observations of Probationary Teachers Informal/Short	1
4.6) Observations of Probationary Teachers Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

6. Additional Requirements - Teachers

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. All TIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a teacher's improvement in those areas. For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

[assets/survey-uploads/5265/162420-Df0w3Xx5v6/APPR Teacher Improvement Plan Checklist_2.docx](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. All tenured and probationary employees who meet the appeal process criteria identified below may

use this appeal process. A teacher may not file multiple appeals regarding the same performance review or TIP. All grounds for appeal must be raised within one appeal, provided that the teacher knew or could have reasonably known the ground(s) existed at the time the appeal was initiated, in which instance a further appeal may be filed but only based upon such previously unknown ground(s).

A. APPR Subject to Appeal Procedure

A teacher may request an administrative review of their Annual Professional Performance Review in the following cases:

The teacher who receives an overall rating of Ineffective, two (2) consecutive Developing ratings, or any Developing rating that is within one (1) point of Effective, may assert that (i) the substance of the teacher's performance review is erroneous, (ii) the District did not adhere to the standards and methodologies incorporated into the District's APPR plan, (iii) the District did not adhere to the regulations of the Commissioner of Education in preparing the teacher's annual performance review, or (iv) the District did not comply with the procedures set forth in the District's APPR plan for the conduct of the teachers performance review.

B. Procedure for an Appeal

The request for administrative review of the Annual Professional Performance Review shall be submitted to the Superintendent, in writing, signed by the teacher. The request for administrative review must be submitted to the Superintendent no later than ten (10) working days after the teacher is informed of their final APPR rating. If the teacher is not notified of their overall rating prior to the last teacher work day in June, then the timeline of ten (10) working days for initiating the review begins on the first day that the teacher reports to work the following school year.

- a. The request shall identify which of the objections described in section 8.1 of this article are being addressed by the teacher. Any documentation that the teacher wants to be considered shall be included with the request.
- b. The teacher shall simultaneously provide a copy of the request and supporting materials to the principal. The principal may, but is not required to, submit to the Superintendent a written response to the objections set forth in the request for review, but this must be done within five (5) working days of the teacher's submission of the request.
- c. The teacher may include in the request for review a request for a meeting with the Superintendent. If a meeting is requested, it shall be scheduled within five (5) working days of the Superintendent's receipt of the request for review. The teacher may be accompanied at that meeting by a person who is a representative of the Union, and the NYSUT labor relations specialist, should the teacher so choose. The Superintendent may have one other administrator or labor relations representative present. The teacher shall be provided a reasonable opportunity to explain their objections to the evaluation, as set forth in the request for review. The meeting shall not be conducted as a testimonial hearing.
- d. The Superintendent has the Discretion to inspect or interview other individuals the Superintendent concludes are relevant to making a determination.

C. Decision of the Superintendent

The Superintendent shall render a written decision within ten (10) working days of the meeting with the teacher, if one occurs, or within ten (10) working days of receiving the teacher's request for review, if no meeting occurs. If the Superintendent inspected documents other than those provided with the request for review, or interviewed other individuals, the scope of that inquiry shall be described in the written response.

D. Timeliness of Appeal

Education Law §3012-c requires that appeals be resolved in a timely and expeditious manner, and the parties agree that the process should take no more than thirty (30) working days. Therefore, the time lines described in this Plan may be extended only in the event of unforeseen emergencies, and only by written agreement of the parties, and shall be concluded in a timely and expeditious manner, pursuant to Education Law 3012-c.

E. Finality of Appeal

The decision by the Superintendent or his/her designee with respect to such appeal shall be final and binding, and not otherwise subject to the grievance and/or arbitration provisions contained within the collective bargaining agreement by and between the parties, or to review in any other forum including the Commissioner and/or the courts. Nothing in this paragraph shall preclude an employee from raising any substantive or procedural issues as an affirmative defense in a 3020-a proceeding.

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

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

Lead evaluators are trained by the Assistant Superintendent of the Herkimer-Fulton-Hamilton-Otsego BOCES, who is also the HFHO BOCES Network Team Leader. In partnership with other members of the Staff/Curriculum Development Network (SCDN) across the state, the Network Team Leader turnkeys and augments the training provided by NYSED at the Network Team Institutes on all nine elements mandated by 3012c. All lead evaluators will certify and re-certify annually using the process modeled by NYSED and approved by the Central Valley CSD Board of Education. The Superintendent will be responsible for ensuring inter-rater reliability and will monitor the observation cycles of all lead evaluators for consistency and alignment to the NYS Teaching Standards.

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)

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

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

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

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

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

5-8
9-12
(No response)

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

Please check the boxes below:

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

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-4	State assessment	NYS ELA and Math Assessments Grades 3 and 4

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	The state provided score for grade 4 will be weighted proportionally with the SLO below for grade 3 based on the number of students within each SLO. Based on the base line data and subsequent goals for student growth the principal and assistant superintendent will set the target for each SLO as a school wide target. All HEDI criteria for SLO's must be based on the district's expectations as determined by the scoring ban charts attached.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Please see attachment
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Please see attachment
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Please see attachment
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Please see attachment

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

assets/survey-uploads/12156/608712-lha0DogRNw/7.3.docx

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
5-8	(d) measures used by district for teacher evaluation	NYS Grade 8 ELA
9-12	(d) measures used by district for teacher evaluation	NYS Comprehensive English Regents and NYS Common Core 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.	see attached
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached

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

assets/survey-uploads/12190/608713-8o9AH60arN/8.1_1.docx

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

(No response)

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-4	(d) measures used by district for teacher evaluation	Grade 4 NYS ELA 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.	please see attached
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached

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. \(MS Word\)](#)

[assets/survey-uploads/12190/608713-pi29aiX4bL/8.2.docx](#)

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

(No response)

8.3) Locally Developed Controls

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

(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.

(No response)

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 Tuesday, April 30, 2013

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 0

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

(No response)

9.3) Assurances -- Goals

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

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

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

9.4) Sources of Evidence (if applicable)

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

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

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

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

9.4) Sources of Evidence (if applicable) School visits by other trained evaluators	(No response)
--	---------------

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
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K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
--	---------------

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The principal will be evaluated using the Multidimensional Rubric and rated using a point scale of 1 to 4 points which will be designated as the Rubric Raw Score. Each standard in the rubric will be rated on a 1-4 scale after it's subcomponent are averaged together, will also be rated 1-4 scale. The table attached will be used to convert the Rubric Raw Score to the HEDI score.

Highly Effective - Rubric Raw Score = 3.51-4.00 = HEDI Score - 59-60

Effective - Rubric Raw Score = 2.51-3.50 = HEDI Score 57-58

Developing - Rubric Raw Score = 1.51-2.50 = HEDI Score 50-56

Ineffective - Rubric Raw Score = 1.00-1.50 = HEDI Score 0-49

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

[assets/survey-uploads/5143/220343-pMADJ4gk6R/Mohawk APPR Rubric Raw Score to HEDI Score Conversion Table.docx](#)

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

Highly Effective: Overall performance and results exceed standards.

The principal's performance exceeds the Central Valley School district's goals and objectives for an effective educational leader of its children.

3.51-4.00 Rubric Raw Score = 59 - 60 HEDI points

Effective: Overall performance and results meet standards.	The principal's performance meets the Central Valley School district's goals and objectives for an effective educational leader of its children. 2.51-3.50 Rubric Raw Score = 57 - 58 HEDI points
Developing: Overall performance and results need improvement in order to meet standards.	The principal's performance falls short of the Central Valley School district's goals and objectives for an effective educational leader of its children and areas for improvement are noted and must be improved by the principal. 1.51-2.50 Rubric Raw Score = 50 - 56 HEDI points
Ineffective: Overall performance and results do not meet standards.	The principal's performance falls far short of the Central Valley School district's goals and objectives for an effective educational leader of its children and many areas for improvement were observed and must be corrected for the principal to continue as an educational leader in the district. 1.00-1.50 Rubric Raw Score = 0 - 49 HEDI points

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

By supervisor	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

Tenured Principals

By supervisor	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Friday, August 30, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Friday, August 30, 2013

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in the school district or BOCES. All PIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a principal's improvement in those areas.

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

[assets/survey-uploads/5276/220352-Df0w3Xx5v6/Mohawk Principal Improvement Plan Form.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

•Appeals process
Levels of Appeal

There shall be two levels of Appeal. Level One Appeal shall be with the Superintendent. Level Two Appeal shall be with the Appeals Panel.

Reasons for Appeal - Issuance of an APPR Ineffective or Developing Rating, Issuance of a Principal Improvement Plan or Implementation of a Principal Improvement Plan can trigger the appeal process as delineated below:

A principal who receives an ineffective or developing rating on their annual composite shall be entitled to appeal such rating. The appeal shall be filed within ten (10) work days of personal delivery of the final performance review to the principal.

A principal who receives a principal improvement plan (“PIP”) and disputes its issuance shall be entitled to appeal. An appeal of the issuance of the PIP shall be filed within ten (10) work days of personal delivery of the PIP to the principal.

A principal who is issued a PIP and subsequently disputes its implementation shall be entitled to appeal. An appeal of the implementation of a PIP shall be filed within ten (10) work days of the implementation of the PIP, or within ten (10) work days of the principal sending to the superintendent a notice of failure to follow the conditions of the PIP’s implementation.

Level One Appeal

The principal shall use the form in Form E to indicate his/her intention to appeal.

Level One Appeal – shall consist of a meeting of the principal, an association representative, and the Superintendent to discuss areas of concern regarding his/her APPR rating, issuance of a PIP or implementation of a PIP. At this meeting the principal shall define his/her areas of concerns and request that corrective action be taken by altering his/her APPR rating, rescinding or modifying his/her PIP, or altering the implementation of the PIP. This meeting shall have the intention of resolving the disputes that the principal has in a collegial manner.

The Principal shall include a written description of the specific areas of disagreement with his/her APPR, PIP or PIP implementation and shall include any supporting documentation when requesting the Level One Appeal.

Within ten (10) work days the Superintendent shall schedule a meeting with the principal and association representative and/or SAANYS representative.

Within five (5) work days after the Level One Appeal meeting the Superintendent will issue in writing his/her rulings on the Level One Appeal.

The Level One Appeal results will be summarized on Form B in the Appendix.

If the appeal is resolved the appeal is closed. If the appeal is unresolved at Level One the appeal shall be automatically submitted to the Level Two Appeal the terms and conditions of which are listed in section of this article titled “Level Two Appeal”.

Level Two Appeal

Level Two Appeal shall be heard by an Appeals Panel.

Appeal Panel – the appeals panel shall be comprised of two individuals one chosen by the administrators association and may be a member of the administrators’ association, and one chosen by the school district. The principal requesting the appeal and the lead evaluator responsible for the principal’s APPR evaluation are ineligible to sit on the Appeal Panel.

The appeal shall include a written description of the specific areas of disagreement of the principal’s performance review as prescribed in Section 3012-c of the Education Law, or where applicable the issuance and /or implementation of the terms of his/her improvement plan in accordance with the requirements set forth in Section 3012-c of the Education Law. The appeal will be completed using Form C.

The principal shall include in his appeal the disputed performance review or improvement plan. In addition, the principal may submit other documents or materials in support of his/her appeal. The principal may also request information from the school district, within 10 work days from when the appeal was submitted, that is relevant to his/her appeal, and that information shall be disclosed within five (5) days.

Within ten (10) work 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 points(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 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.

The Appeal Panel may request additional information in writing or may at its discretion request to question anyone deemed relevant to their deliberations. The panel's request and receipt of additional information must be completed within five (5) work days.

The panel shall review and render a decision on the principal's appeal within ten (10) work days when they receive the information.

Should the Appeal Panel be unable to come to a consensus decision the entire appeal package will be sent to the BOCES District Superintendent who will review and render a decision on the appeal request within five (5) work days.

Whatever the final decision of either the appeal panel or the BOCES Superintendent as the case may be, the appeal is closed.

The Level Two Appeal results will be summarized on Form C in the Appendix.

According to Education Law 3012-c this appeals process shall be resolved in a timely and expeditious manner.

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

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

The Superintendent will ensure that all lead evaluators participate in annual training and are certified and recertified on an annual basis. The BOCES Network Team will be utilized to provide training and recertification. Any individual who fails to achieve required training and certification or re-certification, as applicable, shall not conduct or complete evaluations. Our training will also ensure that our lead evaluators maintain inter-rater reliability.

Any administrator who evaluates building principals shall be required to participate in 24 hours of training.

The training will be based on the Interstate School Leaders Licensure Consortium (ISLLC) Standards. There are six standards, each is followed by the Knowledge required for the standard, the Dispositions or attitudes manifest by the accomplishments of the standard, and Performances that could be observed by an administrator who is accomplished in the standard.

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

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Updated Friday, August 30, 2013

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12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/12158/608717-3Uqgn5g9Iu/Central Valley District Certification Form 13-14.pdf>

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

HEDI Scoring Band Possibilities

20 % Growth and Local

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97- 100	94- 96	91- 93	88- 90	86- 87	83- 85	82	81	80	79	78	77	75- 76	73- 74	71- 72	69- 70	67- 68	65- 66	57- 64	46- 56	0- 45

Central Valley School District Locally Developed Conversion Chart (15%)	
Based on 100% score	15 Point Conversion
Ineffective	
0-45	0
46-50	1
51-54	2
Developing	
55-58	3
59-60	4
61-62	5
63	6
64	7
Effective	
65-70	8
71-74	9
75-76	10
77-79	11
80-82	12
83-84	13
Highly Effective	
85-93	14
94-100	15

HEDI Scoring Band Possibilities

20 % Growth and Local

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
94- 100	89- 93	85- 88	83- 84	81- 82	78- 80	75- 77	73- 74	71- 72	69- 70	67- 68	65- 66	64	63	62	60- 61	58- 59	55- 57	46- 54	41- 45	0- 40

**Central Valley School District
Summative Professional Performance Review
Scoring Rubric**

In order to calculate the score for the 60% “Other Measures of Effectiveness” section, we will be using the NYSUT Teacher Practice Rubric in its entirety. We have divided the subcomponents of the seven standards into five categories based on what is being assessed in each subcomponent and the specific measure used to assess it. These are: Announce Observations, Instructional Walks (Unannounced Observations), Teacher Artifacts, Goal Setting, and Professional Growth, Responsibilities and Community Enhancement. Each observable subcomponent in the NYSUT rubric (as divided into the above categories) will be rated on a 1-4 scale based on the evidence collected or observed. Those scores will be averaged together to obtain a final 1-4 score for each category. Those ratings are then weighted based on percentage assigned to each category. The final scores from each category are then added together to reach a final 1-4 rubric score, which is then converted to a 0-60 composite score using the attached conversion chart. We understand that the final composite score must be a whole number. We will be rounding up our values to the nearest tenth of a point, but under no circumstances will the final 0-60 composite score shift into a different band due to the rounding. For example, in the “Effective” scoring band, 58.8 will not be rounded up to 59 because that would shift it into the “Highly Effective” scoring band.

Observations

A. Evidence Collecting (Announced Observation)

This is associated with Standards 1-5 of the NYSUT rubric.

For tenured teachers, the classroom observation shall be worth 57% of the Teacher Effectiveness Score (TES).

For probationary teachers each observation shall be worth 28.5% of the TES.

Prior to the end of September, the professional staff and evaluator shall confer, and the staff member shall make known the Teaching Standard(s) on which the staff member shall focus. A minimum of one NYS Teaching Standard and a maximum of three NYS Teaching Standards shall be chosen. These focus areas shall be used to guide the educator in increasing teacher effectiveness, but shall not limit the evaluation to the focus areas. Teachers shall be evaluated on all observable standards.

Administrators shall collect evidence of observable teaching and observed strategies that improve instruction in the NYS Teaching Standards and note them on the observation form. Points will be awarded according to the rubric agreed to by the Union and the

District. Classroom observation forms shall be returned to the teacher within five (5) school days.

All announced observations shall be completed by June 1st.

B. Evidence Collecting (Unannounced Observation)

This is associated with Standards 3-5 of the NYSUT rubric.

Each teacher shall have one scored unannounced observation per year. In order to effectively evaluate the observable teaching standards, the observer shall be in the classroom for a minimum of five (5) minutes and a maximum of fifteen (15) minutes. Feedback will be provided on the observed teaching standards using a form, within two (2) school days of the observation. The unannounced observation shall be worth 10% of TES.

Teachers may request to have the unannounced observation performed a second time, if they are not satisfied with the original observation. Building administrators may request additional unannounced observations as needed. Only one unannounced observation shall be used towards the TES.

All scored unannounced observations shall be completed by June 1st.

Other Evidence of Effective Teaching Practice – Artifacts

A. Teacher Artifacts

This is associated with Standards 6-7 of the NYSUT rubric.

Educators shall create a portfolio or binder representing best practices, and reflecting the New York State Teaching Standards. The teacher and administrator shall meet to review the progress in Teacher Artifact gathering between January 2nd and the start of Winter Recess in February. Teacher Artifacts may be submitted electronically, in a portfolio, in a binder, or in any other format agreed to by the teacher and administrator. All Teacher Artifacts must include at least examples of the following:

Parent Communications

Sample Lesson Plans

Teacher Generated Student Assessments

Curriculum Map or Syllabus Aligned with NYS Standards or Core Curriculum

A HEDI rating of shall be awarded to an employee for completing the teacher artifacts. The HEDI rating shall be guided by the NYSUT Teacher Practice Rubric. Should the educator choose not to compile the Teacher Artifacts, he/she shall receive zero (0) points. Teacher Artifacts shall be worth 17% of TES.

All Teacher Artifacts shall be submitted for scoring by Administration by close of business on April 30th.

B. Goal Setting

This is associated with Standards 1-7 of the NYSUT rubric.

Professional staff shall set goals for the upcoming year, and then meet with administration after SLO's have been developed, and no later than the end of October of each school year. At this meeting, the administrator and educator shall mutually agree upon the educator's goals for the upcoming year. They shall review student assessment data, prior evaluations, and any other relevant material to agree upon up to two (2) teaching standards in which the educator shall focus, with the ultimate goal being greater student achievement. The employee shall be awarded a HEDI rating (1-4) for setting goals, and the administrator shall provide a HEDI rating for effectively attaining the identified goals. Goal setting shall be worth 8% of the TES.

C. Professional Growth, Responsibilities and Community Enhancement

This is associated with Standards 6-7 of the NYSUT rubric.

Throughout the school year, each staff member shall gather artifacts to support their professional growth opportunities. Professional growth can be evidenced in several ways. Participation in the entire school community is integral in enhancing student achievement. In recognition of that, educators shall provide administration with a summary of outside activities or groups in which they participate that enhance the school community. Professional responsibilities (e.g. timelines, following directives, communications with students and parents) play an important role in teacher effectiveness.

A HEDI rating of Highly Effective shall be awarded for educators who exceed expectations for yearly professional growth, responsibilities and community enhancement, Effective shall be awarded for educators who meet expectations for professional growth, responsibilities and community enhancement, Developing shall be awarded for educators who fall below expectations for professional growth, responsibilities and community enhancement, and Ineffective shall be awarded to educators who fail to show professional growth, responsibilities and community enhancement. This rating shall be worth 8% of TES.

Central Valley United Teachers
Annual Professional Performance Review
Conversion Charts

A. Observation—Tenured, Cumulative Untenured
57% of TES

H	3.5-4
E	2.5-3.4
D	1.5-2.4
I	1.1.4

Conversion Chart - HEDI Rating to 60 points (TES)

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
0.800		0
1.000		10
1.100		24
1.200		47
1.300		48
1.400		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4

B. Unannounced Observation
10% of TES

H	3.5-4
E	2.5-3.4
D	1.5-2.4
I	1-1.4

C. Teacher Artifacts
17% of TES

Educators are to create a portfolio or binder that includes best teaching practices and represents all of the NYS Teaching Standards. HEDI Category rating shall be chosen using the appropriate indicators from the NYSUT Rubric. Should the educator choose not to complete a self-reflective task, he/she shall receive zero (0) points. Educators shall not choose the same self-reflection for two consecutive years.

H	3.5-4
E	2.5-3.4
D	1.5-2.4
I	1-1.4

D. Goal Setting
8% of TES

Professional staff shall set goals for the upcoming school year, and then meet with administration prior to the end of September of each school year. At this meeting, the administrator and educator shall mutually agree upon the educator’s goals for the upcoming year. They shall review student assessment data, prior evaluations, and any other relevant material to agree upon up to three (3) teaching standards in which the educator shall focus, with the ultimate goal being greater student achievement. The educator will be awarded a rating of Highly Effective for adequately setting goals relevant to improved student instruction and the administrator will assign a HEDI rating based on their review and determination that the educator attained the goals that were set. A rating of Ineffective shall be awarded if the educator failed to meet the specified goal, a rating of Developing shall be awarded if the educator approached the goals, a rating of Effective shall be awarded if the educator met the specified goals, and a rating of Highly Effective shall be awarded if the educator exceeded the goals.

H	4
E	3
D	2
I	1

E. Professional Growth, Responsibilities and Community Enhancement
8% of TES

Professional Growth, Professional Responsibilities and Community Enhancement can be evidenced in several ways. The following are examples of acceptable growth/community enhancement (this is not an all-inclusive list, but is meant to provide samples of acceptable growth/responsibilities):

Professional Growth*	School Community Enhancement*	Professional Responsibilities
Mentoring a new teacher, Cooperating Teacher or Teacher on TIP	Advisor or coach [up to 2]	Communicates with parents [with a log]
Attending in-service or grad courses taken outside the school day	Member of a school based committee	Maintains student records and grades, using district required data system
Teaching in-service or	Member of a booster club	Attends faculty meetings

graduate courses taken outside the school day	or PTO	(unless excused)
Participation in professional or Subject area committees or associations	Involvement with youth organizations [AYSO, Girls Scouts, Boy Scouts, Youth Athletic Association, etc.]	Attends Superintendent's Conference Days
Analyzes student data to improve Instruction	Articles in the District Newsletter [1 pt = 2 submissions]	Other
Reading professional journals	Attend games and school activities	
Special program coordinator [Morning Program, Oluveus] or <u>Grade level chair / Department chair</u>	Collaboration with colleagues	
Taking on a new teaching assignment		
Other	After school tutoring [with log]	
	Other	

H	3.5-4
E	2.5-3.4
D	1.5-2.4
I	1-1.4

Teacher Improvement Plan Checklist

A Teacher Improvement Plan will include the following:

- Check the specific area(s) of Professional Practice Standards to be improved
- Specific goals for improvement which are linked to the performance indicators and/or the APPR evaluation criteria
- Activities, strategies are identified clearly
- Identification of multiple resources and supports are listed to help the teacher *such as, but not limited to:*
 - ⇒ *Mentors*
 - ⇒ *Professional Development Plan offerings*
 - ⇒ *BOCES and Teacher Center workshops,*
 - ⇒ *Higher Education Institution courses*
 - ⇒ *Observations of other environments*
 - ⇒ *Employee Assistance Program recommendation*
 - ⇒ *Release time for courses, workshops, observations, and mentoring*
- Indicators of progress are defined with criteria (if needed)
- Evaluation procedures and methods are identified
- Evaluation timeline with review timeframes are listed
- Signatures by the teacher and administrator(s) are included

TEACHER IMPROVEMENT PLAN

Teacher's Name: _____	Tenured: <input type="checkbox"/> Yes <input type="checkbox"/> No
School Building: _____	School Year: _____
Collaborative Meeting Dates: 1 st 2 nd 3 rd	_____
Dates of implementation for this plan: _____	_____
Submitted by: _____	Title: _____

Check specific focus area(s) of Professional Practice Standards to be improved:

- | | | |
|---|--|--|
| <input type="checkbox"/> Knowledge of Students/Learning | <input type="checkbox"/> Learning Environment | <input type="checkbox"/> Professional Responsibilities |
| <input type="checkbox"/> Knowledge of Content/Planning | <input type="checkbox"/> Assessment for Student Learning | |
| <input type="checkbox"/> Instructional Practice | <input type="checkbox"/> Professional Growth | |

Specific goals for improvement in each area:

Focus Area #1	<input type="checkbox"/> Administrator Initiated	<input type="checkbox"/> Teacher Initiated
----------------------	---	---

Goals for Improvement:

Strategies and Activities *(with timelines if applicable):*

Supports and Resources:

Focus Area #2	<input type="checkbox"/> Administrator Initiated	<input type="checkbox"/> Teacher Initiated
----------------------	---	---

Goals for Improvement:

Strategies and Activities *(with timelines if applicable):*

Supports and Resources:

Focus Area #3	<input type="checkbox"/> Administrator Initiated	<input type="checkbox"/> Teacher Initiated
----------------------	---	---

Goals for Improvement:

Strategies and Activities *(with timelines if applicable):*

Supports and Resources:

Indicators of Progress:

Evaluation Procedures:

Evaluation Timeline and Review Periods:

_____	to	_____

Meeting:	_____

Educator's Name: *(Please print)*

Date:

Educator's Signature:

Date:

Administrator's Signature and Title:

Date:

Union Representative's Signature and Title:

Date:

School:

Original: Personnel File
Copy: Teacher

HEDI Scoring Band Possibilities

20 % Growth and Local

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97- 100	94- 96	91- 93	88- 90	86- 87	83- 85	82	81	80	79	78	77	75- 76	73- 74	71- 72	69- 70	67- 68	65- 66	57- 64	46- 56	0- 45

Principal's Local Assessment of Student Achievement

The Locally-selected measures of growth or achievement will use the HEDI methodology in the assignment of rating and points as illustrated in the table below:

Rating	Rating Description that will be used in determining the assignment of the rating	Rubric Points Non-Value-Added	Rubric Points Value-Added
Highly effective	The principal's results of the students entrusted to their educational care exceed the Central Valley School district's expected student results for learning.	18-20	14-15
Effective	The principal's results of the students entrusted to their educational care meet the Central Valley School district's expected student results for learning.	9-17	8-13
Developing	The principal's results of the students entrusted to their educational care fall short of meeting the Central Valley School district's expected student results for learning.	3-8	3-7
Ineffective	The principal's results of the students entrusted to their educational care fall woefully short of the Central Valley School district's expected student results for learning.	0-2	0-2

- 5-8 Middle School Local Assessment applies to all 5-8 elementary principals
 - The 5-8 middle school principal's local assessment measure will be an achievement goal that 80% of 8th grade students will earn proficient, Level 3 or higher on the State Assessment in ELA. The local assessment goal shall have the HEDI points awarded as follows:

- The following table contains the point distribution for the 5-8 Principal Local Assessment Scoring for the Value-Added model.

Achievement Goal - 80% of 8th grade students will earn proficient, Level 3 or higher in the 8th Grade State ELA.		
HEDI Rating	Achievement %	Points
Highly Effective	80.6%-100.0%	15
Highly Effective	80.5%	14
Effective	80.0% - 80.4%	13
Effective	78%-79%	12
Effective	76%-77%	11
Effective	74%-75%	10
Effective	72%-73%	9
Effective	70%-71%	8
Developing	68%-69%	7
Developing	66%-67%	6
Developing	64%-65%	5
Developing	62%-63%	4
Developing	60%-61%	3
Ineffective	58%-59%	2
Ineffective	56%-57%	1
Ineffective	0%-55%	0

- High School Local Assessment applies to all High School principals.
 - The High School principal’s local assessment measure achievement goal - 80% of all eleventh (11th) grade students will earn proficient, sixty-five (65) or higher on the Comprehensive English Regents. The local assessment goal shall have the HEDI points awarded as follows:
 - The following table contains the point distribution for the High School Principal’s Local Assessment Scoring.

Achievement Goal - 80% of 11th grade students will earn proficient, 65 or higher on the Comprehensive English Regents.		
HEDI Rating	Achievement %	Points
Highly Effective	80.6%-100.0%	15
Highly Effective	80.5%	14
Effective	80.0 – 80.4%	13
Effective	78%-79%	12
Effective	76%-77%	11
Effective	74%-75%	10
Effective	72%-73%	9
Effective	70%-71%	8
Developing	68%-69%	7
Developing	66%-67%	6
Developing	64%-65%	5
Developing	62%-63%	4
Developing	60%-61%	3
Ineffective	58%-59%	2
Ineffective	56%-57%	1
Ineffective	0%-55%	0

To be used in the absence of Value-Added for 5-8 and 9-12

HEDI Rating	Achievement %	Points
Highly Effective	99%-100%	20
Highly Effective	97%-98%	19
Highly Effective	95%-96%	18
Effective	93%-94%	17
Effective	91%-92%	16
Effective	90%	15
Effective	88%-89%	14
Effective	86%-87%	13
Effective	84%-85%	12
Effective	82%-83%	11
Effective	80%-81%	10
Effective	78%-79%	9
Developing	76%-77%	8
Developing	73%-75%	7
Developing	69%-72%	6
Developing	66%-68%	5
Developing	63%-65%	4
Developing	59%-62%	3
Ineffective	54%-58%	2
Ineffective	51%-53%	1
Ineffective	0-50%	0

HEDI Level	HEDI Point Score Range	Calculated Rubric Score	Converted score for Other Measures of Effectiveness
Highly Effective	59-60	3.76-4.00	60
		3.51-3.75	59
Effective	57-58	3.01-3.50	58
		2.51-3.00	57
Developing	50-56	2.40-2.50	56
		2.25-2.39	55
		2.10-2.24	54
		1.95-2.09	53
		1.80-1.94	52
		1.65-1.79	51
		1.51-1.64	50
Ineffective	0-49	1.49-1.50	49
		1.48	48
		1.47	47
		1.46	46
		1.45	45
		1.44	44
		1.43	43
		1.42	42
		1.41	41
		1.40	40
		1.39	39
		1.38	38
		1.37	37
		1.36	36

HEDI Level	HEDI Point Score Range	Calculated Rubric Score	Converted score for Other Measures of Effectiveness
Ineffective (cont'd)		1.35	35
		1.34	34
		1.33	33
		1.32	32
		1.31	31
		1.30	30
		1.29	29
		1.28	28
		1.27	27
		1.26	26
		1.25	25
		1.24	24
		1.23	23
		1.22	22
		1.21	21
		1.20	20
		1.19	19
		1.18	18
		1.17	17
		1.16	16
		1.15	15
		1.14	14
		1.13	13
		1.12	12
		1.11	11

HEDI Level	HEDI Point Score Range	Calculated Rubric Score	Converted score for Other Measures of Effectiveness
Ineffective (cont'd)		1.10	10
		1.09	9
		1.08	8
		1.07	7
		1.06	6
		1.05	5
		1.04	4
		1.03	3
		1.02	2
		1.01	1
		1.00	0

Principal Improvement Plan

NAME _____ SCHOOL _____ SCHOOL YEAR _____

Rubric Domain: _____ Rubric Element _____ State Assessment _____ Local Assessment _____

Area(s) in Need of Improvement	Desired Outcomes	Activities to Support the Achievement of the Desired Outcomes	Timeline for Completion	Resources to be provided by the District	Evidence to Support Achievement of Goal	Was Desired Outcome Achieved (Y/N date)

Meeting Date	Progress toward goal	Principal Signature	Lead Evaluator Signature

Duplicate as necessary

Definition of the terms used on the PIP Form

Area(s) in Need of Improvement-The Lead Evaluator will only list those areas in need of improvement that were directly responsible for the principal receiving an Ineffective or Developing Rating.

- **Desired Outcomes**-The Lead Evaluator will provide specific success driven outcome/goal statements
- **Activities to Support the Achievement of the Desired Outcomes**-The Lead Evaluator will list the activities that the principal should engage in to meet the desired outcomes.
- **Timeline for Completion**-The Lead Evaluator will meet with the Principal monthly to assess the progress of the Principal. If at any time the Lead Evaluator determines that a goal has been met, it will be noted on the attached chart.
- **Resources to be provided by the District**-The Lead Evaluator will list the resources that will be provided to assist the Principal in achieving the desired outcomes.
- **Evidence to Support Achievement of Goal**-The Lead Evaluator and the Principal will mutually decide what items will be presented in support of goal attainment.
- **Was Desired Outcome Achieved (Y/N date)**—The Lead Evaluator will indicate on the chart when specific outcome has been met.

Goal Setting Meeting Notes:

Educator: _____

Date: _____ Administrator: _____

Comments on previous year's:

- Assessment Data:

- Evaluations

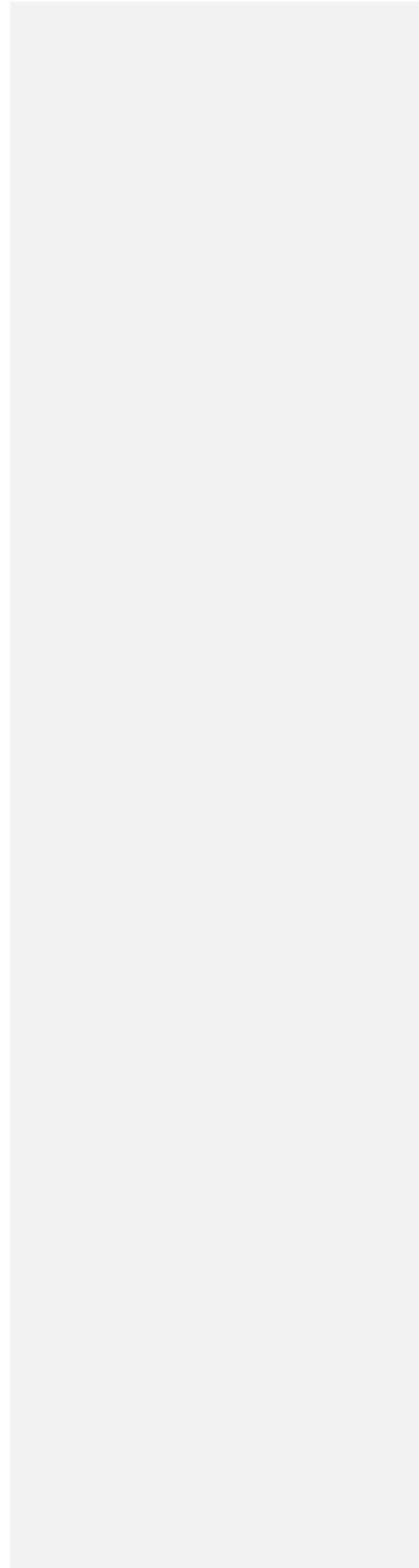
Focus Area #1: _____ Goal: _____

Focus Area #2: _____ Goal: _____

Professional Staff Self Reflection Option:

HEDI Rating for goal setting(max 4): _____

HEDI Rating for goal attaining(max 4): _____



**Mohawk Central School District
Formal Classroom Teacher Observation Summary (Announced)**

Name:	School/Location:
Subject/Grade Level:	Time/Period:
Date of Observation:	Number of Students:
Years of Service:	Tenured:
Observation #:	Date of Post- Observation Conference:
Evaluator:	

Pre-observation conference:	Date:
Comment:	
Summary of Lesson Observed:	

The following classifications are used to rank instructional competence:

- Highly Effective** - The teacher consistently exceeds expectations for the performance indicators.
- Effective** - The teacher consistently meets the performance indicators.
- Developing** - The teacher inconsistently meets the performance indicators.
- Ineffective** - The teacher fails to meet the performance indicators.

• Any rating of “Ineffective” requires a comment to be written by the administrator.

1.0	Knowledge of Students and Student Learning – Teacher acquires knowledge of each student, and demonstrates knowledge of student development and learning to promote achievement for all students.	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Ineffective	Comments:
2.0	Knowledge of Content and Instructional Planning – Teacher knows the content he/she is responsible for teaching, and plans instruction that ensures growth and achievement for all students.	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Ineffective	Comments:
3.0	Instructional Practice – Teacher implements instruction	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective	Comments:

that engages and challenges all students to meet or exceed the learning standards.	<input type="checkbox"/>	Developing	
	<input type="checkbox"/>	Ineffective	
4.0 Learning Environment – Teacher works with all students to create a dynamic learning environment that supports achievement and growth.	<input type="checkbox"/>	Highly Effective	Comments:
	<input type="checkbox"/>	Effective	
	<input type="checkbox"/>	Developing	
	<input type="checkbox"/>	Ineffective	
5.0 Assessment for Student Learning – Teacher uses multiple measures to assess and document student growth, evaluates instructional effectiveness and modifies instruction.	<input type="checkbox"/>	Highly Effective	Comments:
	<input type="checkbox"/>	Effective	
	<input type="checkbox"/>	Developing	
	<input type="checkbox"/>	Ineffective	

Teacher: _____

Date: _____

Evaluator: _____

Date: _____

Initial if attachments are included. Teacher: _____ **Evaluator:** _____

Mohawk Central School District
Professional Staff Performance Review

Instructional Walk (Unannounced)

Teaching Standards 3, 4, and 5

Standard 3. Instructional Practice

- 3.1c Engages students.
- 3.2a Teacher provides direction and procedures
- 3.3b Articulates measures of success.
- 3.4a Differentiates instruction.
- 3.4b Implements strategies for mastery of learning outcomes.

Standard 4. Learning Environment

- 4.2a Establishes high expectations for achievement
- 4.2b Promotes student curiosity.

Standard 5. Assessment for Student Learning

- 5.1c Aligns assessments to learning goals.
- 5.2c Engages students in self-assessment.

Add the rate (1-4) for each indicator observed, divided by the number of indicators =

Teacher Rating: Highly Effective Developing
 Effective Ineffective

Administrator Signature: _____

Date: _____

N.B. Evaluators should only rate those indicators directly observed during the Instructional Walk. Some indicators may not be observed.

Administrator Comments: _____

Comment [KF1]: These are suggestions - not all of the listed items correspond exactly to one of the indicators – Their check list included more items that were indicators of student engagement, not teaching practice. They may want to add some additional ones from standards 3 and 4.

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Deleted: Students knew what they were expected to learn.

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Deleted: Students were applying knowledge.¶
 Student answers were well organized around the learning.¶
 Students were summarizing their own learning.¶
 Students were using appropriate strategies.¶
 Strategies being used to enhance learning were appropriate.¶

Deleted: Student learning was the goal

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Deleted: Assessments were focused on the learning taking place.¶

Deleted: Students reflected on their learning.

Deleted: Student products reflect the learning.¶
 Students understand the criteria for success.¶
 Differentiated assignments are available.¶
 Students were actively engaged.¶

Teacher Comments: _____

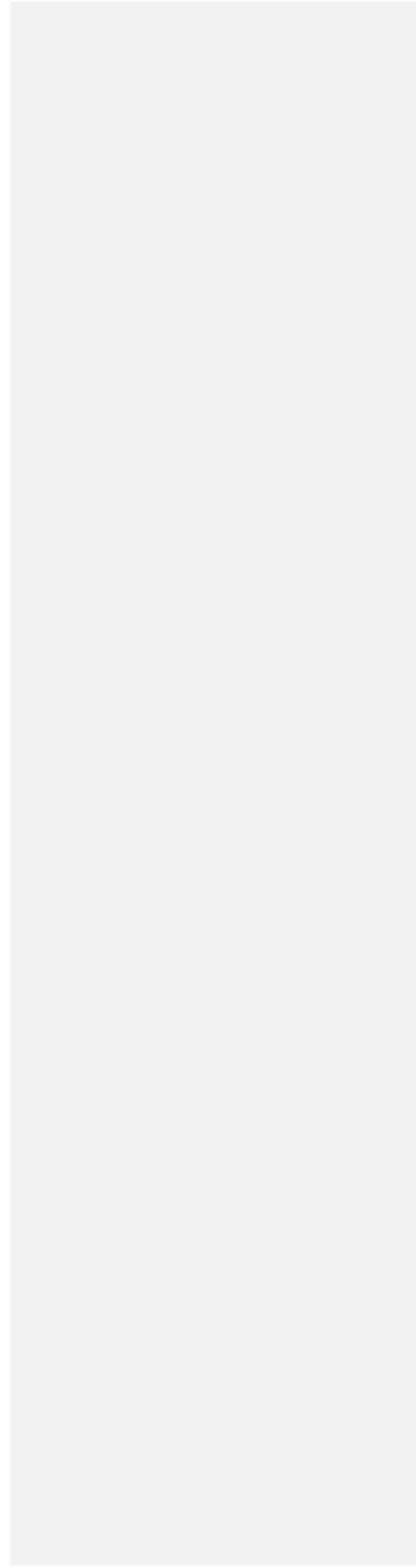
Teacher Signature: _____

Date: _____

Post-Observation Conference Requested? Yes No

Date of Conference: _____

Copies to : Personnel file, Teacher, Observer



**Mohawk Central School District
Summative Professional Performance Review
For Educators Identified Under Education Law §3012(c)**

Employee Name:

Job Title:

Date of Review:

Tenure Status: Tenured 1st Year Probation 2nd Year Probation 3rd Year Probation

Observations: (for submission to SED this equates to 40 points)

A. Evidence Collection (Announced Observation) /57%

B. Instructional Walk (Unannounced Observation) /10%

Other Evidence – Teacher Artifacts: (for submission to SED this equates to 20 points)

A. Teacher Artifacts /17%

B. Goal Setting /8%

C. Professional Growth, Responsibilities,
and Community Enhancement /8%

HEDI Rating (1-4)

Total for Teacher Effectiveness Score /60 points

Locally Selected Measures of Student Achievement /20 points

Student Growth on State Assessments /20 points

Composite Score for Teacher Effectiveness /100 points

Overall Professional Staff Rating:

- Highly Effective
- Effective
- Developing
- Ineffective

Comment [KF2]: This is really just semantics - Other Teacher Artifacts is the APPR terminology, by providing options under this title, we are following the language of the law. Essentially what you are doing, is describing the specific "artifacts" that will be used as evidence. The form that is submitted requires you to identify how many of the 60 points will be observations and artifacts – it doesn't allow for a more complex description or how those subcomponents would actually be broken out – so the conversion (53% observation/47% "artifacts" translates to 32 and 28)

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Teacher Improvement Plan Initiated (for Developing or Ineffective Ratings Only)

Yes No

Date Initiated:

Anecdotal Support:

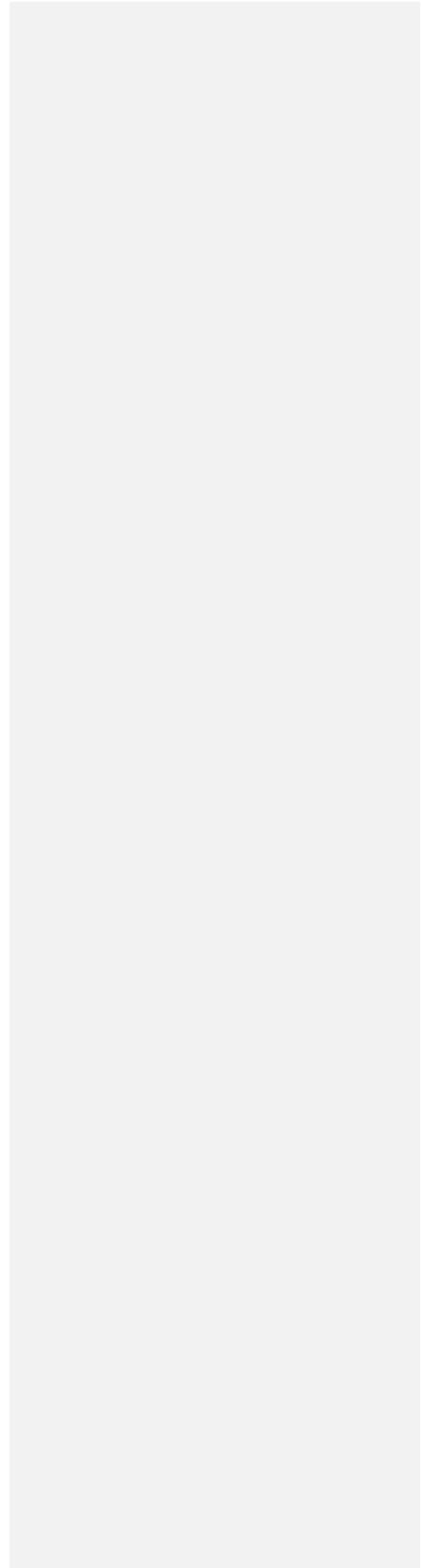
Administrator

Date

Professional Staff Member

Date

I am electing to attach supporting documentation or a rebuttal statement to this Review.



Mohawk Central School District

**Summative Evaluation for Guidance Counselors
School Year _____**

Name:	School/Location:
Subject/Grade Level:	Time/Period:
Date of Observation:	Number of Students:
Years of Service:	Tenured:
Observation #:	
Evaluator:	Date of Employee Conference:

Summary of Employee Conference:

The following classifications are used to rank instructional competence:

- Highly Effective** – Consistently exceeds expectations for the performance indicators.
- Effective** – Consistently meets the performance indicators.
- Developing** – Inconsistently meets the performance indicators.
- Ineffective** – Fails to meet the performance indicators.

- *Any rating of “Ineffective” requires a comment to be written by the administrator.*

1.0	Possesses knowledge of subject matter and curriculum, including the District Counseling Program and curriculum.	<input type="checkbox"/>	Highly Effective	Comments:
		<input type="checkbox"/>	Effective	
		<input type="checkbox"/>	Developing	
		<input type="checkbox"/>	Ineffective	
2.0	Organization and preparation employing necessary practices to support instruction and designing lessons that will address student needs.	<input type="checkbox"/>	Highly Effective	Comments:
		<input type="checkbox"/>	Effective	
		<input type="checkbox"/>	Developing	
		<input type="checkbox"/>	Ineffective	
3.0	Instructional delivery of the counseling program that results in	<input type="checkbox"/>	Highly Effective	Comments:

	active student involvement and meaningful lesson plans that result in student learning.	<input type="checkbox"/>	Effective	
		<input type="checkbox"/>	Developing	
		<input type="checkbox"/>	Ineffective	
4.0	Classroom or group management is supportive of diverse student learning needs creating a supportive learning environment.	<input type="checkbox"/>	Highly Effective	Comments:
		<input type="checkbox"/>	Effective	
		<input type="checkbox"/>	Developing	
		<input type="checkbox"/>	Ineffective	
5.0	Knowledge of student development, appreciation of diversity and regular application of developmentally-appropriate instructional strategies.	<input type="checkbox"/>	Highly Effective	Comments:
		<input type="checkbox"/>	Effective	
		<input type="checkbox"/>	Developing	
		<input type="checkbox"/>	Ineffective	
6.0	Student assessment techniques are based on appropriate learning standards and students' intervention needs.	<input type="checkbox"/>	Highly Effective	Comments:
		<input type="checkbox"/>	Effective	
		<input type="checkbox"/>	Developing	
		<input type="checkbox"/>	Ineffective	
7.0	Establishes and maintains collaborative relationships that are effective with students, parents or caregivers, support personnel, colleagues, administrators and <u>community referral agencies.</u>	<input type="checkbox"/>	Highly Effective	Comments:
		<input type="checkbox"/>	Effective	
		<input type="checkbox"/>	Developing	
		<input type="checkbox"/>	Ineffective	
8.0	Reflective and responsive practice that demonstrate adjustments are made on a continuous basis to improve the effectiveness of	<input type="checkbox"/>	Highly Effective	Comments:
		<input type="checkbox"/>	Effective	

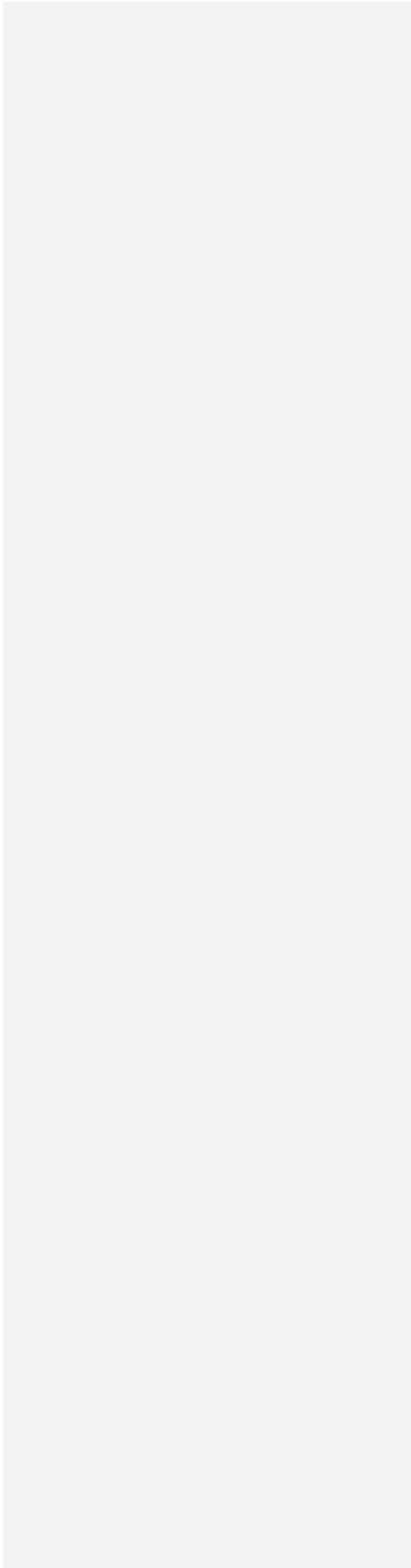
	instruction, assessment and behaviors through appropriate professional development.	<input type="checkbox"/>	Developing	
		<input type="checkbox"/>	Ineffective	
9.0	Responsive services through the effective use of individual and small-group counseling, consultation and referral skills.	<input type="checkbox"/>	Highly Effective	Comments:
		<input type="checkbox"/>	Effective	
		<input type="checkbox"/>	Developing	
		<input type="checkbox"/>	Ineffective	
10.0	Collects and analyzes data to guide students' program direction and emphasis including student choice of classes and special programs.	<input type="checkbox"/>	Highly Effective	Comments:
		<input type="checkbox"/>	Effective	
		<input type="checkbox"/>	Developing	
		<input type="checkbox"/>	Ineffective	
11.0	Monitors the students on a regular basis as they progress in school and provides management and support towards their educational program.	<input type="checkbox"/>	Highly Effective	Comments:
		<input type="checkbox"/>	Effective	
		<input type="checkbox"/>	Developing	
		<input type="checkbox"/>	Ineffective	
12.0	Acts as a student advocate, collaborator and a systems change agent to promote academic success of students.	<input type="checkbox"/>	Highly Effective	Comments:
		<input type="checkbox"/>	Effective	
		<input type="checkbox"/>	Developing	
		<input type="checkbox"/>	Ineffective	
13.0	Implements the individual planning component by guiding individual and groups of students and their parents/ guardians through the development of educational and career plans.	<input type="checkbox"/>	Highly Effective	Comments:
		<input type="checkbox"/>	Effective	
		<input type="checkbox"/>	Developing	

	<input type="checkbox"/>	Ineffective	
14.0 Provides responsive services through the effective use of individual and small-group counseling, consultation and referral skills.	<input type="checkbox"/>	Highly Effective	Comments:
	<input type="checkbox"/>	Effective	
	<input type="checkbox"/>	Developing	
	<input type="checkbox"/>	Ineffective	
15.0 Fulfills all professional obligations	<input type="checkbox"/>	Highly Effective	Comments:
	<input type="checkbox"/>	Effective	
	<input type="checkbox"/>	Developing	
	<input type="checkbox"/>	Ineffective	

Counselor: _____ **Date:** _____

Evaluator: _____ **Date:** _____

Initial if attachments are included: _____ **Counselor:** _____ **Evaluator:** _____



Teacher Improvement Plan Checklist

A Teacher Improvement Plan will include the following:

- Check the specific area(s) of Professional Practice Standards to be improved
- Specific goals for improvement which are linked to the performance indicators and/or the APPR evaluation criteria
- Activities, strategies are identified clearly
- Identification of multiple resources and supports are listed to help the teacher *such as, but not limited to:*
 - ⇒ *Mentors*
 - ⇒ *Professional Development Plan offerings*
 - ⇒ *BOCES and Teacher Center workshops,*
 - ⇒ *Higher Education Institution courses*
 - ⇒ *Observations of other environments*
 - ⇒ *Employee Assistance Program recommendation*
 - ⇒ *Release time for courses, workshops, observations, and mentoring*
- Indicators of progress are defined with criteria (if needed)
- Evaluation procedures and methods are identified
- Evaluation timeline with review timeframes are listed
- Signatures by the teacher and administrator(s) are included

Principal's Local Assessment of Student Achievement

The Locally-selected measures of growth or achievement will use the HEDI methodology in the assignment of rating and points as illustrated in the table below:

Rating	Rating Description that will be used in determining the assignment of the rating	Rubric Points Non-Value-Added	Rubric Points Value-Added
Highly effective	The principal's results of the students entrusted to their educational care exceed the Central Valley School district's expected student results for learning.	18-20	14-15
Effective	The principal's results of the students entrusted to their educational care meet the Central Valley School district's expected student results for learning.	9-17	8-13
Developing	The principal's results of the students entrusted to their educational care fall short of meeting the Central Valley School district's expected student results for learning.	3-8	3-7
Ineffective	The principal's results of the students entrusted to their educational care fall woefully short of the Central Valley School district's expected student results for learning.	0-2	0-2

- K-4 Elementary Local Assessment applies to all K-4 elementary principals
 - The K-4 elementary principal’s local assessment measure will be an achievement goal that 80% of 4th grade students will earn proficient, Level 3 or higher on the State Assessment in ELA. The local assessment goal shall have the HEDI points awarded as follows:

- The following table contains the point distribution for the K-4 Principal Local Assessment Scoring.

HEDI Rating	Achievement %	Points
Highly Effective	99%100%	20
Highly Effective	97%-98%	19
Highly Effective	95%-96%	18
Effective	93%-94%	17
Effective	91%-92%	16
Effective	90%	15
Effective	88%-89%	14
Effective	86%-87%	13
Effective	84%-85%	12
Effective	82%-83%	11
Effective	80%-81%	10
Effective	78%-79%	9
Developing	76%-77%	8
Developing	73%-75%	7
Developing	69%-72%	6
Developing	66%-68%	5
Developing	63%-65%	4
Developing	59%-62%	3
Ineffective	54%-58%	2
Ineffective	51%-53%	1
Ineffective	0-50%	0

○

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

By signing this document, the school district or BOCES certifies that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that all provisions of the APPR that are subject to collective negotiations have been resolved pursuant to the provisions of Article 14 of the Civil Service Law and that such APPR Plan complies with the requirements of Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES. By signing this document, the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that collective negotiations have been completed on all provisions of the APPR that are subject to collective bargaining, and that such APPR Plan complies with the requirements of Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES.

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that upon information and belief, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that rigorously adheres to Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that this APPR plan is the district's or BOCES' complete APPR plan and that such plan will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding or any other agreements in any form that prevent, conflict or interfere with full implementation of the APPR Plan; and that no material changes will be made to the plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-2 of the Rules of the Board of Regents.

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

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

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities

- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2013, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date:

 8/30/13

Teachers Union President Signature: Date:

 8/30/13

Administrative Union President Signature: Date:

N/A

Board of Education President Signature: Date:

 8/30/13