THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

COMMISSIONER OF EDUCATION
PRESIDENT OF THE UNIVERSITY OF THE STATE OF NEW YORK

August 31, 2012

Dennis Kane, Superintendent
Cheektowaga Central School District
3600 Union Road
Cheektowaga, NY 14225

Dear Superintendent Kane:

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 certification 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.

Pursuant to Education Law §3012-c and Subpart 30-2, the Department will continue to work with districts to help ensure compliance with the statute and the regulations. We will be analyzing data supplied by districts, BOCES, and/or schools and may ask for 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. Please be advised that, if any provisions of your APPR plan violate the statute or the regulations, the Department reserves the right to require your district to correct and/or resolve such violations.

The Department looks 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

c: Donald Ogilvie

NOTE: 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.

Annual Professional Performance Reviews: 2012-13

Created Friday, May 11, 2012
Updated Thursday, August 16, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 140701060000

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

140701060000

1.2) School District Name: CHEEKTOWAGA CSD

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

CHEEKTOWAGA 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):

- Governor’s Management Efficiency Grant
- Strengthening Teacher and Leader Effectiveness RFP (NYSED)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Monday, May 21, 2012
Updated Monday, August 20, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects 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	District, regional, or BOCES-developed assessment	District Developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	District Developed Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	District Developed Grade 2 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	For grades K-2 a pre-test developed by the teacher, using a question bank developed by the regional assessment consortium,

subcomponent. If needed, you may upload a table or graphic at 2.11, below.	will be administered at the start of the school year. An SLO will be writen by the teacher, with 2-5 targets of student growth, as measured using the pre-test and a district developed post test of the same length as the pre-test, using a secure question bank developed by the regional assessment consortium. The SLO must be approved by the lead evaluator. The district developed post test will be given near the completion of the course. The percent of students reaching their target from the SLO, on the post test, will be put into the H.E.D.I. scale to determine the teacher's score. For grade 3 a pre-test developed by the teacher, using a question bank developed by the regional assessment consortium, will be administered at the start of the school year. An SLO will be writen by the teacher, with 2-5 targets of student growth, as measured using the pre-test and a district developed post test of the same length as the pre-test, using a secure question bank developed by the regional assessment consortium. The SLO must be approved by the lead evaluator. The state assessment will serve as the post test and the percent of students reaching their target from the SLO, on the state assessment, will be put into the H.E.D.I. scale to determine the teacher's score.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	81-100% of students met target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	51-80% of students met target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	20-50% of students met target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-19% of students met target

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	District Developed Kindergarten Math Assessment
1	District, regional, or BOCES-developed assessment	District Developed Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	District Developed Grade 2 Math Assessment

	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	For grades K-2 a pre-test developed by the teacher, using a question bank developed by the regional assessment consortium, will be administered at the start of the school year.

2.11, below.	An SLO will be writen by the teacher, with 2-5 targets of student growth, as measured using the pre-test and a district developed post test of the same length as the pre-test, using a secure question bank developed by the regional assessment consortium. The SLO must be approved by the lead evaluator. The district developed post test will be given near the completion of the course. The percent of students reaching their target from the SLO, on the post test, will be put into the H.E.D.I. scale to determine the teacher's score. For grade 3 a pre-test developed by the teacher, using a question bank developed by the regional assessment consortium, will be administered at the start of the school year. An SLO will be writen by the teacher, with 2-5 targets of student growth, as measured using the pre-test and a district developed post test of the same length as the pre-test, using a secure question bank developed by the regional assessment consortium. The SLO must be approved by the lead evaluator. The state assessment will serve as the post test and the percent of students reaching their target from the SLO, on the state assessment, will be put into the H.E.D.I. scale to determine the teacher's score.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	81-100% of students met target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	51-80% of students met target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	20-50% of students met target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-19% of students met target

2.4) Grades 6-8 Science

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

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

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For 6th and 7th grade science a pre-test developed by the teacher, using a question bank developed by the regional assessment consortium, will be administered at the start of the school year. An SLO will be writen by the teacher, with 2-5 targets of

	student growth, as measured using the pre-test and a district developed post test of the same length as the pre-test, using a secure question bank developed by the regional assessment consortium. The SLO must be approved by the lead evaluator. The district developed post test will be given near the completion of the course. The percent of students reaching their target from the SLO, on the post test, will be put into the H.E.D.I. scale to determine the teacher's score. For 8th grade science a pre-test developed by the teacher, using a question bank developed by the regional assessment consortium, will be administered at the start of the school year. An SLO will be writen by the teacher, with 2-5 targets of student growth, as measured using the pre-test and state assessment. The SLO must be approved by the lead evaluator. The district developed post test will be given near the completion of the course. The percent of students reaching their target from the SLO, on the post test, will be put into the H.E.D.I. scale to determine the teacher's score.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	81-100% of students met target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	51-80% of students met target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	20-50% of students met target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-19% of students met target

2.5) Grades 6-8 Social Studies

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A pre-test developed by the teacher, using a question bank developed by the regional assessment consortium, will be administered at the start of the school year. An SLO will be writen by the teacher, with 2-5 targets of student growth, as measured using the pre-test and a district developed post test of the same length as the pre-test, using a secure question bank developed by the regional assessment consortium. The SLO must be approved by the lead evaluator. The district developed post test will be given near the completion of the course. The percent of students reaching their target from the SLO, on the post test, will be put into the H.E.D.I. scale to determine the teacher's score.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	81-100% of students met target
Effective (9 - 17 points) Results meet District goals for similar students.	51-80% of students met target
Developing (3 - 8 points) Results are below District goals for similar students.	20-50% of students met target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-19% of students met target

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	District Developed Global I Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For Global I a pre-test developed by the teacher, using a question bank developed by the regional assessment consortium, will be administered at the start of the school year. An SLO will be writen by the teacher, with 2-5 targets of student growth, as measured using the pre-test and a district developed post test of the same length as the pre-test, using a secure question bank developed by the regional assessment consortium. The SLO must be approved by the lead evaluator. The district developed post test will be given near the completion of the course. The percent of students reaching their target from the SLO, on the post test, will be put into the H.E.D.I. scale to determine the teacher's score. For Global 2 and American History a pre-test developed by the teacher, using a question bank developed by the regional assessment consortium, will be administered at the start of the school year. An SLO will be writen by the teacher, with 2-5 targets of student growth, as measured using the pre-test and regents exam. The SLO must be approved by the lead evaluator. The regents exam will serve as the post test and the percent of students reaching their target from the SLO, on the regents exam, will be put into the H.E.D.I. scale to determine the teacher's score.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	81-100% of students met target
Effective (9 - 17 points) Results meet District goals for similar students.	51-80% of students met target
Developing (3 - 8 points) Results are below District goals for similar students.	20-50% of students met target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-19% of students met target

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A pre-test developed by the teacher, using a question bank developed by the regional assessment consortium, will be administered at the start of the school year. An SLO will be writen by the teacher, with 2-5 targets of student growth, as measured using the pre-test and regents exam. The SLO must be approved by the lead evaluator. The regents exam will serve as the post test and the percent of students reaching their target from the SLO, on the regents exam, will be put into the H.E.D.I. scale to determine the teacher's score.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	81-100% of students met target
Effective (9 - 17 points) Results meet District goals for similar students.	51-80% of students met target
Developing (3 - 8 points) Results are below District goals for similar students.	20-50% of students met target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-19% of students met target

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A pre-test developed by the teacher, using a question bank developed by the regional assessment consortium, will be administered at the start of the school year. An SLO will be writen by the teacher, with 2-5 targets of student growth, as measured using the pre-test and regents exam. The SLO must be approved by the lead evaluator. The regents exam will serve as the post test and the percent of students reaching their target from the SLO, on the regents exam, will be put into the H.E.D.I. scale to determine the teacher's score.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	81-100% of students met target
Effective (9 - 17 points) Results meet District goals for similar students.	51-80% of students met target
Developing (3 - 8 points) Results are below District goals for similar students.	20-50% of students met target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-19% of students met target

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	District Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	District Developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	Regents 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.	For ELA 9 & 10 a pre-test developed by the teacher, using a question bank developed by the regional assessment consortium, will be administered at the start of the school year. An SLO will be writen by the teacher, with 2-5 targets of student growth, as measured using the pre-test and a district developed post test of the same length as the pre-test, using a secure question bank developed by the regional assessment consortium. The SLO must be approved by the lead evaluator. The district developed post test will be given near the completion of the course. The percent of students reaching their target from the SLO, on the post test, will be put into the H.E.D.I. scale to determine the teacher's score. For ELA 11 a pre-test developed by the teacher, using a question bank developed by the regional assessment consortium, will be administered at the start of the school year. An SLO will be writen by the teacher, with 2-5 targets of student growth, as measured using the pre-test and regents exam. The SLO must be approved by the lead evaluator. The regents exam will serve as the post test and the percent of students reaching their target from the SLO, on the regents exam, will be put into the H.E.D.I. scale to determine the teacher's score.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	81-100% of students met target
Effective (9 - 17 points) Results meet District goals for similar students.	51-80% of students met target
Developing (3 - 8 points) Results are below District goals for similar students.	20-50% of students met target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-19% of students met target

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Spanish 7, 8, I, II, III, IV & V	District, Regional or BOCES-developed	Grade & Subject Specific District Developed Assessment
French 7, 8, I, II, III, IV & V	District, Regional or BOCES-developed	Grade & Subject Specific District Developed Assessment
Physical Education, Health	District, Regional or BOCES-developed	Grade & Subject Specific District Developed Assessment
Art, Music, CDOS, Computer Technology, FACS, Library Media Studies	District, Regional or BOCES-developed	Grade & Subject Specific District Developed Assessment
ELA 12	District, Regional or BOCES-developed	District Developed Grade 12 ELA Assessment
Career Choices	District, Regional or BOCES-developed	District Developed Career Choices Assessment

Cultural Media Studies I & II, Cultural Diversity Literature	District, Regional or BOCES-developed	Subject Specific District Developed Assessment
English Composition 100 & 111	District, Regional or BOCES-developed	Subject Specific District Developed Assessment
Creative Writing I & II, Digital Writing Workshop	District, Regional or BOCES-developed	Subject Specific District Developed Assessment
AP Program English, AP Program Economics/Government, AP Program Calculus, AP Program Biology	District, Regional or BOCES-developed	Subject Specific District Developed Assessment
Economics & Government	District, Regional or BOCES-developed	District Developed Economics & Government Assessment
General Calculus & Pre-Calculus	District, Regional or BOCES-developed	Subject Specific District Developed Assessment
Fundamentals of Geometry, Intermediate Algebra, Fundamentals of Algebra II	District, Regional or BOCES-developed	Subject Specific District Developed Assessment
Financial & Personal Math Applications	District, Regional or BOCES-developed	Subject Specific District Developed Assessment
Medical Math, Visual Basic	District, Regional or BOCES-developed	Subject Specific District Developed Assessment
Music in Our Lives, Band, Chorus & Chorale	District, Regional or BOCES-developed	Grade & Subject Specific District Developed Assessment
Music Theory I & II	District, Regional or BOCES-developed	Subject Specific District Developed Assessment
Medical Ethics, Medical Terminology	District, Regional or BOCES-developed	Subject Specific District Developed Assessment
Studio in Art, Studio Drawing & Painting I & II	District, Regional or BOCES-developed	Subject Specific District Developed Assessment
Ceramics I & II	District, Regional or BOCES-developed	Subject Specific District Developed Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A pre-test developed by the teacher, using a question bank developed by the regional assessment consortium, will be administered at the start of the school year. An SLO will be writen by the teacher, with 2-5 targets of student growth, as measured using the pre-test and a district developed post test of the same length as the pre-test, using a secure question bank developed by the regional assessment consortium. The SLO must be approved by the lead evaluator. The district developed post test will be given near the completion of the course. The percent of students reaching their target from the SLO, on the post test, will be put into the H.E.D.I. scale to determine the teacher's score.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	81-100% of students met target
Effective (9 - 17 points) Results meet District goals for similar students.	51-80% of students met target

Developing (3 - 8 points) Results are below District goals for similar students.	20-50% of students met target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-19% of students met target

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

assets/survey-uploads/5364/131649-avH4IQNZMh/CCSD Courses con't_3.xls

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/5364/131649-TXEtxx9bQW/HEDI Rating Scale - value added.doc

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 controls in place

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances | Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances | Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked

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

3. Local Measures (Teachers)

Created Friday, June 22, 2012
Updated Monday, August 20, 2012

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

6) A school-wide measure of either student growth or achievement based on either:

(i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or

(ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR Reading Enterprise Grade 4
5	4) State-approved 3rd party assessments	STAR Reading Enterprise Grade 5
6	4) State-approved 3rd party assessments	STAR Reading Enterprise Grade 6
7	4) State-approved 3rd party assessments	STAR Reading Enterprise Grade 7
8	4) State-approved 3rd party assessments	STAR Reading Enterprise Grade 8

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 pre-test using STAR will be administered at the start of the school year. There will be a teacher written measure with 2-5 targets of student growth, as measured using the STAR pre-test and post test. The measure must be approved by the lead evaluator. A post test using STAR will be administered near the completion of the course. The percent of students reaching their target from the teacher written measure, using STAR, will be put into the H.E.D.I. scale to determine the teacher's score.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students met target
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-80% of students met target
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20-50% of students met target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-19% of students met target

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR MATH Enterprise Grade 4
5	4) State-approved 3rd party assessments	STAR MATH Enterprise Grade 5
6	4) State-approved 3rd party assessments	STAR MATH Enterprise Grade 6
7	4) State-approved 3rd party assessments	STAR MATH Enterprise Grade 7
8	4) State-approved 3rd party assessments	STAR MATH Enterprise Grade 8

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 pre-test using STAR will be administered at the start of the school year. There will be a teacher written measure with 2-5 targets of student growth, as measured using the STAR pre-test and post test. The measure must be approved by the lead evaluator. A post test using STAR will be administered near the completion of the course. The percent of students reaching their target from the teacher written measure, using STAR, will be put into the H.E.D.I. scale to determine the teacher's score.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students met target
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-80% of students met target
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20-50% of students met target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-19% of students met target

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/144838-rhJdBgDruP/HEDI Rating Scale - value added.doc

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 K
1	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise Grade 1
2	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise Grade 2
3	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise Grade 3

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	A pre-test using STAR will be administered at the start of the school year. There will be a teacher written measure with 2-5 targets of student growth, as measured using the STAR pre-test and post test. The measure must be approved by the lead evaluator. A post test using STAR will be administered near the completion of the course. The percent of students reaching their target from the teacher written measure, using STAR, will be put into the H.E.D.I. scale to determine the teacher's score.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students met target
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-80% of students met target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20-50% of students met target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-19% of students met target

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	STAR MATH Enterprise K
1	4) State-approved 3rd party assessments	STAR MATH Enterprise Grade 1
2	4) State-approved 3rd party assessments	STAR MATH Enterprise Grade 2
3	4) State-approved 3rd party assessments	STAR MATH Enterprise Grade 3

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	A pre-test using STAR will be administered at the start of the school year. There will be a teacher written measure with 2-5 targets of student growth, as measured using the STAR pre-test and post test. The measure must be approved by the lead evaluator. A post test using STAR will be administered near the completion of the course. The percent of students reaching their target from the teacher written measure, using STAR, will be put into the H.E.D.I. scale to determine the teacher's score.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students met target
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-80% of students met target
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	20-50% of students met target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-19% of students met target

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	District Developed Grade 6 Science Assessment
7	5) District, regional, or BOCES–developed assessments	District Developed Grade 7 Science Assessment
8	5) District, regional, or BOCES–developed assessments	District Developed Grade 8 Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For Science 6 & 7 the same post test that is used for the state 20% will be used to determine student achievement. The percent of students scoring 65 or above on the post test will be put into the H.E.D.I. scale to determine the teacher's score. For Science 8 the same pre-test that is used for the state 20% will be used. An SLO will be written by the teacher, with 2-5 targets of student growth, as measured using the pre-test and a district developed post test of the same length as the pre-test using the secure question bank developed by the regional assessment consortium. The district developed post test will be given near the completion of the course. The percent of students reaching their target from the SLO, on the post test, will be put into the H.E.D.I. scale to determine the teacher's score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students met target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-80% of students met target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20-50% of students met target

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-19% of students met target

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The same post test that is used for the state 20% will be used to determine student achievement. The percent of students scoring 65 or above on the post test will be put into the H.E.D.I. scale to determine the teacher's score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students met target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-80% of students met target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20-50% of students met target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-19% of students met target

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	District Developed Global 1 Assessment
Global 2	5) District, regional, or BOCES–developed assessments	District Developed Global 2 Assessment
American History	5) District, regional, or BOCES–developed assessments	District Developed American History Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For Global I the same post test that is used for the state 20% will be used to determine student achievement. The percent of students scoring 65 or above on the post test will be put into the H.E.D.I. scale to determine the teacher's score. For Global 2 and American History the same pre-test that is used for the state 20% will be used. An SLO will be written by the teacher, with 2-5 targets of student growth, as measured using the pre-test and a district developed post test of the same length as the pre-test using the secure question bank developed by the regional assessment consortium. The district developed post test will be given near the completion of the course. The percent of students reaching their target from the SLO, on the post test, will be put into the H.E.D.I. scale to determine the teacher's score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students met target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-80% of students met target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20-50% of students met target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-19% of students met target

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	District Developed Living Environment Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	District Developed Earth Science Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	District Developed Chemistry Assessment
Physics	5) District, regional, or BOCES–developed assessments	District Developed Physics Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The same pre-test that is used for the state 20% will be used. An SLO will be written by the teacher, with 2-5 targets of student growth, as measured using the pre-test and a district developed post test of the same length as the pre-test using the secure question bank developed by the regional assessment consortium. The district developed post test will be given near the completion of the course. The percent of students reaching their target from the SLO, on the post test, will be put into the H.E.D.I. scale to determine the teacher's score.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students met target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-80% of students met target
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20-50% of students met target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-19% of students met target

3.10) High School Math

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

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

Locally-Selected Measure from List of Approved Measures	Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The same pre-test that is used for the state 20% will be used. An SLO will be written by the teacher, with 2-5 targets of student growth, as measured using the pre-test and a district developed post test of the same length as the pre-test using the secure question bank developed by the regional assessment consortium. The district developed post test will be given near the completion of the course. The percent of students reaching their target from the SLO, on the post test, will be put into the H.E.D.I. scale to determine the teacher's score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students met target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-80% of students met target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20-50% of students met target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-19% of students met target

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	5) District, regional, or BOCES–developed assessments	District Developed Grade 9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	District Developed Grade 10 ELA Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	District Developed Grade 11 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For ELA 9 & 10 the same post test that is used for the state 20% will be used to determine student achievement. The percent of students scoring 65 or above on the post test will be put into the H.E.D.I. scale to determine the teacher's score. For ELA 11 the same pre-test that is used for the state 20% will be used. An SLO will be written by the teacher, with 2-5 targets of student growth, as measured using the pre-test and a district developed post test of the same length as the pre-test using the secure question bank developed by the regional assessment consortium. The district developed post test will be given near the completion of the course. The percent of students reaching their target from the SLO, on the post test, will be put into the H.E.D.I. scale to determine the teacher's score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students met target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-80% of students met target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20-50% of students met target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-19% of students met target

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
Spanish 7, 8, I, II, III, IV & V	5) District/regional/BOCES–developed	Grade & Subject Specific District Developed Assessment
French 7, 8, I, II, III, IV & V	5) District/regional/BOCES–developed	Grade & Subject Specific District Developed Assessment
Art, Music, CDOS, Computer Technology, FACS, Library Media Studies	5) District/regional/BOCES–developed	Grade & Subject Specific District Developed Assessment
ELA 12	5) District/regional/BOCES–develop	District Developed Grade 12 ELA Assessment

		ed	
	Career Choices	5) District/regional/BOCES–developed	District Developed Career Choices Assessment
	Cultural Media Studies I & II, Cultural Diversity Literature	5) District/regional/BOCES–developed	Subject Specific District Developed Assessment
	English Composition 100 & 111	5) District/regional/BOCES–developed	Subject Specific District Developed Assessment
	Creative Writing I & II, Digital Writing Workshop	5) District/regional/BOCES–developed	Subject Specific District Developed Assessment
	AP English, AP Economics & Government, AP Calculus, AP Biology	5) District/regional/BOCES–developed	Subject Specific District Developed Assessment
	Economics & Government	5) District/regional/BOCES–developed	District Developed Economics & Government Assessment
	General Calculus & Pre-Calculus	5) District/regional/BOCES–developed	Subject Specific District Developed Assessment
	Fundamentals of Geometry, Intermediate Algebra, Fundamentals of Algebra II	5) District/regional/BOCES–developed	Subject Specific District Developed Assessment
	Financial & Personal Math Applications	5) District/regional/BOCES–developed	Subject Specific District Developed Assessment
	Medical Math, Visual Basic	5) District/regional/BOCES–developed	Subject Specific District Developed Assessment
	Music in Our Lives, Chorus & Chorale	5) District/regional/BOCES–developed	Grade & Subject Specific District Developed Assessment
	Music Theory I & II	5) District/regional/BOCES–developed	Subject Specific District Developed Assessment
	Medical Ethics, Medical Terminology	5) District/regional/BOCES–developed	Subject Specific District Developed Assessment
	Studio in Art, Studio Drawing & Painting I & II	5) District/regional/BOCES–developed	Subject Specific District Developed Assessment
	Ceramics I & II	5) District/regional/BOCES–developed	Subject Specific District Developed Assessment
	Physical Education, Health	5) District/regional/BOCES–developed	Grade & Subject Specific District Developed Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The same post test that is used for the state 20% will be used to determine student achievement. The percent of students scoring 65 or above on the post test will be put into the H.E.D.I. scale to determine the teacher's score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	81-100% of students met target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-80% of students met target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20-50% of students met target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-19% of students met target

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)

assets/survey-uploads/5139/144838-Rp0Ol6pk1T/CCSD Courses con't_1.xls

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/5139/144838-y92vNseFa4/HEDI Rating Scale - value added.doc

3.14) Locally Developed Controls

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

No controls in place

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.

If a teacher has more than one teacher developed measure or SLO, the measures will each earn a score from 0-20 points. The District will weight each 20 points, proportionately, based on the number of students in each of the courses for the above measures or SLO. (Example: If a high school teacher will be using Ceramics I and II, and has 50 students in Ceramics I and 30 students in Ceramics II they will get a score from each SLO out of 20 (Ceramics I - 18; Ceramics II - 15). 50 out of 80 students is 63% and 63% of 18 = 11.34; 30 out of 80 students is 37% and 37% of 15 = 5.55, therefore their total would be 11.34+5.55=16.89, rounded to 17 out of 20.

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 Tuesday, June 26, 2012
Updated Monday, August 27, 2012

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

Not Applicable

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	20

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

40 points will be determined from Charlotte Danielson's Framework for Teaching 2011 Domains 2 & 3 used during classroom observations. Each of the five components for each domain will be worth 4 points each, totalling 40 points. Using multiple observations, the best score for each component will be calculated.
10 points will be determined from Charlotte Danielson's Framework for Teaching 2011 Domain 1 used at the end of the year meeting, based on the artifacts and evidence brought to the meeting. Each of the six components will be worth 4 points each, totalling 24 points. The Point Conversion Chart will be used to calculate the final points.
10 points will be determined from Charlotte Danielson's Framework for Teaching 2011 Domain 4 used at the end of the year meeting, based on the artifacts and evidence brought to the meeting. Each of the six components will be worth 4 points each, totalling 24 points. The Point Conversion Chart will be used to calculate the final 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/5091/145731-eka9yMJ855/TEACHER 60% ALL DOCUMENTS_2.doc

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.	46-60 points earned as stated above - 10% based on Charlotte Danielson's Domain 1 (Planning and Preparation; 40% on Charlotte Danielson's Domain 2 (Classroom Environment) and Domain 3 (Instruction); 10% on Charlotte Danielson's Domain 4 (Professional Responsibilities).
Effective: Overall performance and results meet NYS Teaching Standards.	31-45 points earned as stated above - 10% based on Charlotte Danielson's Domain 1 (Planning and Preparation; 40% on Charlotte Danielson's Domain 2 (Classroom Environment) and Domain 3 (Instruction); 10% on Charlotte Danielson's Domain 4 (Professional Responsibilities).
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	16-30 points earned as stated above - 10% based on Charlotte Danielson's Domain 1 (Planning and Preparation; 40% on Charlotte Danielson's Domain 2 (Classroom Environment) and Domain 3 (Instruction); 10% on Charlotte Danielson's Domain 4 (Professional Responsibilities).
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	0-15 points earned as stated above - 10% based on Charlotte Danielson's Domain 1 (Planning and Preparation; 40% on Charlotte Danielson's Domain 2 (Classroom Environment) and Domain 3 (Instruction); 10% on Charlotte Danielson's Domain 4 (Professional Responsibilities).

Provide the ranges for the 60-point scoring bands.

Highly Effective	46-60
Effective	31-45
Developing	16-30
Ineffective	0-15

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers | Formal/Long	2
4.6) Observations of Probationary Teachers | Informal/Short	2
4.6) Observations of Probationary Teachers | Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers | Formal/Long	0
4.7) Observations of Tenured Teachers | Informal/Short	2
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 Tuesday, June 26, 2012
Updated Monday, August 20, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	46-60
Effective	31-45
Developing	16-30
Ineffective	0-15

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Wednesday, June 20, 2012
Updated Monday, August 20, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/144153-Df0w3Xx5v6/TIP Form.pdf

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The appeals process is part of the teacher's union contract and has a timeline specifically spelled out. It states that:

"Such challenge must be submitted in writing to the Administrator performing the Annual Professional Performance Review or Teacher Improvement Plan. There may be only one appeal submitted in relation to any particular Annual Professional Performance Review or Teacher Improvement Plan. The writing must explain in detail the specific basis for the challenge, and must provide any

relevant supporting documentation. Any grounds not raised in the appeal shall be deemed waived. The appeal must be submitted within ten (10) business days of the issuance of the Annual Professional Performance Review or Teacher Improvement Plan or it is deemed waived. If the teacher elects, he/she may request his/her appeal to be presented via a meeting with the administrator responsible for the Annual Professional Performance Review or Teacher Improvement Plan. The teacher has the burden of demonstrating a clear right to the relief requested and the burden of establishing the facts upon which such relief is sought.

Within ten (10) business days of receipt of the challenge, the Administrator conducting the Annual Professional Performance Review or Teacher Improvement Plan shall submit a written determination. In the absence of a timely determination by the Administrator, the District may not use the Annual Professional Performance Review or Teacher Improvement Plan until such determination is rendered. If the teacher received an "ineffective" rating and disagrees with the determination, the teacher may submit a copy of the challenge, the determination, and a written statement explaining in detail the basis for disagreement with the determination, with any relevant supporting documentation, to the Superintendent of Schools with ten (10) business days of the date of the determination. If the teacher elects, he/she may request his/her appeal to be presented via:

• A meeting with the Superintendent, or
• A panel of two (2) teachers chosen by the Association President and two (2) administrators chosen by the Superintendent (neither of who can be the administrator responsible for the APPR/TIP), or

If the APPR/TIP appeal is submitted to a Panel, the Panel shall submit its nonbinding recommendations to the Superintendent with ten (10) business days of receiving and hearing the teacher's appeal. The decision of the Superintendent in all cases shall be final and binding, and there shall be no further appeal to any other authority, including, but not limited to, the Commissioner of Education, State or Federal courts, the Public Employment Relations Board (PERB) or the contractual grievance/arbitration procedure set forth with the CBA between the District and Association. The Superintendent shall render a final determination on the challenge within ten (10) business days thereafter. In the absence of a timely determination by the Superintendent, the District may not use the Annual Professional Performance Review or Teacher Improvement Plan until such determination is rendered. A challenge or determination under this section shall be exempt from the grievance and arbitration provisions in the collective negotiations agreement between the Parties, and may not be challenged in any other forum."

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The administrators will attend BOCES training workshops for the following: Growth Percentile Value Added Growth Model and Scoring Methodology; Multiple Measures; Locally Selected Measures; Evaluating Teachers; CSLO training and training on Satewide Insrtuctional Reporting Systems. The duration and specific content of the trainings will be determined by our BOCES Network Team based on New York State Education Department trainings.

Additionally, our lead evaluators and evaluators will attend training sessions for the evaluation rubric and tools to support the observation process. Ongoing training throughout the school year with the Erie I BOCES Network Team will ensure inter-rater reliability in addition to the Frameworks for Teaching Proficiency on-line training provided by Charlotte Danielson through Teachscape.

Lead evaluators and evaluators will be certified and re-certified through documentation of the successful completion of the Teachscape Framework for Teaching Proficiency System. This training is approximately 22 hours long.

Our administrators will work with the Erie I BOCES Network Team to ensure that lead evaluators maintain inter-rater reliability over time and to ensure that lead evaluators are re-certified on an annual basis.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

6.6) Assurances -- Teachers | Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured.	Checked
6.6) Assurances -- Teachers | Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual professional performance review, in writing, no later than	Checked

the last school day of the school year for which the teacher or principal is being measured.	
6.6) Assurances -- Teachers | Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
6.6) Assurances -- Teachers | Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers | Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers | Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Wednesday, June 20, 2012
Updated Tuesday, August 21, 2012

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

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

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

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

Middle School 5-8
High School 9-12
Pine Hill Education Ctr 7-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Union East Elementary	District, regional, or BOCES-developed	SLO, ELA & Math for 4th Grade

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.	For Union East Elementary grades K-3, the composite of pretests developed by the teacher, using a question bank developed by the regional assessment consortium, will be administered at the start of the school year. The composite of SLOs written by the teacher, with 2-5 targets of student growth, as measured using the pre-test, using a secure question bank developed by the regional assessment consortium. The composite percent of students reaching their target from the SLO, on the post test, will be put into the H.E.D.I. scale to determine the Principal's score. For grade 4 at Union East Elementary, the state ELA and Math Assessment score provided to the Principal by the state will be used.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	81-100% of students met target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	51-80% of students met target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	20-50% of students met target.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	0-19% of students met target.

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/5365/144225-lha0DogRNw/HEDI Rating Scale_1.doc

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, June 26, 2012
Updated Wednesday, August 29, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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
	5-8	(d) measures used by district for teacher evaluation	Grade specific STAR Math Enterprisese, STAR Reading Enterprise
	9-12	(d) measures used by district for teacher evaluation	Grade & Subject Specific District Developed Assessments in the Areas of ELA & Math

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.	For Math and ELA grades 5-8 the composite of: A pre-test using STAR will be administered at the start of the school year. There will be a teacher written measure with 2-5 targets of student growth, as measured using the STAR pre-test and post test. The measure must be approved by the lead evaluator. A post test using STAR will be administered near the completion of the course. The composite percent of students reaching their target from the teacher written measure, using STAR, will be put into the H.E.D.I. scale to determine the principal's score. For grades 9-12, the composite of: The same pre-test that is used for the state 20% will be used. An SLO will be written by the teacher, with 2-5 targets of student growth, as measured using the pre-test and a district developed post test of the same length as the pre-test using the secure question bank developed by the regional assessment consortium. The district developed post test will be given near the

	completion of the course. The composite percent of students reaching their target from the SLO, on the post test, will be put into the H.E.D.I. scale to determine the principal's score.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students met target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-80% of students met target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20-50% of students met target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-19% of students met target.

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

(No response)

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

assets/survey-uploads/5366/145994-qBFVOWF7fC/HEDI Rating Scale.doc

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
K-4	(i) Student Learning Objectives	Grade Specific STAR MATH Enterprise, STAR Reading Enterprise, STAR Early Literacy Enterprise

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.	For Math and ELA grades K-4 the composite of: A pre-test using STAR will be administered at the start of the school year. There will be a teacher written measure with 2-5 targets of student growth, as measured using the STAR pre-test and post test. The measure must be approved by the lead evaluator. A post test using STAR will be administered near the completion of the course. The composite percent of students reaching their target from the teacher written measure, using

	STAR, will be put into the H.E.D.I. scale to determine the principal's score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students met target.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-80% of students met target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20-50% of students met target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-19% of students met target.

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.

assets/survey-uploads/5366/145994-T8MlGWUVm1/HEDI Rating Scale_1.doc

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.

None.

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.

For principals with mor than one locally selected measures, all of the student scores from the multiple sections/courses will be combined into one overall component score of 0-15 or 0-20 as applicable, weighted proportionately based on the number of students in each section/course.

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances | Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances | Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check

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

9. Other Measures of Effectiveness (Principals)

Created Wednesday, June 27, 2012
Updated Wednesday, August 29, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals | Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	Checked
9.3) Assurances -- Goals | Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	Checked

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The process for assigning points in the practice rubric will be a recording of the value from 1 up to 3 or 4 in the designated rubrics. See the attached table for the assignment of points. There are eighteen components each assigned with a point value of either 3 or 4. Where the point value on a component has a value of 3, scores will be as follows: 1-1,2-2, 3-4. In a component with a toal of three points, a rubric score of 3 or 4 will earn 3 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/5143/146395-pMADJ4gk6R/MPPRubric updated 8-27-12.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.	59-60 points earned as stated in table attached above.
Effective: Overall performance and results meet standards.	57-58 points earned as stated in table above.
Developing: Overall performance and results need improvement in order to meet standards.	50-56 points earned as stated in table above.
Ineffective: Overall performance and results do not meet standards.	0-49 points earned as stated in table above.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

Enter the minimum number of school visits that will be done by each of the following evaluators, making sure that the number of visits "by supervisor" is at least 1 and the total number of visits is at least 2, for both probationary and tenured principals. If your APPR plan

does not include visits by a trained administrator or independent evaluator, enter 0 in those boxes.

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Wednesday, June 27, 2012
Updated Thursday, June 28, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Wednesday, June 27, 2012
Updated Tuesday, August 21, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

assets/survey-uploads/5276/146528-Df0w3Xx5v6/MPPR PIP (revised) August 21 2012.pdf

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

For a Priincipal who receives a "Developing or Ineffecive" rating, an evaluation may not be placed in a Principal's file until the expiration of fifteen calendar days during which an appeal could be filed. If the Principal does not file within this time limit, any appeal is deemed waived. If an appeal is filed and independent arbitrator will be assigned that is mutually agreed upon between the Administrator's Association and the District. The Superintendent will respond to the appeal within fiffteen calendar days of receipt. The arbitrator will respond to the appeal within ten days of the hearing.

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 Superintendent will be the lead evaluator for the evaluation of principals. The Board of Education will certify the Superintendent by resolution once training requirements are complete. The Board of Education will recertify its lead evaluator on an annual basis taking into consideration any additional updated training that may be required in subsequent years.

The Superintendent as lead evaluator will be trained by Learning Centered Initiatives (LCI). The Superintendent will receive from Learner Centered Initiatives (LCI) a full day of overall comprehensive training on the Multidiimensional Performance Principal Practice Rubric. In addition, the district will contract with LCI for additional hours of training, approximately two to three hours per month through the school year. Included in this time will be reviews of the lead evaluator's practice in ultizing the rubric. Training and consulting will continue in subsequent years for the duration of two to three hours per month.

Since the training will come from LCI, the vendor responsible for the rubric, inter rater relaiability will be ensured by the consistency of the training completed through all the districts using the rubric. The one source of training will help this district's lead evaluator score similar to other evaluators who received the same training throughout the state.

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 Friday, June 29, 2012
Updated Monday, August 27, 2012

Page 1

12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/5581/147443-3Uqgn5g9Iu/District Certification 8-27-12.pdf

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

All Other Courses Continued		
STATE & LOCAL 20%		
Course(s) or Subject(s)	**Option**	**Assessment**
Environmental Science	District, Regional of BOCES-developed	District Developed Environmental Science Assessment
Anatomy & Physiology	District, Regional of BOCES-developed	District Developed Anatomy & Physiology Assessment
General Anatomy & Physiology	District, Regional of BOCES-developed	District Developed General Anatomy & Physiology Assessment
General Physics	District, Regional of BOCES-developed	District Developed General Physics Assessment
Forensics	District, Regional of BOCES-developed	District Developed Forensics Assessment
Biology/Environmental Science	District, Regional of BOCES-developed	District Developed Biology/Environmental Science Assessment
Intro to Computer Technology	District, Regional of BOCES-developed	District Developed Intro to Computer Technology Assessment
Food & Nutrition	District, Regional of BOCES-developed	District Developed Food & Nutrition Assessment
Gourmet Foods	District, Regional of BOCES-developed	District Developed Gourmet Foods Assessment
Psychology	District, Regional of BOCES-developed	District Developed Psychology Assessment
College Success Skills	District, Regional of BOCES-developed	District Developed College Success Skills Assessment
Financial Literature	District, Regional of BOCES-developed	District Developed Financial Literature Assessment
Design & Drawing for Production	District, Regional of BOCES-developed	District Developed Design & Drawing for Production Assessment
Photography	District, Regional of BOCES-developed	District Developed Photography Assessment
Basic Electronics	District, Regional of BOCES-developed	District Developed Basic Electronics Assessment
Architectural Drawing	District, Regional of BOCES-developed	District Developed Architectural Drawing Assessment
Principles of Engineering	District, Regional of BOCES-developed	District Developed Principles of Engineering Assessment
BEEP	District, Regional of BOCES-developed	District Developed BEEP Assessment
CCHS Internship Program	District, Regional of BOCES-developed	District Developed CCSD Internship Assessment
AIS Math (HS); AIS Science (HS); AIS Social Studies (HS); AIS ELA (HS)	District, Regional of BOCES-developed	Grade & Subject Specific District Developed Assessment
Others	District, Regional of BOCES-developed	Grade & Subject Specific District Developed Assessment

H.E.D.I. Rating Scale

(Used for student growth where no score is given by state and for local measures)

H.E.D.I. Score	%	H.E.D.I. Score	%	H.E.D.I. Score	%	H.E.D.I Score	%
		17	77 - 80				
		16	73 -76				
		15	69 - 72				
		14	66 - 68	8	45 - 50		
		13	63 - 65	7	40 - 44		
		12	60 - 62	6	35 - 39		
20	>92	11	57 - 59	5	30 -34	2	16 -19
19	87 -92	10	54 - 56	4	25 -29	1	12 - 15
18	81 - 86	9	51 - 53	3	20 - 24	0	< 12
HIGHLY EFFECTIVE		**EFFECTIVE**		**DEVELOPING**		**INEFFECTIVE**	
81 - 100		**51 - 80**		**20 - 50**		**0 - 19**	

H.E.D.I. Rating Scale – Value Added

(Used for student growth where no score is given by state and for local measures)

H.E.D.I Score	%	H.E.D.I. Score	%	H.E.D.I. Score	%	H.E.D.I Score	%
		13	76-80				
		12	71-75	7	44-50		
		11	66-70	6	38-43		
		10	61-65	5	32-37	2	16-19
15	>90	9	56-60	4	26-31	1	12-15
14	81-90	8	51-55	3	20-25	0	<12
HIGHLY EFFECTIVE		**EFFECTIVE**		**DEVELOPING**		**INEFFECTIVE**	
81 - 100		**51 - 80**		**20 - 50**		**0 - 19**	

H.E.D.I. Rating Scale

(Used for student growth where no score is given by state and for local measures)

H.E.D.I. Score	%	H.E.D.I. Score	%	H.E.D.I. Score	%	H.E.D.I Score	%
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		15	69 - 72				
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19	87 -92	10	54 - 56	4	25 -29	1	12 - 15
18	81 - 86	9	51 - 53	3	20 - 24	0	< 12
HIGHLY EFFECTIVE		**EFFECTIVE**		**DEVELOPING**		**INEFFECTIVE**	
81 - 100		**51 - 80**		**20 - 50**		**0 - 19**	

H.E.D.I. Rating Scale – Value Added

(Used for student growth where no score is given by state and for local measures)

H.E.D.I Score	%	H.E.D.I. Score	%	H.E.D.I. Score	%	H.E.D.I Score	%
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15	>90	9	56-60	4	26-31	1	12-15
14	81-90	8	51-55	3	20-25	0	<12
HIGHLY EFFECTIVE		**EFFECTIVE**		**DEVELOPING**		**INEFFECTIVE**	
81 - 100		**51 - 80**		**20 - 50**		**0 - 19**	

H.E.D.I. Rating Scale

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		12	60 - 62	6	35 - 39		
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19	87 -92	10	54 - 56	4	25 -29	1	12 - 15
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HIGHLY EFFECTIVE		**EFFECTIVE**		**DEVELOPING**		**INEFFECTIVE**	
81 - 100		**51 - 80**		**20 - 50**		**0 - 19**	

H.E.D.I. Rating Scale – Value Added

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15	>90	9	56-60	4	26-31	1	12-15
14	81-90	8	51-55	3	20-25	0	<12
HIGHLY EFFECTIVE		**EFFECTIVE**		**DEVELOPING**		**INEFFECTIVE**	
81 - 100		**51 - 80**		**20 - 50**		**0 - 19**	

All Other Courses Continued		
STATE & LOCAL 20%		
Course(s) or Subject(s)	**Option**	**Assessment**
Environmental Science	District, Regional of BOCES-developed	District Developed Environmental Science Assessment
Anatomy & Physiology	District, Regional of BOCES-developed	District Developed Anatomy & Physiology Assessment
General Anatomy & Physiology	District, Regional of BOCES-developed	District Developed General Anatomy & Physiology Assessment
General Physics	District, Regional of BOCES-developed	District Developed General Physics Assessment
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Gourmet Foods	District, Regional of BOCES-developed	District Developed Gourmet Foods Assessment
Psychology	District, Regional of BOCES-developed	District Developed Psychology Assessment
College Success Skills	District, Regional of BOCES-developed	District Developed College Success Skills Assessment
Financial Literature	District, Regional of BOCES-developed	District Developed Financial Literature Assessment
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Architectural Drawing	District, Regional of BOCES-developed	District Developed Architectural Drawing Assessment
Principles of Engineering	District, Regional of BOCES-developed	District Developed Principles of Engineering Assessment
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Others	District, Regional of BOCES-developed	Grade & Subject Specific District Developed Assessment

H.E.D.I. Rating Scale

(Used for student growth where no score is given by state and for local measures)

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19	87 -92	10	54 - 56	4	25 -29	1	12 - 15
18	81 - 86	9	51 - 53	3	20 - 24	0	< 12
HIGHLY EFFECTIVE		**EFFECTIVE**		**DEVELOPING**		**INEFFECTIVE**	
81 - 100		**51 - 80**		**20 - 50**		**0 - 19**	

H.E.D.I. Rating Scale – Value Added

(Used for student growth where no score is given by state and for local measures)

H.E.D.I Score	%	H.E.D.I. Score	%	H.E.D.I. Score	%	H.E.D.I Score	%
		13	76-80				
		12	71-75	7	44-50		
		11	66-70	6	38-43		
		10	61-65	5	32-37	2	16-19
15	>90	9	56-60	4	26-31	1	12-15
14	81-90	8	51-55	3	20-25	0	<12
HIGHLY EFFECTIVE		**EFFECTIVE**		**DEVELOPING**		**INEFFECTIVE**	
81 - 100		**51 - 80**		**20 - 50**		**0 - 19**	

Appendix J

CHEEKTOWAGA CENTRAL DOMAIN 1 ARTIFACT AND EVIDENCE REVIEW

Teacher's Name _____ Evaluator's Name _____
School _____ School Year _____

Domain 1: Planning and Preparation

I 1	D 2	E 3	H 4	**Components:**	**Artifacts and evidence to be reviewed will include those items with an asterisk:**
				1a Demonstrating Knowledge of Content and Pedagogy Knowledge of Content and the Structure of the Discipline Knowledge of Prerequisite Relationships Knowledge of Content-Related Pedagogy	*Preobservation form – where applicable *Lesson Plans *Analysis of assessment/achievement data **Other artifacts and evidence that may be included but are not limited to:** Action research project Analysis of student achievement data Anecdotal records Class vision, mission, and goals Classroom observations Curriculum development Feedback from students, parents, colleagues & specialists Formative assessments Learning style assessments & profiles Narratives Pacing guides Profile cards/checklists Needs assessment & results Notes/phone logs Observation Self-assessments Standards/outcomes translated into kid-friendly language Surveys Student work samples Unit plans based on key concepts & essential understandings
				1b Demonstrating Knowledge of Students Knowledge of Child and Adolescent Development Knowledge of the Learning Process Knowledge of Students' Skills, Knowledge and Language Proficiency Knowledge of Students' Special Needs	
				1c Setting Instructional Outcomes Values, Sequence and alignment Clarity Balance Suitability for Diverse Students	
				1d Demonstrating a Knowledge of Resources Resources for Classroom Use Resources to Extend Content Knowledge and Pedagogy Resources for Students	
				1e Designing Coherent Instruction Learning Activities Instructional Materials and Resources Instructional Groups Lesson and Unit Structure	
				1f Designing Student Assessments Congruence with Instructional Outcomes Criteria and Standards Design of Formative Assessments Use of Planning	
				Total (To be used in conjunction with the Point Conversion Chart – Appendix K)	

End of Year Evaluation: (Based on Charlotte Danielson's 2011 Rubric)

0 – Refusing to meet
1 – Bringing no artifacts/evidence
2 – Bringing partial required artifacts/evidence or a poor component of the required artifacts/evidence
3 – Bringing quality required artifacts/evidence
4 – Bring quality required artifacts/evidence and additional as listed above

CHEEKTOWAGA CENTRAL DOMAIN 4 ARTIFACT AND EVIDENCE REVIEW

Domain 4: Professional Responsibilities

I	D	E	H	**Components:**	**Artifacts and evidence to be reviewed will include those items with an asterisk:**
1	2	3	4		
				4a Reflecting on Teaching Accuracy Use in Future Teaching	*Teacher Reflection
				4b Maintaining Accurate Records Student Completion of Assignments Student Progress in Learning Non instructional records	**A minimum of two from below:** Agendas, outcomes and notes from teams/ department meetings Blogs Brochure or certificate from conference attended Collaboration logs Contributions in team and faculty meetings Emails Evaluations from workshops Feedback from colleagues, students & parents Handouts and participant work from presentations or workshops Informal observations Interviews Letters to parents Letters to and from students List of contributions to committees Log of professional activities (PDP) National Board Teacher Certification Newsletters Observations/walkthrough documentation Online representations Phone logs Professional goals Quarterly reports Reports (grades, attendance, financial, injury, compliance, etc.) Self-assessments Web site Year long program plan
				4c Communicating with Families Information about the Instructional Program Information about Individual Students Engagement of Families in the Instructional Program	
				4d Participating in a Professional Community Relationships with Colleagues Involvement in a Culture of Professional Inquiry Service to the School Participation in School and District Projects	
				4e Growing and Developing Professionally Enhancement of Content Knowledge & Pedagogical Skill Receptivity to Feedback from Colleagues Service to the Profession	
				4f Showing Professionalism Integrity and Ethical Conduct Service to Students Advocacy Decision Making Compliance with School and District Regulations	
				Total (To be used in conjunction with the Point Conversion Chart – Appendix K)	

End of Year Evaluation: (Based on Charlotte Danielson's 2011 Rubric)

0 – Refusing to meet
1 – Bringing no artifacts/evidence
2 – Bringing partial required artifacts/evidence or a poor component of the required artifacts/evidence
3 – Bringing quality required artifacts/evidence
4 – Bring quality required artifacts/evidence and additional as listed above

_____ (Teacher Signature and Date)

_____ (Evaluator Signature and Date)

CHEEKTOWAGA CENTRAL APPR POINT CONVERSION CHART FOR DANIELSON DOMAINS 1 & 4

POINTS RECEIVED (of 24 possible)	CONVERTS TO	POINTS RECEIVED (of 24 possible)	CONVERTS TO
1	1	13	7
2	1	14	7
3	2	15	7
4	2	16	8
5	3	17	8
6	3	18	8
7	4	19	9
8	4	20	9
9	5	21	9
10	6	22	10
11	6	23	10
12	6	24	10

Rating Scale for "Other 60"

(to be used in conjunction with Point Conversion Chart below)

Overall Rubric Score	**Rating Category**	**0-60 point distribution by rating category**
0-15	**Ineffective**	**0-49**
16-30	**Developing**	**50-56**
31-45	**Effective**	**57-58**
46-60	**Highly Effective**	**59-60**

CHEEKTOWAGA CENTRAL SCHOOL DISTRICT

APPR % Point Conversion Chart for "Other 60%"

Points

Rubric Score

						49	15
						45	14
						41	13
						37	12
						33	11
						30	10
						27	9
						24	8
						21	7
				56	28 - 30	**18**	6
				55	26 - 27	**15**	5
				54	24 - 25	**12**	4
				53	22 - 23	**9**	3
				52	20 - 21	**6**	2
60	53 - 60	**58**	38 - 45	**51**	18 - 19	**3**	1
59	46 - 52	**57**	31 - 37	**50**	16 - 17	**0**	0
HIGHLY EFFECTIVE		**EFFECTIVE**		**DEVELOPING**		**INEFFECTIVE**	
59-60 pts		**57 - 58 pts**		**50 - 56 pts**		**0 - 49 pts**	

APPR Scoring Bands

	Student Growth	Local Measures	Other 60	Overall Composite
Ineffective	0-2	0-2	0-49	0-64
Developing	3-8	3-8	50-56	65-74
Effective	9-17	9-17	57-58	75-90
Highly Effective	18-20	18-20	59-60	91-100

H.E.D.I. Rating Scale

(Used for student growth where no score is given by state and for local measures)

H.E.D.I. Score	%	H.E.D.I. Score	%	H.E.D.I. Score	%	H.E.D.I Score	%
		17	77 - 80				
		16	73 -76				
		15	69 - 72				
		14	66 - 68	8	45 - 50		
		13	63 - 65	7	40 - 44		
		12	60 - 62	6	35 - 39		
20	>92	11	57 - 59	5	30 -34	2	16 -19
19	87 -92	10	54 - 56	4	25 -29	1	12 - 15
18	81 - 86	9	51 - 53	3	20 - 24	0	< 12
HIGHLY EFFECTIVE		**EFFECTIVE**		**DEVELOPING**		**INEFFECTIVE**	
81 - 100		**51 - 80**		**20 - 50**		**0 - 19**	

H.E.D.I. Rating Scale – Value Added

(Used for student growth where no score is given by state and for local measures)

H.E.D.I Score	%	H.E.D.I. Score	%	H.E.D.I. Score	%	H.E.D.I Score	%
		13	76-80				
		12	71-75	7	44-50		
		11	66-70	6	38-43		
		10	61-65	5	32-37	2	16-19
15	>90	9	56-60	4	26-31	1	12-15
14	81-90	8	51-55	3	20-25	0	<12
HIGHLY EFFECTIVE		**EFFECTIVE**		**DEVELOPING**		**INEFFECTIVE**	
81 - 100		**51 - 80**		**20 - 50**		**0 - 19**	

H.E.D.I. Rating Scale

(Used for student growth where no score is given by state and for local measures)

H.E.D.I. Score	%	H.E.D.I. Score	%	H.E.D.I. Score	%	H.E.D.I Score	%
		17	77 - 80				
		16	73 -76				
		15	69 - 72				
		14	66 - 68	8	45 - 50		
		13	63 - 65	7	40 - 44		
		12	60 - 62	6	35 - 39		
20	>92	11	57 - 59	5	30 -34	2	16 -19
19	87 -92	10	54 - 56	4	25 -29	1	12 - 15
18	81 - 86	9	51 - 53	3	20 - 24	0	< 12
HIGHLY EFFECTIVE		**EFFECTIVE**		**DEVELOPING**		**INEFFECTIVE**	
81 - 100		**51 - 80**		**20 - 50**		**0 - 19**	

H.E.D.I. Rating Scale – Value Added

(Used for student growth where no score is given by state and for local measures)

H.E.D.I Score	%	H.E.D.I. Score	%	H.E.D.I. Score	%	H.E.D.I Score	%
		13	76-80				
		12	71-75	7	44-50		
		11	66-70	6	38-43		
		10	61-65	5	32-37	2	16-19
15	>90	9	56-60	4	26-31	1	12-15
14	81-90	8	51-55	3	20-25	0	<12
HIGHLY EFFECTIVE		**EFFECTIVE**		**DEVELOPING**		**INEFFECTIVE**	
81 - 100		**51 - 80**		**20 - 50**		**0 - 19**	

APPENDIX A

PRINCIPAL ANNUAL PROFESSIONAL PERFORMANCE –Comment Sheet
Multidimensional Principal Performance Rubric—where point values are 1-3, score will be as follows: 1-1, 2-2, 3 will be a 4

Domain	Components and point values	Score 1-4 scale for each component (components with a value of 3 to be recorded here as a 4)
I- Shared Vision of Learning	a. culture (3) b. sustainability (3)	a. b.
II- School Culture and Instructional Programs	a. culture (4) b. instruct. program (4) c. capacity bldg (4) d. sustainability (3) e.strategic plan. process (3)	a. b. c. d. e.
III- Safe, Efficient, Effective Learning Environment	a. capacity bldg (4) b. culture (4) c. sustainability (3) d. instructional program (4)	a. b. c. d.
IV- Community	a. strategic plan process (3) b. culture (3) c. sustainability (3)	a. b. c.
V- Integrity, Fairness and Ethics	a. sustainability (3) b. culture (3)	a. b.
VI- Political, Social, Economic, Legal and Cultural Context	a. sustainability (3) b. culture (3)	a. b.

CHEEKTOWAGA CENTRAL SCHOOL DISTRICT

MPPR % Point Conversion Chart for "Other 60%"

Points ↓ Rubric Score ↓

						49	15
						45	14
						41	13
						37	12
						33	11
						30	10
						27	9
						24	8
						21	7
				56	28 - 30	18	6
				55	26 - 27	15	5
				54	24 - 25	12	4
				53	22 - 23	9	3
				52	20 - 21	6	2
60	53 - 60	58	38 - 45	51	18 - 19	3	1
59	46 - 52	57	31 - 37	50	16 - 17	0	0
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
59-60 pts		57 - 58 pts		50 - 56 pts		0 - 49 pts	

Rating Scale for "Other 60"

(to be used in conjunction with Point Conversion Chart below)

Overall Rubric Score	Rating Category	0-60 point distribution by rating category
0-15	Ineffective	0-49
16-30	Developing	50-56
31-45	Effective	57-58
46-60	Highly Effective	59-60

APPR Scoring Bands

	Student Growth	Local Measures	Other 60	Overall Composite
Ineffective	0-2	0-2	0-49	0-64
Developing	3-8	3-8	50-56	65-74
Effective	9-17	9-17	57-58	75-90
Highly Effective	18-20	18-20	59-60	91-100

Principal Improvement Plan

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced not later than ten (10) days after the start of a school year. The Superintendent in conjunction with the principal and possibly a colleague of choice, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment, including documentation that highlights the basis for the sub-effective rating.

    a. Specific improvement goal/outcome statements.

    b. Specific improvement action steps/activities.

    c. A reasonable time line for achieving improvement.

    d. Required and accessible resources to achieve goal.

    e. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between December 1 and December 15 and the second between March 1 and March 15. A written summary of feedback on progress shall be given within 5 business days of each meeting.

    f. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.

    g. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.

Principal Improvement Plan (PIP) form

NAME _____

SCHOOL BUILDING _____

ACADEMIC YEAR _____

Deficiency that promulgated the "developing or ineffective" performance rating:

_____
_____
_____

Documentation/Evidence/Artifacts that highlights areas of deficiency-

_____
_____
_____

Improvement
Plan/Outcome: _____
_____
_____
_____

Action Steps/Activities:

_____
_____
_____
_____

Timeline for
completion: _____

Required and Accessible Resources (including responsibility for
provision): _____
_____
_____

Improvements made and documented _____

_____

_____

_____

Date(s) for formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December _____

March _____

Other if needed _____

Evidence of Plan Achievement:

_____

_____

_____

_____

Principal Signature: _____
Date: _____

Superintendent Signature: _____
Date: _____

CHEEKTOWAGA CENTRAL SCHOOL DISTRICT
TEACHER IMPROVEMENT PLAN (TIP)

_____ _____
NAME OF TEACHER NAME OF SCHOOL

_____ _____
ADMINISTRATOR'S NAME SCHOOL YEAR

CHARLOTTE DANIELSON'S 2011 FRAMEWORK FOR TEACHING DOMAINS TO ADDRESS:

Domain 1:	Domain 2:	Domain 3:	Domain 4:

TIP Start Date:	Anticipated Date of TIP Completion:

TIP Review Anticipated Meeting Dates

1._____ 2._____ 3._____ 4._____

Identified domain Category	Actions to be Taken	Principal's responsibilities	Teacher's responsibilities	Timeline for completion	Success Indicators *Evidence and artifacts*	Improvements made and documented
.						
.						

INITIAL PLANNING SESSION

_____/_____ _____/_____
TEACHER SIGNATURE DATE ADMINISTRATOR SIGNATURE DATE

_____/_____
ASSOCIATION REPRESENTATIVE DATE

ACCEPTANCE OF TIP PLAN

_____/_____ _____/_____
TEACHER SIGNATURE DATE ADMINISTRATOR SIGNATURE DATE

_____/_____ _____/_____
ASSOCIATION REPRESENTATIVE DATE SUPERINTENDENT SIGNATURE DATE

REVIEW SESSION 1

_____/_____ _____/_____
TEACHER SIGNATURE DATE ADMINISTRATOR SIGNATURE DATE

_____/_____ _____/_____
ASSOCIATION REPRESENTATIVE DATE SUPERINTENDENT SIGNATURE DATE

REVIEW SESSION 2

_____/_____ _____/_____
TEACHER SIGNATURE DATE ADMINISTRATOR SIGNATURE DATE

_____/_____ _____/_____
ASSOCIATION REPRESENTATIVE DATE SUPERINTENDENT SIGNATURE DATE

REVIEW SESSION 3

_____/_____ _____/_____
TEACHER SIGNATURE DATE ADMINISTRATOR SIGNATURE DATE

_____/_____ _____/_____
ASSOCIATION REPRESENTATIVE DATE SUPERINTENDENT SIGNATURE DATE

REVIEW SESSION 4

_____/_____ _____/_____
TEACHER SIGNATURE DATE ADMINISTRATOR SIGNATURE DATE

_____/_____ _____/_____
ASSOCIATION REPRESENTATIVE DATE SUPERINTENDENT SIGNATURE DATE

ADEQUATE IMPROVEMENT: SHOWN_____ NOT SHOWN_____

_____/_____
TEACHER SIGNATURE DATE

_____/_____
ADMINISTRATOR SIGNATURE DATE

_____/_____
ASSOCIATION REPRESENTATIVE DATE

_____/_____
ADMINISTRATOR SIGNATURE DATE

_____/_____
SUPERINTENDENT SIGNATURE DATE

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date: 8/27/12

Teachers Union President Signature: Date: 8/27/12

Jeff Kuemmel

Administrative Union President Signature: Date: 8/27/12

Brian Hicks

Board of Education President Signature: Date: 8-~~30~~ 27 PAN -12

Paul A. Nazzareth