



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

Commissioner of Education  
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December 21, 2012

Benjamin Spitzer, Superintendent  
Chautauqua Lake Central School District  
100 North Erie Street  
Mayville, NY 14757

Dear Superintendent Spitzer:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

c: David P. O'Rourke

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

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

# Annual Professional Performance Reviews: 2012-13

Created Monday, May 07, 2012

Updated Friday, September 14, 2012

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## 1

### Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 060503040000

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

*060503040000*

#### 1.2) School District Name: CHAUTAUQUA LAKE CSD

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

*CHAUTAUQUA LAKE CSD*

#### 1.3) School Improvement Grant (SIG) Districts Only

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

*(No response)*

#### 1.4) Award Classification

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

*(No response)*

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Monday, May 07, 2012

Updated Thursday, December 13, 2012

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	STAR Early Literacy Enterprise
1	State-approved 3rd party assessment	STAR Early Literacy Enterprise
2	State-approved 3rd party assessment	STAR Early Literacy Enterprise

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	A baseline assessment will be given to all students in grades K-3. Individual growth targets will be established
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this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	by administration from baseline results using the STAR Reading Enterprise STAR Early Literacy Enterprise programs. HEDI points will be assigned to teachers based on percent of students meeting or exceeding targets set.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	All targets are met or exceeded; and/or evidence indicates student learning gain is well above district expectations, including special populations
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Most targets are met; and/or evidence indicates significant student learning gain that meets district expectations, including special populations
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations; overall has not met the expectations described in the SLO
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Targets are generally no met; and/or evidence indicates little to no student learning gain and results are well below district expectations

### 2.3) Grades K-3 Math

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

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	3rd grade Math State Assessment
1	School-or BOCES-wide, group or team results based on State assessments	3rd grade Math State Assessment
2	State-approved 3rd party assessment	STAR Math Enterprise

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

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.	A baseline assessment will be given to all students in grades K-3. Individual growth targets will be established by the administration from baseline results using the STAR Math Enterprise program. HEDI points will be assigned to teachers based on percent of students meeting or exceeding targets set
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	All targets are met or exceeded; and/or evidence indicates student learning gain is well above district expectations, including special populations
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Most targets are met; and/or evidence indicates significant student learning gain that meets district expectations, including special populations

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations; overall has not met the expectations described in the SLO
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Targets are generally no met; and/or evidence indicates little to no student learning gain and results are well below district expectations

## 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	Erie 2 BOCES developed 6th grade science assessment
7	District, regional or BOCES-developed assessment	Erie 2 BOCES developed 7th grade science assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A baseline assessment will be given to all students in grades 6-8 science. Individual growth targets will be established by the administration from baseline results using the Erie 2 BOCES developed assessments. HEDI points will be assigned to teachers based on percent of students meeting or exceeding targets set.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	All targets are met or exceeded; and/or evidence indicates student learning gain is well above district expectations, including special populations
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Most targets are met; and/or evidence indicates significant student learning gain that meets district expectations, including special populations
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations; overall has not met the expectations described in the SLO
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Targets are generally no met; and/or evidence indicates little to no student learning gain and results are well below district expectations

## 2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Erie 2 BOCES developed 6th grade social studies assessment
7	District, regional or BOCES-developed assessment	Erie 2 BOCES developed 7th grade social studies assessment
8	District, regional or BOCES-developed assessment	Erie 2 BOCES developed 8th grade social studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A baseline assessment will be given to all students in grades 6-8 social studies. Individual growth targets will be established by administration from baseline results using the Erie 2 BOCES developed assessments. HEDI points will be assigned to teachers based on percent of students meeting or exceeding targets set.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	All targets are met or exceeded; and/or evidence indicates student learning gain is well above district expectations, including special populations
Effective (9 - 17 points) Results meet District goals for similar students.	Most targets are met; and/or evidence indicates significant student learning gain that meets district expectations, including special populations
Developing (3 - 8 points) Results are below District goals for similar students.	Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations; overall has not met the expectations described in the SLO
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Targets are generally no met; and/or evidence indicates little to no student learning gain and results are well below district expectations

## 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	School-/BOCES-wide group/team results based on State assessments	All regents exams

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A baseline assessment will be given to all students enrolled in a course that ends in a regents exam. Global 2 and American History will use a previous year regents exam established by a district. Individual growth targets will be established by administration from baseline results. Global I growth scores will be a school wide metric determined from percent of students meeting their individual growth target on all regents exams. HEDI points will be assigned by administration to teachers based on percent of students meeting or exceeding targets set.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	All targets are met or exceeded; and/or evidence indicates student learning gain is well above district expectations, including special populations
Effective (9 - 17 points) Results meet District goals for similar students.	Most targets are met; and/or evidence indicates significant student learning gain that meets district expectations, including special populations
Developing (3 - 8 points) Results are below District goals for similar students.	Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations; overall has not met the expectations described in the SLO
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Targets are generally no met; and/or evidence indicates little to no student learning gain and results are well below district expectations

## 2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A baseline assessment will be given to all students enrolled in a course that ends in a regents exam. All regents level science courses will use a previous year regents exam established by a district. Individual growth targets will be established by administration from baseline results. HEDI points will be assigned to teachers based on
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	percent of students meeting or exceeding targets set.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	All targets are met or exceeded; and/or evidence indicates student learning gain is well above district expectations, including special populations
Effective (9 - 17 points) Results meet District goals for similar students.	Most targets are met; and/or evidence indicates significant student learning gain that meets district expectations, including special populations
Developing (3 - 8 points) Results are below District goals for similar students.	Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations; overall has not met the expectations described in the SLO
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Targets are generally no met; and/or evidence indicates little to no student learning gain and results are well below district expectations

## 2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A baseline assessment will be given to all students enrolled in a course that ends in a regents exam. All regents level math courses will use a previous year regents exam established by a district. Individual growth targets will be established by administration from baseline results. HEDI points will be assigned to teachers based on percent of students meeting or exceeding targets set.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	All targets are met or exceeded; and/or evidence indicates student learning gain is well above district expectations, including special populations
Effective (9 - 17 points) Results meet District goals for similar students.	Most targets are met; and/or evidence indicates significant student learning gain that meets district expectations, including special populations
Developing (3 - 8 points) Results are below District goals for similar students.	Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations; overall has not met the expectations described in the SLO

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

Targets are generally no met; and/or evidence indicates little to no student learning gain and results are well below district expectations

## 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	School-/BOCES-wide group/team results based on State assessments	All regents exams
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	All regents exams
Grade 11 ELA	Regents assessment	Regents ELA 11 Assessment

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

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

A baseline assessment will be given to all students enrolled in a course that ends in a regents exam. The English 11 will use a previous year regents exam established by a district. Individual growth targets will be established by administration from baseline results. English 9 and 10 growth scores will use a school wide metric determined from the percent of students meeting their individual growth target established by the administration on all regents exams. HEDI points will be assigned to teachers based on percent of students meeting or exceeding targets set.

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

All targets are met or exceeded; and/or evidence indicates student learning gain is well above district expectations, including special populations

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

Most targets are met; and/or evidence indicates significant student learning gain that meets district expectations, including special populations

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

Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations; overall has not met the expectations described in the SLO

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

Targets are generally no met; and/or evidence indicates little to no student learning gain and results are well below district expectations

## 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
Grade 5 Science	District, Regional or BOCES-developed	Erie 2 BOCES developed 5th grade science assessment
K-6;7-12 Physical Education	School/BOCES-wide/group/team results based on State	K-6 4-6 ELA/Math State Assessment; 7-12 all regents exams
K-6;7-12 Music	School/BOCES-wide/group/team results based on State	K-6 4-6 ELA/Math State Assessment; 7-12 all regents exams
K-6;7-12 Art	School/BOCES-wide/group/team results based on State	K-6 4-6 ELA/Math State Assessment; 7-12 all regents exams
7-12 Health	School/BOCES-wide/group/team results based on State	All regents exams
K-6;7-12 Family and Consumer Science	School/BOCES-wide/group/team results based on State	K-6 4-6 ELA/Math State Assessment; 7-12 all regents exams
K-6;7-12 Technology	School/BOCES-wide/group/team results based on State	K-6 4-6 ELA/Math State Assessment; 7-12 all regents exams
Business	School/BOCES-wide/group/team results based on State	All regents exams
8th grade French and French III	District, Regional or BOCES-developed	Erie 2 BOCES developed 8th grade French 3 assessment
7th grade French and French II, IV, V	School/BOCES-wide/group/team results based on State	All regents exams
8th grade Spanish and Spanish III	District, Regional or BOCES-developed	Erie 2 BOCES developed 8th grade Spanish 3 assessment
7th grade Spanish and Spanish II, IV, V	School/BOCES-wide/group/team results based on State	All regents exams
All other 9-12 Electives	School/BOCES-wide/group/team results based on State	All regents exams
K-6 Reading AIS	School/BOCES-wide/group/team results based on State	4-6 ELA/Math State Assessments
K-6 Math AIS	School/BOCES-wide/group/team results based on State	4-6 ELA/Math State Assessments
School Librarian	School/BOCES-wide/group/team results based on State	4-6 ELA/Math State Assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A baseline assessment will be given to all students enrolled in Grade 5 science, Grade 8 French Spanish, and French and Spanish Level 3 courses using a Erie 2 BOCES developed assessment correlated to their grade and subject. Individual growth targets will be established by administration from baseline results. Elective areas in
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grades K-6 and 7-12 (Art, Music, Technology, FACS, Business, Health, Technology, AIS, Library, French Spanish 7, II, IV, V) will determine growth scores from a school wide metric that evaluates performance on all regents exams or grades 4-6 NYS ELA Math assessments. HEDI points will be assigned to teachers based on percent of students meeting or exceeding targets set.

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

All targets are met or exceeded; and/or evidence indicates student learning gain is well above district expectations, including special populations

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

Most targets are met; and/or evidence indicates significant student learning gain that meets district expectations, including special populations

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

Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations; overall has not met the expectations described in the SLO

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

Targets are generally no met; and/or evidence indicates little to no student learning gain and results are well below district expectations

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

*(No response)*

## 2.11) HEDI Tables or Graphics

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

*assets/survey-uploads/5364/125979-TXEttx9bQW/Growth HEDI Table.pdf*

## 2.12) Locally Developed Controls

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: student prior academic history, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

*No adjustments will be made when setting targets for Comparable Growth Measures.*

## 2.13) Teachers with more than one growth measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI rating and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Common branch teacher

with state-provided value-added measures for both ELA and Math in 4th grades; Middle school math teacher with both 7th and 8th grade math courses.)

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

## 2.14) Assurances

Please check all of the boxes below:

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

### 3. Local Measures (Teachers)

Created Thursday, May 17, 2012

Updated Tuesday, December 18, 2012

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#### Page 1

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

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

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

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

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

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

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

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

*One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers.*

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

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	3) Teacher specific achievement or growth score computed locally	4th grade ELA New York State Assessment
5	3) Teacher specific achievement or growth score computed locally	5th grade ELA New York State Assessment

6	3) Teacher specific achievement or growth score computed locally	6th grade ELA New York State Assessment
7	3) Teacher specific achievement or growth score computed locally	7th grade ELA New York State Assessment
8	3) Teacher specific achievement or growth score computed locally	8th grade ELA New York State Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	A HEDI score will be allocated to teachers based on percent of students meeting proficiency (Level 3 or Level 4) or better on the post test/NYS ELA State Assessment.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All targets are met or exceeded; and/or evidence indicates student learning gain is well above district expectations, including special populations
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most targets are met; and/or evidence indicates significant student learning gain that meets district expectations, including special populations
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Targets are generally no met; and/or evidence indicates little to no student learning gain and results are well below district expectations

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	3) Teacher specific achievement or growth score computed locally	4th grade Math New York State Assessment
5	3) Teacher specific achievement or growth score computed locally	5th grade Math New York State Assessment
6	3) Teacher specific achievement or growth score computed locally	6th grade Math New York State Assessment
7	3) Teacher specific achievement or growth score computed locally	7th grade Math New York State Assessment
8	3) Teacher specific achievement or growth score computed locally	8th grade Math New York State Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	A HEDI score will be allocated to teachers based on percent of students meeting proficiency (Level 3 or Level 4) or better on the post test/NYS Math State Assessment.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All targets are met or exceeded; and/or evidence indicates student learning gain is well above district expectations, including special populations
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most targets are met; and/or evidence indicates significant student learning gain that meets district expectations, including special populations
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Targets are generally no met; and/or evidence indicates little to no student learning gain and results are well below district expectations

### 3.3) HEDI Tables or Graphics

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

[assets/survey-uploads/5139/130750-rhJdBgDruP/HEDI Table Value Added Model\\_1.pdf](assets/survey-uploads/5139/130750-rhJdBgDruP/HEDI Table Value Added Model_1.pdf)

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

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

*One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers.*

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

Measures based on:

1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade

math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)

- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
  
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
  
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
  
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
  
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
  
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise
1	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise
2	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise
3	1) Change in percentage of student performance level on State assessments	3rd Grade NYS ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	A HEDI score will be allocated to teachers based on percent of students meeting proficiency (STAR: +1 increase of students Identified reading target; NYS Assessment (Level 3 and 4)) determined by the STAR Early Literacy program or NYS ELA Assessment.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All targets are met or exceeded; and/or evidence indicates student learning gain is well above district expectations, including special populations
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most targets are met; and/or evidence indicates significant student learning gain that meets district expectations, including special populations
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations; overall has not met the expectations described in the SLO
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Targets are generally no met; and/or evidence indicates little to no student learning gain and results are well below district expectations

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	3rd grade New York State Math Assessment
1	6(ii) School-wide measure computed locally	3rd grade New York State Math Assessment
2	4) State-approved 3rd party assessments	STAR Math Enterprise
3	1) Change in percentage of student performance level on State assessments	3rd Grade NYS Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	A HEDI score will be allocated to teachers based on a percent of students scoring proficiency (Grade K, 1, 3 = Level 3 or 4; Grade 2 = +1 grade equivalency as determines by STAR Math Enterprise) or better on the post test/NYS Math State Assessment/STAR Math
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	Enterprise.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All targets are met or exceeded; and/or evidence indicates student learning gain is well above district expectations, including special populations
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most targets are met; and/or evidence indicates significant student learning gain that meets district expectations, including special populations
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations; overall has not met the expectations described in the SLO
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Targets are generally no met; and/or evidence indicates little to no student learning gain and results are well below district expectations

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES—developed assessments	Erie 2 BOCES Developed 6th grade science Assessment
7	5) District, regional, or BOCES—developed assessments	Erie 2 BOCES Developed 7th grade science Assessment
8	3) Teacher specific achievement or growth score computed locally	8th grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	A HEDI score will be allocated to teachers based on a percent students meeting proficiency (passing at 65) or better on the post test/NYS 8th grade Science State Assessment or Erie 2 BOCES Developed 6 7th grade science assessments.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All targets are met or exceeded; and/or evidence indicates student learning gain is well above district expectations, including special populations
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most targets are met; and/or evidence indicates significant student learning gain that meets district expectations, including special populations
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations; overall has not met the expectations described in the SLO
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Targets are generally no met; and/or evidence indicates little to no student learning gain and results are well below district expectations

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Erie 2 BOCES Developed 6th grade social studies Assessment
7	5) District, regional, or BOCES–developed assessments	Erie 2 BOCES Developed 7th grade social studies Assessment
8	5) District, regional, or BOCES–developed assessments	Erie 2 BOCES Developed 8th grade social studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	A HEDI score will be allocated to teachers based on a percent of students meeting proficiency (passing at 65) or better on the post test/ Erie 2 BOCES Developed 6, 7, and 8th grade social studies assessments.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All targets are met or exceeded; and/or evidence indicates student learning gain is well above district expectations, including special populations
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most targets are met; and/or evidence indicates significant student learning gain that meets district expectations, including special populations
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations; overall has not met the expectations described in the SLO
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Targets are generally no met; and/or evidence indicates little to no student learning gain and results are well below district expectations

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	All regents exams

Global 2	3) Teacher specific achievement or growth score computed locally	Global Studies Regents
American History	3) Teacher specific achievement or growth score computed locally	US History Regents

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.	A HEDI score will be allocated to teachers based on percent of students meeting proficiency (passing at 65) or better on the post test/NYS Global Studies II or US History regents, or a school wide measure based on proficiency of all regents exams.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All targets are met or exceeded; and/or evidence indicates student learning gain is well above district expectations, including special populations
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most targets are met; and/or evidence indicates significant student learning gain that meets district expectations, including special populations
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations; overall has not met the expectations described in the SLO
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Targets are generally no met; and/or evidence indicates little to no student learning gain and results are well below district expectations

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	3) Teacher specific achievement or growth score computed locally	Living Environment Regents
Earth Science	3) Teacher specific achievement or growth score computed locally	Physical Setting Earth Science Regents
Chemistry	3) Teacher specific achievement or growth score computed locally	Physical Setting Chemistry Regents
Physics	3) Teacher specific achievement or growth score computed locally	Physical Settling Physics Regents

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.	A HEDI score will be allocated to teachers based on percent of students meeting proficiency (passing at 65) or better on the post test/NYS Living Environment, Earth Science, Chemistry, or Physics regent exam.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All targets are met or exceeded; and/or evidence indicates student learning gain is well above district expectations, including special populations
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most targets are met; and/or evidence indicates significant student learning gain that meets district expectations, including special populations
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations; overall has not met the expectations described in the SLO
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Targets are generally no met; and/or evidence indicates little to no student learning gain and results are well below district expectations

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	3) Teacher specific achievement or growth score computed locally	Integrated Algebra Regents
Geometry	3) Teacher specific achievement or growth score computed locally	Geometry Regents
Algebra 2	3) Teacher specific achievement or growth score computed locally	Algebra 2/Trig Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	A HEDI score will be allocated to teachers based on percent of students meeting proficiency (passing at 65) or better on the post test/NYS Integrated Algebra, Geometry, or Algebra 2/Trig regents exam.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All targets are met or exceeded; and/or evidence indicates student learning gain is well above district expectations, including special populations
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most targets are met; and/or evidence indicates significant student learning gain that meets district expectations, including special populations
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations; overall has not met the expectations described in the SLO
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Targets are generally no met; and/or evidence indicates little to no student learning gain and results are well below district expectations

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	All regents exams
Grade 10 ELA	6(ii) School wide measure computed locally	All regents exams
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	English 11 Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	A HEDI score will be allocated to teachers based on percent of students meeting proficiency (passing at 65) or better on the post test/NYS Grade 11 ELA regents, or a school wide measure based on proficiency of all regents exams.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All targets are met or exceeded; and/or evidence indicates student learning gain is well above district expectations, including special populations
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement	Most targets are met; and/or evidence indicates significant student learning gain that meets district expectations,

for grade/subject.	including special populations
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations; overall has not met the expectations described in the SLO
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Targets are generally no met; and/or evidence indicates little to no student learning gain and results are well below district expectations

### 3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
5th grade Science	5) District/regional/BOCES–developed	Erie 2 BOCES Developed 5th grade science Assessment
K-6;7-12 Physical Education	6(ii) School wide measure computed locally	K-6, 4-6 NYS ELA Math Assessments; 7-12 all regents exams
K-12 Music	6(ii) School wide measure computed locally	K-6, 4-6 NYS ELA Math Assessments; 7-12 all regents exams
K-12 Art	6(ii) School wide measure computed locally	K-6, 4-6 NYS ELA Math Assessments; 7-12 all regents exams
7-12 Health	6(ii) School wide measure computed locally	All regents exams
Family Consumer Science	6(ii) School wide measure computed locally	K-6, 4-6 NYS ELA Math Assessments; 7-12 all regents exams
Technology	6(ii) School wide measure computed locally	K-6, 4-6 NYS ELA Math Assessments; 7-12 all regents exams
Business	6(ii) School wide measure computed locally	All regents exams
French 8 French III	5) District/regional/BOCES–developed	Erie 2 BOCES Developed French 8 French III proficiency and competency Assessments
French 7, French II, IV, V	6(ii) School wide measure computed locally	All regents exams
Spanish 8 Spanish III	5) District/regional/BOCES–developed	Erie 2 BOCES Developed Spanish 8 Spanish III proficiency and competency Assessments
Spanish 7, Spanish II, IV, V	6(ii) School wide measure computed locally	All regents exams
All other 9-12 Electives	6(ii) School wide measure computed locally	All regents exams
K-6 Reading AIS	6(ii) School wide measure computed locally	K-6, 4-6 NYS ELA Math Assessments
K-6 Math AIS	6(ii) School wide measure computed locally	K-6, 4-6 NYS ELA Math Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

A HEDI score will be allocated to teachers based on students meeting proficiency (NYS Assessments Level 3 and 4; Regents Assessments Erie 2 BOCES regionally developed assessments passing @ 65) or better on the post test/Erie 2 BOCES Regionally developed 5th grade science, French Spanish 8, French Spanish III (65), or a school wide measure based achievement performance on all regents exams or 4-6 NYS ELA Math state assessments (achieving a 65 or better, or level 3 , respectively).

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

All targets are met or exceeded; and/or evidence indicates student learning gain is well above district expectations, including special populations

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

Most targets are met; and/or evidence indicates significant student learning gain that meets district expectations, including special populations

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

Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations; overall has not met the expectations described in the SLO

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

Targets are generally no met; and/or evidence indicates little to no student learning gain and results are well below district expectations

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/5139/130750-y92vNseFa4/Local HEDI Table.pdf](#)

### 3.14) Locally Developed Controls

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

*No additional adjustments will be made.*

### 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.

*Step 1 - The district evaluator (principal) will assess the results of each measure separately, arriving at a HEDI rating and point value from 0-15 or 0-20 points, respectively.*

*Step 2 - Each measure must then be weighted proportionately based upon the number of students included in all measures. This will provide for one overall growth component score from 0 - 20 points or 0-15 points. If the point value is equal to or greater than 0.5 the score will be rounded up. If the point value is less than 0.5 the score will be rounded down.*

### 3.16) Assurances

Please check all of the boxes below:

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

## 4. Other Measures of Effectiveness (Teachers)

Created Monday, May 07, 2012

Updated Friday, December 14, 2012

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*Danielson's Framework for Teaching (2011 Revised Edition)*

*(No response)*

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

If you checked "no" above, fill in the group of teachers covered (e.g., "probationary teachers"):

*(No response)*

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

[SurveyTools.0] Tripod Early Elementary Student Perception Survey K-2	(No response)
[SurveyTools.1] Tripod 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.

*Pursuant to Section 3012-c, evaluations of classroom teachers are to be based on multiple measures, aligned with the New York State Teaching Standards. Teacher performance will be assessed based upon the Danielson's Framework for Teaching (2011-Revised Edition) rubrics approved by the New York State Education Department.*

*Rubric and Other Measures to Evaluate Performance*

*• The following data collection methods will be employed:*

*o Multiple (2) classroom visits by principal or trained assistant principal. One of the visits (walk-through) will be unannounced and duration will be at least 10 minutes. One visit will be announced and the duration will be at least 20 minutes. The first visit (classroom observation) will be completed in the first semester and will be used in the point total. The teacher will be notified of the announced*

visit at least five (5) days in advance of the observation. The evaluator will receive from the teacher a completed pre-observation form (Form C) and a lesson plan for the observation within at least twenty-four (24) hours prior to the scheduled observation.

o The second visit (walk-through) will be completed in the second semester and will be used in the point total.

o Each classroom visit (both the observation and the walk-through) will have a point value of 20 points. Points will be assigned using Danielson's Framework for Teaching and will focus on, but not be limited to the following components of the Danielson Rubric:

- Creating and Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Communicating with Students
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment in Instruction
- Demonstrating Flexibility and Responsiveness

In order for a teacher to earn points for the various components, the teacher must score in the Proficient to Distinguished range of the rubric. An additional walk-through may be scheduled at the immediate supervisor's discretion to serve as a formative evaluation that does not result in a score. Forms to be used for the classroom visits are found in Appendix B.

o The remaining points (20) shall be allocated using a review of teacher artifacts/portfolio. This artifact/portfolio review will take place in two separate ten (10 point) reviews. The first review will take place in conjunction with the announced classroom visit (classroom observation) and will be used in the point total on Evaluation Form A. The second review will be completed in conjunction with the second classroom visit (walk-through) and will be incorporated in the point total on Evaluation Form B. The artifact/portfolio review will address, but not be limited to, the following components of the Danielson Rubric:

- Teacher artifacts representing:
- Knowledge of Content and Pedagogy
- Knowledge of Students
- Instructional Outcomes
- Knowledge of Resources
- Designing Coherent Instruction
- Designing Student Assessments
- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Participating in a Professional Community
- Growing and Developing Professionally
- Showing Professionalism

The building principal, in September, will identify and announce a menu of artifact selections. Forms to be used for the artifact review are found in Appendix D and are labeled as Forms 1-a through 1f and 4a through 4f. Point values for all artifacts will be determined by the principal in September and announced to the teachers. Each teacher will submit twelve artifacts to the principal in the first semester and twelve artifacts in the second semester. In each semester six artifacts will reflect skill levels in Domain 1 and six will reflect skill levels in Domain 4. In each semester eight of the artifacts will be worth one (1) point and four of the artifacts will be worth one half (.5) point.

- Timely and Constructive Feedback
- Post-observation formative conference to take place within 10 days of observation using Evaluation Form A in the first semester and evaluation Form B in the second semester.
- A final summative conference to take place in June using evaluation Form D. The summative form will be completed with the "other measures" section and the "locally selected measures" scores completed with a copy provided to the teacher no later than the last working day of school for teachers of each school year. Upon receipt of growth measures, the form will be updated with a final copy completed and provided to the teacher as soon as practicable but no later than September 1st of each school year.
- Artifacts/portfolio to be submitted to the evaluator within two days prior to announced observation
- Artifacts/portfolio to be submitted to the evaluator within two days after unannounced observation.

The point total of the two classroom visits will be added together to establish a HEDI score from 0 to 60 points.

1. Tenured teachers - Use the process as defined above.

2. Probationary Teachers - Use the process as defined above plus one observation by the Superintendent without point values assigned. These observations will also be used to establish inter-rater reliability and enhance appeal procedure consideration as necessary.

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

*assets/survey-uploads/5091/125980-eka9yMJ855/Appendix D - Teacher Evaluation Forms.Revised doc.pdf*

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	See 4.5 Description
Effective: Overall performance and results meet NYS Teaching Standards.	See 4.5 Description
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	See 4.5 Description
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	See 4.5 Description

Provide the ranges for the 60-point scoring bands.

Highly Effective	55-60
Effective	45-54
Developing	38-44
Ineffective	0-37

#### 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	1
4.6) Observations of Probationary Teachers   Informal/Short	1
4.6) Observations of Probationary Teachers   Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
- 

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Thursday, June 21, 2012

Updated Friday, September 14, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

#### **growth or achievement**

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

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

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

For the 2013-2014 school year and beyond, the Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

5.1) The 2012-13 scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

Highly Effective	55-60
Effective	45-54
Developing	38-44
Ineffective	0-37

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 6. Additional Requirements - Teachers

Created Thursday, June 07, 2012

Updated Tuesday, December 18, 2012

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## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

*assets/survey-uploads/5265/140185-Df0w3Xx5v6/TIP for CLCS.doc*

### 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:

#### *Teacher Appeal Procedures*

*Section 3012-c of the Education Law establishes a comprehensive annual evaluation system for classroom teachers, as well as the issuance and implementation of improvement plans for teachers whose performance is assessed as either Developing or Ineffective.*

*To the extent that a teacher wishes to challenge a performance review and/or improvement plan under the new evaluation system, the*

law requires the establishment of an appeals procedure, the specifics of which are to be locally negotiated pursuant to article XIV of the Civil Service Law.

#### **APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY**

Appeals of annual professional performance reviews should be limited to those that rate a teacher as Ineffective or Developing only. Additional procedures may be appropriate where compensation decisions are linked to rating categories.

#### **WHAT MAY BE CHALLENGED IN AN APPEAL**

Appeal procedures should limit the scope of appeals under Education Law §3012-c to the following subjects:

1. the school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
2. the adherence to the Commissioner's regulations, as applicable to such reviews;
3. compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
4. the school district's or board of cooperative educational services' issuance and/or implementation of terms of the teacher improvement plan under Education Law §3012-c

#### **PROHIBITION AGAINST MORE THAN ONE APPEAL**

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

#### **BURDEN OF PROOF**

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

#### **TIMEFRAME FOR FILING APPEAL**

All appeals must be submitted in writing no later than 15 calendar days of the date when the teacher or receives his or her annual professional performance review. If a teacher is challenging the issuance of a teacher improvement plan, appeals must be filed with 15 days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

#### **TIMEFRAME FOR DISTRICT RESPONSE**

Within 15 calendar days of receipt of an appeal, the school district member(s) who issued the performance review or were or are responsible for either the issuance and/or implementation of the terms of the teacher's improvement plan must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response.

#### **DECISION-MAKER ON APPEAL**

All decision shall be rendered by the superintendent of schools.

#### **DECISION**

A written decision on the merits of the appeal shall be rendered no later than thirty (30) calendar days from the date upon which the teacher filed his or her appeal. The appeal shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final.

A decision shall be set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error defect or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the teacher and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

#### **EXCLUSIVITY OF §3012-C APPEAL PROCEDURE**

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

#### **EMPLOYMENT DECISIONS**

By law, the APPR is required to be a significant factor in employment decisions such as the promotion, retention, tenure determinations, termination and supplemental compensation, as well as a significant factor in teacher professional development. The

*district reserves the right to terminate or deny tenure to a probationary teacher during the pendency of an appeal for statutorily and constitutionally permissible reasons other than the teacher's performance that is the subject of the appeal.*

*Tenured teachers with a pattern of ineffective teaching or performance - defined by law as two consecutive annual "ineffective" ratings - may be charged with incompetence and considered for termination through an expedited hearing process.*

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

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

*Administrators will be periodically certified and re-certified using local BOCES staff development training. This training will be initiated every two years and will include refresher instruction in all nine criteria required for lead evaluator status. Additionally, as indicated by any potential Teacher Improvement Plan, certain areas will include concentrated professional development. Furthermore, upon arrival of a new potential lead evaluator as a result of a new hire to the District, the appropriate level of training will be implemented as soon as practicable.*

*The primary responsibility for evaluation of each employee rests with the immediate supervisor, who is normally that employee's building principal or designee. The district will ensure that all evaluators are properly trained and certified to complete the performance reviews of professional employees.*

*Evaluator training will include the following:*

- *NYS Teaching Standards and ISSLC Standards*
- *Evidence-based observation*
- *Application and use of Student Growth Percentile and Value-Added Growth Model data*
- *Application and use of the State-approved teacher or principal rubrics*
- *Application and use of any assessment tools used to evaluate teachers and principals*
- *Application and use of State-approved locally selected measures of student growth/achievement*
- *Use of the Statewide Instructional Reporting System*
- *Scoring methodology used to evaluate teachers and principals*
- *Specific considerations in evaluating teachers and principals of English Language Learners (ELL) and students with disabilities.*

*The district will ensure that the evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.*

*Inter-rater reliability will be established and monitored in multiple ways including at least three co-rating comparisons for each evaluator in any given year and use of computerized software (True North) training for all evaluators. Additionally, the district will engage in an annual data analysis to detect disparities on the part of one or more evaluators, conduct periodic comparisons of a lead evaluator's assessment with another evaluator's assessment of the same classroom teacher or building principal and annual calibration sessions across evaluators.*

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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• Checked

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## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Thursday, June 21, 2012

Updated Thursday, December 13, 2012

## Page 1

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

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

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

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

PK-6
7-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

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

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

*(No response)*

## 7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which

include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

*(No response)*

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Thursday, June 21, 2012

Updated Thursday, December 13, 2012

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## Page 1

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-6	(a) achievement on State assessments	4-6 ELA and Math State Assessments
7-12	(d) measures used by district for teacher evaluation	All Regents Exams 9-12

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	HEDI Scores will be determined by a percentage of student meeting or exceeding proficiency. At the elementary level (4-6) proficiency is considered a level 3 or level 4. At the secondary level, proficiency is passing at 65 for Regents exams and Erie2 BOCES Developed exams.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All targets are met or exceeded; and/or evidence indicates student learning gain well above district expectations, including special populations
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most targets are met; and/or evidence indicates that significant student learning gain that meets district expectations, including special populations
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement	Targets are generally not met; and/or evidence indicates little to no student learning gain and results are well below

for grade/subject.

district expectations

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

(No response)

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

[assets/survey-uploads/5366/144735-qBFVOWF7fC/HEDI Table 3a.pdf](#)

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

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

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

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

*(a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)*

*(b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)*

*(c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8*

*(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations*

*(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades*

*(f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades*

*(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)*

*(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed*

in a school with high school grades

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

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Not Applicable
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable

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

(No response)

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

(No response)

### 8.3) Locally Developed Controls

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

*No additional adjustments will be made.*

### 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.

*Step 1 The district evaluator (superintendent) will assess the results of each measure separately, arriving at a HEDI rating and point value from 0-15.*

*Step 2 - Each measure must then be weighted proportionately based upon the number of students included in all measures. This will provide for one overall growth component score from 0 - 15 points. If the point value is equal to or greater than 0.5 the score will be rounded up. if the point value is less than 0.5 the score will be rounded down.*

### 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, May 22, 2012

Updated Tuesday, December 18, 2012

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## Page 1

### 9.1) Principal Practice Rubric

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

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

*Multidimensional Principal Performance Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
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If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, combine them into a single file, and upload as an attachment for review. [Click here for a downloadable copy of Form 9.2. \(MS Word\)](#)

*(No response)*

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

### 9.4) Sources of Evidence (if applicable)

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

9.4) Sources of Evidence (if applicable)   Structured feedback from teachers using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable)   Structured feedback from students using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable)   Structured feedback from families using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable)   School visits by other trained evaluators	(No response)
9.4) Sources of Evidence (if applicable)   Review of school documents, records, and/or State accountability processes (all count as one source)	(No response)

### 9.5) Survey Tool(s) (if applicable)

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

*(No response)*

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

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

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

*Pursuant to Section 3012-c, evaluations of classroom teachers are to be based on multiple measures, aligned with the New York State Teaching Standards. A principal's performance will be assessed using the Multidimensional Principal Performance Rubric principal approved by the New York State Education Department.*

- *The following data collection methods will be employed:*
- *All points will be derived using Multi-dimensional Principals Performance Rubric Multiple as assigned by the Superintendent. 48 total points will be allocated for the following assessments:*
  - o *Semester 1 Announced Building Visit – 24 pts*
  - o *Semester 2 Unannounced Building Visit – 24 pts*
  - o *Forms used to assess principal performance are found in Appendix A*
  - o *Building visits will be a minimum of 45 minutes*
  - o *Twelve (12) points shall be allocated using artifact review and will target associated with ISSLC standards. The artifact review will be conducted in two (2) separate reviews in conjunction with the announced and unannounced visits. Each artifact review will require one artifact for each domain with a total of six (6) points per review.*
  - o *All points will address the following areas of leadership as defined by the MPPR rubric:*
    - *Shared Vision of Learning*
    - *School Culture and Instructional Program*
    - *Safe, Efficient and Effective Learning Environment*
    - *Community*
    - *Integrity, Fairness and Ethics*
    - *Political, Social, Economic Legal and Cultural Context*
- *Timely and Constructive Feedback*
- *Pre-visit conferences will take place within 10 days of the visit*
- *Mid-year conference will take place in January*
- *Final conference to take place in July / August*
- *Post observation conferences to take place within 10 days of observation*
- *Principal self reflection / self-evaluation and artifacts are provided in advance of meeting*

*The point total of the two site visits and the artifact review will be added together to establish a HEDI score from 0 to 60 points.*

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/5143/131970-pMADJ4gk6R/Revised (12-14-12)Appendix C - Principal Eval. Forms.pdf*

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

Highly Effective: Overall performance and results exceed standards.	See description in 9.7 above
Effective: Overall performance and results meet standards.	See description in 9.7 above
Developing: Overall performance and results need improvement in order to meet standards.	See description in 9.7 above
Ineffective: Overall performance and results do not meet standards.	See description in 9.7 above

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	45-54
Developing	38-44
Ineffective	0-37

## 9.8) School Visits

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

### **Probationary Principals**

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

### **Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Tuesday, May 22, 2012

Updated Friday, September 14, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

##### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

For the 2013-2014 school year and beyond, the Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

10.1) The 2012-13 scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

Highly Effective	55-60
Effective	45-54
Developing	38-44
Ineffective	0-37

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Tuesday, May 22, 2012

Updated Tuesday, December 18, 2012

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

*assets/survey-uploads/5276/131965-Df0w3Xx5v6/PIP for CLCS.doc*

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*Chautauqua Lake Central School District  
Annual Professional Performance Review  
Appeal Procedures  
August 2011*

*Section 3012-c of the Education Law establishes a comprehensive annual evaluation system for classroom teachers and building*

principals, as well as the issuance and implementation of improvement plans for principals whose performance is assessed as either Developing or Ineffective.

To the extent that a principal wishes to challenge a performance review and/or improvement plan under the new evaluation system, the law requires the establishment of an appeals procedure, the specifics of which are to be locally negotiated pursuant to article XIV of the Civil Service Law.

#### **APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY**

Appeals of annual professional performance reviews should be limited to those that rate a principal as Ineffective or Developing only. Additional procedures may be appropriate where compensation decisions are linked to rating categories.

#### **WHAT MAY BE CHALLENGED IN AN APPEAL**

Appeal procedures should limit the scope of appeals under Education Law §3012-c to the following subjects:

1. the school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
2. the adherence to the Commissioner's regulations, as applicable to such reviews;
3. compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
4. the school district's or board of cooperative educational services' issuance and/or implementation of terms of the teacher improvement plan under Education Law §3012-c

#### **PROHIBITION AGAINST MORE THAN ONE APPEAL**

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

#### **BURDEN OF PROOF**

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

#### **TIMEFRAME FOR FILING APPEAL**

All appeals must be submitted in writing no later than 15 calendar days of the date when the principal receives his or her annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed within 15 days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the principal must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

#### **TIMEFRAME FOR DISTRICT RESPONSE**

Within 15 calendar days of receipt of an appeal, the school district member(s) who issued the performance review or were or are responsible for either the issuance and/or implementation of the terms of the principal's improvement plan must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response.

#### **DECISION-MAKER ON APPEAL**

All decision shall be rendered by the superintendent of schools.

#### **DECISION**

A written decision on the merits of the appeal shall be rendered no later than thirty (30) calendar days from the date upon which the teacher filed his or her appeal. The appeal shall be based on a written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final.

A decision shall be set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the principal and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

#### **EXCLUSIVITY OF §3012-C APPEAL PROCEDURE**

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

#### **EMPLOYMENT DECISIONS**

By law, the APPR is required to be a significant factor in employment decisions such as the promotion, retention, tenure

determinations, termination and supplemental compensation, as well as a significant factor in teacher professional development. The district reserves the right to terminate or deny tenure to a probationary principal during the pendency of an appeal for statutorily and constitutionally permissible reasons other than the principal's performance that is the subject of the appeal. Tenured principals with a pattern of ineffective teaching or performance - defined by law as two consecutive annual "ineffective" ratings - may be charged with incompetence and considered for termination through an expedited hearing process.

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

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

*The primary responsibility for evaluation of each employee rests with the immediate supervisor, who is normally that employee's building principal or designee. In the case of the principal evaluation, the primary responsibility will rest with the Superintendent or his/her designee. The district will ensure that all evaluators are properly trained and certified to complete the performance reviews of professional employees.*

*Evaluator training will include the following:*

- *NYS Teaching Standards and ISSLC Standards*
- *Evidence-based observation*
- *Application and use of Student Growth Percentile and Value-Added Growth Model data*
- *Application and use of the State-approved teacher or principal rubrics*
- *Application and use of any assessment tools used to evaluate teachers and principals*
- *Application and use of State-approved locally selected measures of student growth/achievement*
- *Use of the Statewide Instructional Reporting System*
- *Scoring methodology used to evaluate teachers and principals*
- *Specific considerations in evaluating teachers and principals of English Language Learners (ELL) and students with disabilities.*

*Evaluator training will be provided to both the Superintendent and the principals via Erie 2 Chautauqua Cattaraugus BOCES. The Superintendent will certify that evaluators have received the training required to complete the performance reviews as described in this document. The district will ensure that the evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.*

*Inter-rater reliability will be established and monitored in multiple ways including at least three co-rating comparisons for each evaluator in any given year and use of computerized software (True North) training for all evaluators. Additionally, the district will engage in an annual data analysis to detect disparities on the part of one or more evaluators, conduct periodic comparisons of a lead evaluator's assessment with another evaluator's assessment of the same classroom teacher or building principal and annual calibration sessions across evaluators.*

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
- 

## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Wednesday, June 27, 2012

Updated Thursday, December 20, 2012

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### Page 1

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

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

<assets/survey-uploads/5581/146455-3Uqgn5g9Iu/Certification #5.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 Table (Growth): For Sections 2.2-2.10

0-2 points ineffective	
0	0-2%
1	3-8%
2	9-10%
3-8 points developing	
3	11-15%
4	16-20%
5	21-25%
6	26-30%
7	31-34%
8	35-39%
9-17 points effective	
9	40-45%
10	46%
11	47-48%
12	49%
13	50-55%
14	56-57%
15	58-59%
16	60-69%
17	70-79%
18-20 points highly effective	
18	80-89%
19	90-98%
20	99-100%

# Appendix C

**Administrative Work Plan (Form P-1)**  
**2012-13 School Year**

**Staff Member:** \_\_\_\_\_

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

*District Goals*

**Goal 1 (G1):** All students will be self-sufficient to their fullest potential through diverse instruction, technology integration and multiple educational opportunities to ensure successful transition to adulthood.

**Goal 2 (G2):** All students will model an active healthy life style through independence, socially skilled communication, tolerance and empathy.

**Goal 3 (G3):** All students will contribute to a safe, supportive and positive environment that promotes honesty, integrity, and respect for self and others, while cultivating community interactions and strengthening traditions.

**Goal 4 (G4):** All students will be self-motivated to see the relevance and future application of learning in order to adapt to an ever-changing world.

*ISLLC Standards*

**Standard 1 (S1)**

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

**Standard 2 (S2)**

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

**Standard 3 (S3)**

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

**Standard 4 (S4)**

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

**Standard 5 (S5)**

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

**Standard 6 (S6)**

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.



<b>Point Total</b>			—				

Submitted By: \_\_\_\_\_

Date Submitted: \_\_\_\_\_

Approved By: \_\_\_\_\_

Date Approved: \_\_\_\_\_

**Reserved for Final Assessment:**

Date Completed By Lead Evaluator: \_\_\_\_\_

Date Reviewed with Principal: \_\_\_\_\_

Total Points Obtained: \_\_\_\_\_ (out of 20 available points)

Comment Page Attached: Yes \_\_\_ No \_\_\_

Lead Evaluator Signature: \_\_\_\_\_

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

**Chautauqua Lake Central School  
District**  
Principal Site Visit Evaluation Form P-A

**Type of Assessment:** Diagnostic \_\_ Formative \_\_ Summative \_\_  
**Method of Assessment:** Self-Assessment \_\_ Portfolio \_\_  
 Announced Visit \_\_ Unannounced Visit \_\_ Goal Setting \_\_

Administrator's Name: \_\_\_\_\_ Title: \_\_\_\_\_

**Multi-dimensional Principal Performance Review (MPPR) Record Sheet**

Domain	Artifact Point Y/N	Ineffective 0-2	Developing 3	Effective 4	Highly Effective 5	Comments
Shared Vision of Learning						
School Culture and Instructional Program						
Safe, Efficient and Effective Learning Environment						
Community						
Integrity, Fairness and Ethics						
Political, Social, Economic, Legal and Cultural Context						
<b>Total Points</b>		_____	+ _____	+ _____	+ _____	= _____ points out of 30.

Lead Evaluator's Name: \_\_\_\_\_

Date of Assessment: \_\_\_\_\_

Lead Evaluator Signature: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_

**Point assignments are determined as follows:**

Site visits will be evaluated on a 0-4 scale with the following scale applied to components. Adding component scores and dividing the total by the number of components will lead to a calculated average for the domain. An additional point will be added for a completed work plan artifact.

**Site Visit Scoring:**

Highly Effective = 4 Points

Effective = 3 Points

Developing = 2 Points

Ineffective = 0-1 points

**Work Plan (Artifact Scoring):**

Achieved = 1 Point

Not Achieved = 0 Points

**Domain 1 Shared Vision of Learning:**

<b>Component</b>	<b>Ineffective 0-1</b>	<b>Developing 2</b>	<b>Effective 3</b>	<b>Highly Effective 4</b>	<b>Comments</b>
Culture					
Sustainability					
Total (average rounded up)					

Total Site Visit Points = \_\_\_\_\_

Work Plan Point = + \_\_\_\_\_

Total Domain #1 = \_\_\_\_\_

**Domain 2 - School Culture and Instructional Program**

<b>Component</b>	<b>Ineffective 0-1</b>	<b>Developing 2</b>	<b>Effective 3</b>	<b>Highly Effective 4</b>	<b>Comments</b>
Culture					
Instructional Program					
Capacity Building					
Sustainability					
Total (Average rounded up)					

Total Site Visit Points = \_\_\_\_\_

Work Plan Point = + \_\_\_\_\_

Total Domain #2 = \_\_\_\_\_

**Domain 3 - Safe, Efficient Effective Learning Environment**

<b>Component</b>	<b>Ineffective 0-1</b>	<b>Developing 2</b>	<b>Effective 3</b>	<b>Highly Effective 4</b>	<b>Comments</b>
Capacity Building					
Culture					
Sustainability					
Instructional Program					
Total (Average rounded up)					

Total Site Visit Points = \_\_\_\_\_

Work Plan Point = + \_\_\_\_\_

Total Domain #3 = \_\_\_\_\_

**Domain 4 - Community**

<b>Component</b>	<b>Ineffective 0-1</b>	<b>Developing 2</b>	<b>Effective 3</b>	<b>Highly Effective 4</b>	<b>Comments</b>
Strategic Planning					
Culture					
Sustainability					
Total (Average rounded up)					

Total Site Visit Points = \_\_\_\_\_

Work Plan Point = + \_\_\_\_\_

Total Domain #4 = \_\_\_\_\_

**Domain 5 - Integrity, Fairness, Ethics**

<b>Component</b>	<b>Ineffective 0-1</b>	<b>Developing 2</b>	<b>Effective 3</b>	<b>Highly Effective 4</b>	<b>Comments</b>
Sustainability					
Culture					
Total (Average rounded up)					

Total Site Visit Points = \_\_\_\_\_

Work Plan Point = + \_\_\_\_\_

Total Domain #5 = \_\_\_\_\_

**Domain 6 - Political, Social, Economic, Legal and Cultural Context**

<b>Component</b>	<b>Ineffective 0-1</b>	<b>Developing 2</b>	<b>Effective 3</b>	<b>Highly Effective 4</b>	<b>Comments</b>
Culture					
Sustainability					
Total (Average rounded up)					

Total Site Visit Points = \_\_\_\_\_

Work Plan Point = + \_\_\_\_\_

Total Domain #6 = \_\_\_\_\_

**Chautauqua Lake Central School  
District  
Principal Evaluation Form P-B**

**Type of Assessment:** Diagnostic \_\_\_ Formative \_\_\_ Summative \_\_\_  
**Method of Assessment:** Self-Assessment \_\_\_ Portfolio \_\_\_  
 Announced Visit \_\_\_ Unannounced Visit \_\_\_ Goal Setting \_\_\_

**Administrator's Name:** \_\_\_\_\_ **Title:** \_\_\_\_\_

**Multi-dimensional Principal Performance Review (MPPR) Record Sheet**

Domain	Eval. Dates	Ineffective 0-2	Developing 3	Effective 4	Highly Effective 5	Comments
Shared Vision of Learning						
School Culture and Instructional Program						
Safe, Efficient and Effective Learning Environment						
Community						
Integrity, Fairness and Ethics						
Political, Social, Economic, Legal and Cultural Context						
<b>Total Points</b>		_____	+ _____	+ _____	+ _____	= _____ points out of 60.

Lead Evaluator's Name: \_\_\_\_\_

Date of Assessment: \_\_\_\_\_

Lead Evaluator Signature: \_\_\_\_\_

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

**Chautauqua Lake Central School District  
Principal Evaluation Profile (Form P-C)**

**Principal Name:** \_\_\_\_\_ **Principal Assignment:** \_\_\_\_\_

**Evaluator Completing Profile:** \_\_\_\_\_ **Date of Completion:** \_\_\_\_\_

**Reference Charts:**

2012-13 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	55-60	91-100
Effective	10-21	8-13	45-54	75-90
Developing	3-9	3-7	39-44	65-74
Ineffective	0-2	0-2	0-38	0-64

2012-13 where there is no Value-Added measure	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (60 points)	Overall Composite Score
Highly Effective	18-20	18-20	55-60	91-100
Effective	9-17	9-17	45-54	75-90
Developing	3-8	3-8	38-44	65-74
Ineffective	0-2	0-2	0-37	0-64

**Principal Ratings:**

Measure	Score	Rating
Other Measures - MPPR Rubric		
Locally Selected Measure		
Value Added Measure		
Overall		

# Appendix D

**Chautauqua Lake Central School  
District  
Teacher Evaluation Form T-A**

**Type of Assessment:** Planning \_\_\_ Formative \_\_\_ Summative \_\_\_  
**Method of Assessment:** Announced Visit \_\_\_ Portfolio \_\_\_  
 Unannounced Visit \_\_\_ Comprehensive Review \_\_\_

Teacher's Name: \_\_\_\_\_ Assignment: \_\_\_\_\_

Danielson's Framework for Teaching (2011)

	Ineffective	Developing	Effective	Highly Effective	Comments
<b>Observation Domains</b>					
<b>Points (out of 10)</b>	<b>0-4</b>	<b>6</b>	<b>8</b>	<b>10</b>	
#2 - Classroom Environment					
#3 - Instruction					
<b>Subtotal (out of 20)</b>					
<b>Artifact/Portfolio Review Domains</b>					
<b>Points (out of 5)</b>	<b>0-2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
#1 - Planning and Preparation					
#4 - Professional Responsibilities					
<b>Subtotal (out of 10)</b>					
<b>Total Points</b>	_____	+ _____	+ _____	+ _____	= _____ points out of 30.

Evaluator's Name: \_\_\_\_\_

Date of Assessment: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_

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

**Chautauqua Lake Central School District  
Classroom Observation Form T-A**

**Teacher:** \_\_\_\_\_

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

**Instructions:**

Step 1 - Using the Danielson Framework for Teaching (2011) determine the level of efficacy of the components in Domain 2 - Classroom Environment and Domain 3 - Instruction. Points will be assigned using the following table:

Performance Rating	Point Value
Proficient to Distinguished	2
Unsatisfactory to Basic	0

Step 2 - Elaborate on the rating by proving comments and examples related to appropriate elements.

Step 3 - Transfer total points to Teacher Evaluation Form A.

**Domain #2 - Classroom Environment**

**Component 2a - Creating an environment of respect**

**Points** \_\_\_\_\_

Element	Comments
Teacher interaction with students	
Student interactions with one another	

**Component 2b - Establishing a culture of learning**

**Points** \_\_\_\_\_

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

**Component 2c - Managing classroom procedures**

**Points** \_\_\_\_\_

Element	Comments

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

**Component 2d - Managing student behavior**

**Points \_\_\_\_\_**

<b>Element</b>	<b>Comments</b>
Expectations	
Monitoring of student behavior	
Responses to student misbehavior	

**Component 2e - Organizing physical space**

**Points \_\_\_\_\_**

<b>Element</b>	<b>Comments</b>
Safety and accessibility	
Arrangement of furniture and use of physical resources	

<b>Domain 2 - Total Points</b>		
--------------------------------	--	--

**Domain #3 - Instruction**

**Component 3a - Communicating with students**

**Points \_\_\_\_\_**

<b>Element</b>	<b>Comments</b>
Expectations for learning	

Directions and procedures	
Explanations of content	
Use of oral and written language	

**Component 3b - Using questioning and discussion techniques**

**Points \_\_\_\_\_**

<b>Element</b>	<b>Comments</b>
Quality of questions	
Discussion techniques	
Student participation	

**Component 3c - Engaging student in learning**

**Points \_\_\_\_\_**

<b>Element</b>	<b>Comments</b>
Activities and assignments	
Grouping of students	
Instructional materials and resources	
Structure and pacing	

**Component 3d - Using assessment in instruction**

**Points \_\_\_\_\_**

<b>Element</b>	<b>Comments</b>
Assessment criteria	
Monitoring of student learning	
Feedback to students	
Student self-assessment and monitoring or progress	

**Component 3e - Demonstrating flexibility and responsiveness**

**Points \_\_\_\_\_**

<b>Element</b>	<b>Comments</b>
Lesson adjustment	
Response to students	

Persistence	
-------------	--

<b>Domain 3- Total Points</b>	
-------------------------------	--

Evaluator Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_

\*Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

\* Teacher signature indicates receipt not agreement.

**Chautauqua Lake Central School  
District  
Teacher Evaluation Form T-C**

**Type of Assessment:** Planning \_\_\_ Formative \_\_\_ Summative \_\_\_  
**Method of Assessment:** Announced Visit \_\_\_ Portfolio \_\_\_  
 Unannounced Visit \_\_\_ Comprehensive Review \_\_\_

**Teacher's Name:** \_\_\_\_\_ **Title:** \_\_\_\_\_

**Danielson's Framework for Teaching (2011)**

	<b>Evaluation Dates</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>	<b>Comment</b>
<b>Observation Domains</b>						
<b>Points (out of 20)</b>		<b>0-4</b>	<b>6</b>	<b>8</b>	<b>10</b>	
#2 - Classroom Environment						
#3 - Instruction						
<b>Subtotal</b>						
<b>Artifact/Portfolio Review Domains</b>						
<b>Points (out of 10)</b>		<b>0-2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
#1 - Planning and Preparation						
#4 - Professional Responsibilities						
<b>Total Points</b>		_____	+ _____	+ _____	+ _____	= _____ points out of 60. * See reverse for HEDI assignment

Evaluator's Name: \_\_\_\_\_

Date of Assessment: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_

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

See Reverse for Additional Assessment Information \_\_\_\_\_

**Chautauqua Lake Central School District  
Teacher Evaluation Profile (Form T-C)**

Teacher Name: \_\_\_\_\_ Teaching Assignment: \_\_\_\_\_

Evaluator Completing Profile: \_\_\_\_\_ Date of Completion: \_\_\_\_\_

**Reference Charts:**

2012-13 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	55-60	91-100
Effective	10-21	8-13	45-54	75-90
Developing	3-9	3-7	38-44	65-74
Ineffective	0-2	0-2	0-37	0-64

2012-13 where there is no Value-Added measure	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (60 points)	Overall Composite Score
Highly Effective	18-20	18-20	55-60	91-100
Effective	9-17	9-17	45-54	75-90
Developing	3-8	3-8	38-44	65-74
Ineffective	0-2	0-2	0-37	0-64

**Teacher Ratings:**

Measure	Score	Rating
Other Measures - Danielson Rubric		
Locally Selected Measure		
Value Added Measure		
Overall		

**Chautauqua Lake Central School District  
Teacher Evaluation Artifact Form**

Domain #1 - Planning and Preparation

Teacher Name: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_

Component 1a - Demonstrating knowledge of content and pedagogy  
 \* Element 1 - knowledge of content and the structures or discipline  
 \* Element 2 - knowledge of prerequisite relationships  
 \* Element 3 - knowledge of content-related pedagogy

20\_\_ - \_\_ Point Value Available = \_\_\_\_\_ Point Value Assigned = \_\_\_\_\_

**Instructions:** The teacher will submit one **Building Priority Artifact**, as assigned by the immediate supervisor in September and one **Selected Artifact** from the list provided in September. In any instance where a **Building Priority Artifact** is not assigned, the teacher will submit two **Selected Artifacts as assigned by the immediate supervisor**. One artifact for each domain will be submitted during the first semester and one artifact will be submitted during the second semester. Artifacts must be deemed proficient or above with consideration of all elements to receive the assigned point value. The evaluator will comment on elements using the appropriate space below. In instances where a Teacher Improvement Plan is needed, the evaluator will assign an additional artifact during the TIP planning and a second rating sheet will be used.

<b>Building Priority Artifact:</b> Semester 1 _____ Semester 2 _____ Not Applicable _____	<b>Artifact Description:</b>     	Element 1	
		Element 2	
		Element 3	
		Element 4 (as appropriate)	
		Element 5 (as appropriate)	

Date Reviewed: \_\_\_\_\_ Evaluator's signature: \_\_\_\_\_

<b>Selected Artifact:</b> Semester 1 _____ Semester 2 _____ Not Applicable _____	<b>Artifact Description:</b>     	Element 1	
		Element 2	
		Element 3	
		Element 4 (as appropriate)	
		Element 5 (as appropriate)	

Date Reviewed: \_\_\_\_\_ Evaluator's signature: \_\_\_\_\_

<b>Selected Artifact:</b> Semester 1 _____ Semester 2 _____ Not Applicable _____	<b>Artifact Description:</b>     	Element 1	
		Element 2	
		Element 3	
		Element 4 (as appropriate)	
		Element 5 (as appropriate)	

Date Reviewed: \_\_\_\_\_ Evaluator's signature: \_\_\_\_\_

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

**Chautauqua Lake Central School District  
Teacher Evaluation Artifact Form**

Domain #1 - Planning and Preparation

Teacher Name: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_

- Component 1b - Demonstrating knowledge of students
- \* Element 1 - knowledge of child and adolescent development
  - \* Element 2 - knowledge of the learning process
  - \* Element 3 - knowledge of students' skills, knowledge and language proficiency
  - \* Element 4 - knowledge of students' interests and cultural heritage
  - \* Element 5 - knowledge of students' special needs

20\_\_ - \_\_ Point Value Assigned = \_\_\_\_\_ Point Value Assigned = \_\_\_\_\_

**Instructions:** The teacher will submit one **Building Priority Artifact**, as assigned by the immediate supervisor in September and one **Selected Artifact** from the list provided in September. In any instance where a **Building Priority Artifact** is not assigned, the teacher will submit two **Selected Artifacts as assigned by the immediate supervisor**. One artifact will be submitted during the first semester and one artifact will be submitted during the second semester. Artifacts must be deemed proficient or above with consideration of all elements to receive the assigned point value. The evaluator will comment on elements using the appropriate space below. In instances where a Teacher Improvement Plan is needed, the evaluator will assign an additional artifact during the TIP planning and a second rating sheet will be used.

<b>Building Priority Artifact:</b> Semester 1 _____ Semester 2 _____ Not Applicable _____	<b>Artifact Description:</b>  	Element 1	
		Element 2	
		Element 3	
		Element 4 (as appropriate)	
		Element 5 (as appropriate)	

Date Reviewed: \_\_\_\_\_ Evaluator's signature: \_\_\_\_\_

<b>Selected Artifact:</b> Semester 1 _____ Semester 2 _____ Not Applicable _____	<b>Artifact Description:</b>  	Element 1	
		Element 2	
		Element 3	
		Element 4 (as appropriate)	
		Element 5 (as appropriate)	

Date Reviewed: \_\_\_\_\_ Evaluator's signature: \_\_\_\_\_

<b>Selected Artifact:</b> Semester 1 _____ Semester 2 _____ Not Applicable _____	<b>Artifact Description:</b>  	Element 1	
		Element 2	
		Element 3	
		Element 4 (as appropriate)	
		Element 5 (as appropriate)	

Date Reviewed: \_\_\_\_\_ Evaluator's signature: \_\_\_\_\_

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

**Chautauqua Lake Central School District  
Teacher Evaluation Artifact Form**

Domain #1 - Planning and Preparation

Teacher Name: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_

**Component 1c - Setting instructional outcomes**

- \* Element 1 - value, sequence and alignment
- \* Element 2 - clarity
- \* Element 3 - balance
- \* Element 4 - suitability for diverse learners

20\_\_ - \_\_ Point Value Available = \_\_\_\_\_ Point Value Assigned = \_\_\_\_\_

**Instructions:** The teacher will submit one **Building Priority Artifact**, as assigned by the immediate supervisor in September and one **Selected Artifact** from the list provided in September. In any instance where a **Building Priority Artifact** is not assigned, the teacher will submit two **Selected Artifacts as assigned by the immediate supervisor**. One artifact will be submitted during the first semester and one artifact will be submitted during the second semester. Artifacts must be deemed proficient or above with consideration of all elements to receive the assigned point value. The evaluator will comment on elements using the appropriate space below. In instances where a Teacher Improvement Plan is needed, the evaluator will assign an additional artifact during the TIP planning and a second rating sheet will be used.

<b>Building Priority Artifact:</b> Semester 1 _____ Semester 2 _____ Not Applicable _____	<b>Artifact Description:</b>  _____ _____ _____	Element 1	
		Element 2	
		Element 3	
		Element 4 (as appropriate)	
		Element 5 (as appropriate)	

Date Reviewed: \_\_\_\_\_ Evaluator's signature: \_\_\_\_\_

<b>Selected Artifact:</b> Semester 1 _____ Semester 2 _____ Not Applicable _____	<b>Artifact Description:</b>  _____ _____ _____	Element 1	
		Element 2	
		Element 3	
		Element 4 (as appropriate)	
		Element 5 (as appropriate)	

Date Reviewed: \_\_\_\_\_ Evaluator's signature: \_\_\_\_\_

<b>Building Priority Artifact:</b> Semester 1 _____ Semester 2 _____ Not Applicable _____	<b>Artifact Description:</b>  _____ _____ _____	Element 1	
		Element 2	
		Element 3	
		Element 4 (as appropriate)	
		Element 5 (as appropriate)	

Date Reviewed: \_\_\_\_\_ Evaluator's signature: \_\_\_\_\_

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

**Chautauqua Lake Central School District  
Teacher Evaluation Artifact Form**

Domain #1 - Planning and Preparation

Teacher  
Name: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_

**Instructions:** The teacher will submit one **Building Priority Artifact**, as assigned by the immediate supervisor in September and one **Selected Artifact** from the list provided in September. In any instance where a **Building Priority Artifact** is not assigned, the teacher will submit two **Selected Artifacts as assigned by the immediate supervisor**. One artifact will be submitted during the first semester and one artifact will be submitted during the second semester. Artifacts must be deemed proficient or above with consideration of all elements to receive the assigned point value. The evaluator will comment on elements using the appropriate space below. In instances where a Teacher Improvement Plan is needed, the evaluator will assign an additional artifact during the TIP planning and a second rating sheet will be used.

Component 1d - Demonstrating knowledge of resources

- \* Element 1 - resources for classroom use
- \* Element 2 - resources to extend content knowledge and pedagogy
- \* Element 3 - resources for students

20\_\_ - \_\_ Point Value Available = \_\_\_\_\_ Point Value Assigned = \_\_\_\_\_

<b>Building Priority Artifact:</b> Semester 1 _____ Semester 2 _____ Not Applicable _____	<b>Artifact Description:</b>     	Element 1	
		Element 2	
		Element 3	
		Element 4 (as appropriate)	
		Element 5 (as appropriate)	

Date Reviewed: \_\_\_\_\_ Evaluator's signature: \_\_\_\_\_

<b>Selected Artifact:</b> Semester 1 _____ Semester 2 _____ Not Applicable _____	<b>Artifact Description:</b>     	Element 1	
		Element 2	
		Element 3	
		Element 4 (as appropriate)	
		Element 5 (as appropriate)	

Date Reviewed: \_\_\_\_\_ Evaluator's signature: \_\_\_\_\_

<b>Selected Artifact:</b> Semester 1 _____ Semester 2 _____ Not Applicable _____	<b>Artifact Description:</b>     	Element 1	
		Element 2	
		Element 3	
		Element 4 (as appropriate)	
		Element 5 (as appropriate)	

Date Reviewed: \_\_\_\_\_ Evaluator's signature: \_\_\_\_\_

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

**Chautauqua Lake Central School District  
Teacher Evaluation Artifact Form**

Domain #1 - Planning and Preparation

Teacher Name: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_

**Component 1e - Designing coherent instruction**

- \* Element 1 - learning activities
- \* Element 2 - instructional materials and resources
- \* Element 3 - instructional groups
- \* Element 4 - lesson and unit structure

20\_\_ - \_\_ Point Value Available = \_\_\_\_\_ Point Value Assigned = \_\_\_\_\_

**Instructions:** The teacher will submit one **Building Priority Artifact**, as assigned by the immediate supervisor in September and one **Selected Artifact** from the list provided in September. In any instance where a **Building Priority Artifact** is not assigned, the teacher will submit two **Selected Artifacts as assigned by the immediate supervisor**. One artifact will be submitted during the first semester and one artifact will be submitted during the second semester. Artifacts must be deemed proficient or above with consideration of all elements to receive the assigned point value. The evaluator will comment on elements using the appropriate space below. In instances where a Teacher Improvement Plan is needed, the evaluator will assign an additional artifact during the TIP planning and a second rating sheet will be used.

<b>Building Priority Artifact:</b> Semester 1 _____ Semester 2 _____ Not Applicable _____	<b>Artifact Description:</b>  	Element 1	
		Element 2	
		Element 3	
		Element 4 (as appropriate)	
		Element 5 (as appropriate)	

Date Reviewed: \_\_\_\_\_ Evaluator's signature: \_\_\_\_\_

<b>Selected Artifact:</b> Semester 1 _____ Semester 2 _____ Not Applicable _____	<b>Artifact Description:</b>  	Element 1	
		Element 2	
		Element 3	
		Element 4 (as appropriate)	
		Element 5 (as appropriate)	

Date Reviewed: \_\_\_\_\_ Evaluator's signature: \_\_\_\_\_

<b>Selected Artifact:</b> Semester 1 _____ Semester 2 _____ Not Applicable _____	<b>Artifact Description:</b>  	Element 1	
		Element 2	
		Element 3	
		Element 4 (as appropriate)	
		Element 5 (as appropriate)	

Date Reviewed: \_\_\_\_\_ Evaluator's signature: \_\_\_\_\_

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

**Chautauqua Lake Central School District  
Teacher Evaluation Artifact Form**

Domain #1 - Planning and Preparation

Teacher Name: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_

**Component 1f - Designing student assessments**

- \* Element 1 - congruence with instructional outcomes
- \* Element 2 - criteria and standards
- \* Element 3 - design of formative assessments
- \* Element 4 - use for planning

20\_\_ - \_\_ Point Value Available = \_\_\_\_\_ Point Value Assigned = \_\_\_\_\_

**Instructions:** The teacher will submit one **Building Priority Artifact**, as assigned by the immediate supervisor in September and one **Selected Artifact** from the list provided in September. In any instance where a **Building Priority Artifact** is not assigned, the teacher will submit two **Selected Artifacts as assigned by the immediate supervisor**. One artifact will be submitted during the first semester and one artifact will be submitted during the second semester. Artifacts must be deemed proficient or above with consideration of all elements to receive the assigned point value. The evaluator will comment on elements using the appropriate space below. In instances where a Teacher Improvement Plan is needed, the evaluator will assign an additional artifact during the TIP planning and a second rating sheet will be used.

<b>Building Priority Artifact:</b> Semester 1 _____ Semester 2 _____ Not Applicable _____	<b>Artifact Description:</b>     	Element 1	
		Element 2	
		Element 3	
		Element 4 (as appropriate)	
		Element 5 (as appropriate)	

Date Reviewed: \_\_\_\_\_ Evaluator's signature: \_\_\_\_\_

<b>Selected Artifact:</b> Semester 1 _____ Semester 2 _____ Not Applicable _____	<b>Artifact Description:</b>     	Element 1	
		Element 2	
		Element 3	
		Element 4 (as appropriate)	
		Element 5 (as appropriate)	

Date Reviewed: \_\_\_\_\_ Evaluator's signature: \_\_\_\_\_

<b>Selected Artifact:</b> Semester 1 _____ Semester 2 _____ Not Applicable _____	<b>Artifact Description:</b>     	Element 1	
		Element 2	
		Element 3	
		Element 4 (as appropriate)	
		Element 5 (as appropriate)	

Date Reviewed: \_\_\_\_\_ Evaluator's signature: \_\_\_\_\_

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

**Chautauqua Lake Central School District  
Teacher Evaluation Artifact Form**

Domain #4 - Professional Responsibilities

Teacher Name: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_

Component 4a - Reflecting on Teaching  
 \* Element 1 - accuracy  
 \* Element 2 - use in future teaching

20\_\_ - \_\_ Point Value Available = \_\_\_\_\_ Point Value Assigned = \_\_\_\_\_

**Instructions:** The teacher will submit one **Building Priority Artifact**, as assigned by the immediate supervisor in September and one **Selected Artifact** from the list provided in September. In any instance where a **Building Priority Artifact** is not assigned, the teacher will submit two **Selected Artifacts as assigned by the immediate supervisor**. One artifact for each domain will be submitted during the first semester and one artifact will be submitted during the second semester. Artifacts must be deemed proficient or above with consideration of all elements to receive the assigned point value. The evaluator will comment on elements using the appropriate space below. In instances where a Teacher Improvement Plan is needed, the evaluator will assign an additional artifact during the TIP planning and a second rating sheet will be used.

<b>Building Priority Artifact:</b> Semester 1 _____ Semester 2 _____ Not Applicable _____	<b>Artifact Description:</b>  _____ _____ _____	Element 1	
		Element 2	
		Element 3	
		Element 4 (as appropriate)	
		Element 5 (as appropriate)	

Date Reviewed: \_\_\_\_\_ Evaluator's signature: \_\_\_\_\_

<b>Selected Artifact:</b> Semester 1 _____ Semester 2 _____ Not Applicable _____	<b>Artifact Description:</b>  _____ _____ _____	Element 1	
		Element 2	
		Element 3	
		Element 4 (as appropriate)	
		Element 5 (as appropriate)	

Date Reviewed: \_\_\_\_\_ Evaluator's signature: \_\_\_\_\_

<b>Selected Artifact:</b> Semester 1 _____ Semester 2 _____ Not Applicable _____	<b>Artifact Description:</b>  _____ _____ _____	Element 1	
		Element 2	
		Element 3	
		Element 4 (as appropriate)	
		Element 5 (as appropriate)	

Date Reviewed: \_\_\_\_\_ Evaluator's signature: \_\_\_\_\_

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

**Chautauqua Lake Central School District  
Teacher Evaluation Artifact Form**

Domain #4 - Professional Responsibilities

Teacher Name: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_

Component 4b - Maintaining accurate records  
 \* Element 1 - student completion of assignments  
 \* Element 2 - student progress in learning  
 \* Element 3 - non-instructional records

20\_\_ - \_\_ Point Value Available = \_\_\_\_\_ Point Value Assigned = \_\_\_\_\_

**Instructions:** The teacher will submit one **Building Priority Artifact**, as assigned by the immediate supervisor in September and one **Selected Artifact** from the list provided in September. In any instance where a **Building Priority Artifact** is not assigned, the teacher will submit two **Selected Artifacts as assigned by the immediate supervisor**. One artifact will be submitted during the first semester and one artifact will be submitted during the second semester. Artifacts must be deemed proficient or above with consideration of all elements to receive the assigned point value. The evaluator will comment on elements using the appropriate space below. In instances where a Teacher Improvement Plan is needed, the evaluator will assign an additional artifact during the TIP planning and a second rating sheet will be used.

<b>Building Priority Artifact:</b> Semester 1 _____ Semester 2 _____ Not Applicable _____	<b>Artifact Description:</b>  _____ _____ _____	Element 1	
		Element 2	
		Element 3	
		Element 4 (as appropriate)	
		Element 5 (as appropriate)	

Date Reviewed: \_\_\_\_\_ Evaluator's signature: \_\_\_\_\_

<b>Selected Artifact:</b> Semester 1 _____ Semester 2 _____ Not Applicable _____	<b>Artifact Description:</b>  _____ _____ _____	Element 1	
		Element 2	
		Element 3	
		Element 4 (as appropriate)	
		Element 5 (as appropriate)	

Date Reviewed: \_\_\_\_\_ Evaluator's signature: \_\_\_\_\_

<b>Selected Artifact:</b> Semester 1 _____ Semester 2 _____ Not Applicable _____	<b>Artifact Description:</b>  _____ _____ _____	Element 1	
		Element 2	
		Element 3	
		Element 4 (as appropriate)	
		Element 5 (as appropriate)	

Date Reviewed: \_\_\_\_\_ Evaluator's signature: \_\_\_\_\_

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

**Chautauqua Lake Central School District  
Teacher Evaluation Artifact Form**

Domain #4 - Professional Responsibilities

Teacher Name: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_

Component 4c - Communicating with families  
 \* Element 1 - information about the instructional program  
 \* Element 2 - information about individual students  
 \* Element 3 - engagement of families in the instructional program

20\_\_ - \_\_ Point Value Available = \_\_\_\_\_ Point Value Assigned = \_\_\_\_\_

**Instructions:** The teacher will submit one **Building Priority Artifact**, as assigned by the immediate supervisor in September and one **Selected Artifact** from the list provided in September. In any instance where a **Building Priority Artifact** is not assigned, the teacher will submit two **Selected Artifacts as assigned by the immediate supervisor**. One artifact will be submitted during the first semester and one artifact will be submitted during the second semester. Artifacts must be deemed proficient or above with consideration of all elements to receive the assigned point value. The evaluator will comment on elements using the appropriate space below. In instances where a Teacher Improvement Plan is needed, the evaluator will assign an additional artifact during the TIP planning and a second rating sheet will be used.

<b>Building Priority Artifact:</b> Semester 1 _____ Semester 2 _____ Not Applicable _____	<b>Artifact Description:</b>  _____ _____ _____	Element 1	
		Element 2	
		Element 3	
		Element 4 (as appropriate)	
		Element 5 (as appropriate)	

Date Reviewed: \_\_\_\_\_ Evaluator's signature: \_\_\_\_\_

<b>Selected Artifact:</b> Semester 1 _____ Semester 2 _____ Not Applicable _____	<b>Artifact Description:</b>  _____ _____ _____	Element 1	
		Element 2	
		Element 3	
		Element 4 (as appropriate)	
		Element 5 (as appropriate)	

Date Reviewed: \_\_\_\_\_ Evaluator's signature: \_\_\_\_\_

<b>Selected Artifact:</b> Semester 1 _____ Semester 2 _____ Not Applicable _____	<b>Artifact Description:</b>  _____ _____ _____	Element 1	
		Element 2	
		Element 3	
		Element 4 (as appropriate)	
		Element 5 (as appropriate)	

Date Reviewed: \_\_\_\_\_ Evaluator's signature: \_\_\_\_\_

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

**Chautauqua Lake Central School District  
Teacher Evaluation Artifact Form**

Domain #4 - Professional Responsibilities

Teacher Name: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_

**Component 4d - Participating in a professional community**

- \* Element 1 - relationships with colleagues
- \* Element 2 - involvement in a culture of professional inquiry
- \* Element 3 - service to school
- \* Element 4 - participation in school and district projects

20\_\_ - \_\_ Point Value Available = \_\_\_\_\_ Point Value Assigned = \_\_\_\_\_

**Instructions:** The teacher will submit one **Building Priority Artifact**, as assigned by the immediate supervisor in September and one **Selected Artifact** from the list provided in September. In any instance where a **Building Priority Artifact** is not assigned, the teacher will submit two **Selected Artifacts as assigned by the immediate supervisor**. One artifact will be submitted during the first semester and one artifact will be submitted during the second semester. Artifacts must be deemed proficient or above with consideration of all elements to receive the assigned point value. The evaluator will comment on elements using the appropriate space below. In instances where a Teacher Improvement Plan is needed, the evaluator will assign an additional artifact during the TIP planning and a second rating sheet will be used.

<b>Building Priority Artifact:</b> Semester 1 _____ Semester 2 _____ Not Applicable _____	<b>Artifact Description:</b>     	Element 1	
		Element 2	
		Element 3	
		Element 4 (as appropriate)	
		Element 5 (as appropriate)	

Date Reviewed: \_\_\_\_\_ Evaluator's signature: \_\_\_\_\_

<b>Selected Artifact:</b> Semester 1 _____ Semester 2 _____ Not Applicable _____	<b>Artifact Description:</b>     	Element 1	
		Element 2	
		Element 3	
		Element 4 (as appropriate)	
		Element 5 (as appropriate)	

Date Reviewed: \_\_\_\_\_ Evaluator's signature: \_\_\_\_\_

<b>Selected Artifact:</b> Semester 1 _____ Semester 2 _____ Not Applicable _____	<b>Artifact Description:</b>     	Element 1	
		Element 2	
		Element 3	
		Element 4 (as appropriate)	
		Element 5 (as appropriate)	

Date Reviewed: \_\_\_\_\_ Evaluator's signature: \_\_\_\_\_

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

**Chautauqua Lake Central School District  
Teacher Evaluation Artifact Form**

Domain #4 - Professional Responsibilities

Teacher Name: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_

Component 4e - Growing and Developing Professionally  
 \* Element 1 - enhancement of content knowledge and pedagogical skill  
 \* Element 2 - receptivity to feedback from colleagues  
 \* Element 3 - service to profession

20\_\_ - \_\_ Point Value Available = \_\_\_\_\_ Point Value Assigned = \_\_\_\_\_

**Instructions:** The teacher will submit one **Building Priority Artifact**, as assigned by the immediate supervisor in September and one **Selected Artifact** from the list provided in September. In any instance where a **Building Priority Artifact** is not assigned, the teacher will submit two **Selected Artifacts as assigned by the immediate supervisor**. One artifact will be submitted during the first semester and one artifact will be submitted during the second semester. Artifacts must be deemed proficient or above with consideration of all elements to receive the assigned point value. The evaluator will comment on elements using the appropriate space below. In instances where a Teacher Improvement Plan is needed, the evaluator will assign an additional artifact during the TIP planning and a second rating sheet will be used.

<b>Building Priority Artifact:</b> Semester 1 _____ Semester 2 _____ Not Applicable _____	<b>Artifact Description:</b>     	Element 1	
		Element 2	
		Element 3	
		Element 4 (as appropriate)	
		Element 5 (as appropriate)	

Date Reviewed: \_\_\_\_\_ Evaluator's signature: \_\_\_\_\_

<b>Selected Artifact:</b> Semester 1 _____ Semester 2 _____ Not Applicable _____	<b>Artifact Description:</b>     	Element 1	
		Element 2	
		Element 3	
		Element 4 (as appropriate)	
		Element 5 (as appropriate)	

Date Reviewed: \_\_\_\_\_ Evaluator's signature: \_\_\_\_\_

<b>Selected Artifact:</b> Semester 1 _____ Semester 2 _____ Not Applicable _____	<b>Artifact Description:</b>     	Element 1	
		Element 2	
		Element 3	
		Element 4 (as appropriate)	
		Element 5 (as appropriate)	

Date Reviewed: \_\_\_\_\_ Evaluator's signature: \_\_\_\_\_

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

**Chautauqua Lake Central School District  
Teacher Evaluation Artifact Form**

Domain #4 - Professional Responsibilities

Teacher Name: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_

**Component 4f - Demonstrating professionalism**

- \* Element 1 - integrity and ethical conduct
- \* Element 2 - service to students
- \* Element 3 - advocacy
- \* Element 4 - decision-making
- \* Element 5 - Compliance with school and district regulations

20\_\_ - \_\_ Point Value Available = \_\_\_\_\_ Point Value Assigned = \_\_\_\_\_

**Instructions:** The teacher will submit one **Building Priority Artifact**, as assigned by the immediate supervisor in September and one **Selected Artifact** from the list provided in September. In any instance where a **Building Priority Artifact** is not assigned, the teacher will submit two **Selected Artifacts as assigned by the immediate supervisor**. One artifact will be submitted during the first semester and one artifact will be submitted during the second semester. Artifacts must be deemed proficient or above with consideration of all elements to receive the assigned point value. The evaluator will comment on elements using the appropriate space below. In instances where a Teacher Improvement Plan is needed, the evaluator will assign an additional artifact during the TIP planning and a second rating sheet will be used.

<b>Building Priority Artifact:</b> Semester 1 _____ Semester 2 _____ Not Applicable _____	<b>Artifact Description:</b>     	Element 1	
		Element 2	
		Element 3	
		Element 4 (as appropriate)	
		Element 5 (as appropriate)	

Date Reviewed: \_\_\_\_\_ Evaluator's signature: \_\_\_\_\_

<b>Selected Artifact:</b> Semester 1 _____ Semester 2 _____ Not Applicable _____	<b>Artifact Description:</b>     	Element 1	
		Element 2	
		Element 3	
		Element 4 (as appropriate)	
		Element 5 (as appropriate)	

Date Reviewed: \_\_\_\_\_ Evaluator's signature: \_\_\_\_\_

<b>Selected Artifact:</b> Semester 1 _____ Semester 2 _____ Not Applicable _____	<b>Artifact Description:</b>     	Element 1	
		Element 2	
		Element 3	
		Element 4 (as appropriate)	
		Element 5 (as appropriate)	

Date Reviewed: \_\_\_\_\_ Evaluator's signature: \_\_\_\_\_

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



HEDI Table: Value Added Model

0-2 points ineffective	
0	0-5
1	6-10
2	11-15
3-7 points developing	
3	16-22
4	23-29
5	30-36
6	37-43
7	44-49
8-13 points effective	
8	50-55
9	56-61
10	62-68
11	69-75
12	76-82
13	83-89
14-15 points highly effective	
14	90-95
15	96-100

HEDI Table (Local): For Sections 3.4-3.12

0-2 points ineffective	
0	0-2%
1	3-8%
2	9-10%
3-8 points developing	
3	11-15%
4	16-20%
5	21-25%
6	26-30%
7	31-34%
8	35-39%
9-17 points effective	
9	40-45%
10	46%
11	47-48%
12	49%
13	50-55%
14	56-57%
15	58-59%
16	60-69%
17	70-79%
18-20 points highly effective	
18	80-89%
19	90-98%
20	99-100%

## Chautauqua lake Central School District Principal Improvement Plan

**Instructions:** Principals rated as overall ineffective or developing, per the APPR process will work collaboratively with his/her immediate supervisor (superintendent) to develop and implement a Principal Improvement plan (PIP). Upon receipt of the final overall evaluation score indicating a level requiring a PIP, the principal identify suggested areas of improvement and related information using the form below. The immediate supervisor (superintendent) will also identify suggested areas of improvement and related information using the form below. A meeting will take place within 10 days of the opening of the new school year, at which time a mutually developed plan will be created using the form below and signed by both parties. Should the plan involve unresolved suggestions for improvement, the supervisor (superintendent) shall impose plan requirements as indicated by the prior year's evaluation data.

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

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

Immediate Supervisor Name: \_\_\_\_\_

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

This is a: Draft plan created by the Principal  Draft plan created by the supervisor  Final plan

Area of Improvement	Desired Outcome	Support Structures/Resources	Principal Responsibilities	Supervisor Responsibilities	Benchmark and Associated Review Date	

Administrator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Administrator Comments:

Supervisor Comments:



## Chautauqua lake Central School District Teacher Improvement Plan

**Instructions:** Teachers rated as overall ineffective or developing, per the APPR process, will work collaboratively with his/her immediate supervisor to develop and implement a Teacher Improvement plan (TIP). Upon receipt of the final overall evaluation score indicating a level requiring a TIP, the teacher may identify suggested areas of improvement and related information using the form below. The immediate supervisor will also identify suggested areas of improvement and related information using the form below. A meeting will take place within 10 days of the opening of the new school year, at which time a mutually developed plan will be created using the form below and signed by both parties. Should the plan involve unresolved suggestions for improvement, the supervisor shall impose plan requirements as indicated by the prior year's evaluation data.

Teacher Name: \_\_\_\_\_

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

Immediate Supervisor Name: \_\_\_\_\_

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

This is a:  Draft plan created by the teacher  Draft plan created by the supervisor  Final plan

Area of Improvement	Desired Outcome	Support Structures/Resources	Principal Responsibilities	Supervisor Responsibilities	Benchmark and Associated Review Date	

Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Administrator Comments:

Supervisor Comments:



HEDI Table 3a: For section 3.1-3.2

0-2 points ineffective	
0	0-5%
1	6-10%
2	11-15%
3-7 points developing	
3	16-22%
4	23-29%
5	30-36%
6	37-43%
7	44-49%
8-13 points effective	
8	50-55%
9	56-61%
10	62-68%
11	69-75%
12	76-82%
13	83-89%
14-15 points highly effective	
14	90-95%
15	96-100%

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

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

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

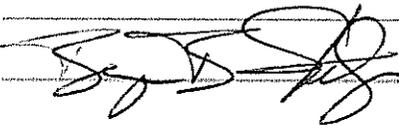
**The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:**

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)

- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2012, assure that this was the result of unresolved collective bargaining negotiations

**Signatures, dates**

Superintendent Signature:      Date:      12-20-12



Teachers Union President Signature:      Date:

 12/20/12

Administrative Union President Signature:      Date:



Board of Education President Signature:      Date:      12-20-23

