



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

Commissioner of Education
President of the University of the State of New York
89 Washington Ave., Room 111
Albany, New York 12234

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Tel: (518) 474-5844
Fax: (518) 473-4909

November 20, 2012

Robert Miller, Superintendent
Cherry Valley-Springfield Central School District
Route 54
Cherry Valley, NY 13320

Dear Superintendent Miller:

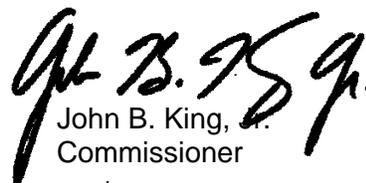
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information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

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

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

Thank you again for your hard work.

Sincerely,


John B. King, Jr.
Commissioner

Attachment

c: Nicholas Savin

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

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

Annual Professional Performance Reviews: 2012-13

Created Thursday, May 03, 2012

Updated Tuesday, October 30, 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 : 472202040000

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

472202040000

1.2) School District Name: CHERRY VALLEY-SPRINGFIELD CSD

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

CHERRY VALLEY-SPRINGFIELD CSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Monday, May 07, 2012

Updated Monday, November 19, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	CV-S District Developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	CV-S District Developed First Grade ELA Assessment
2	District, regional, or BOCES-developed assessment	CV-S District Developed Second Grade 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 subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLO process to be used in the District shall consist of a pre-test or initial test administered at the beginning of the course or academic year (generally in the first 5 weeks for full year courses) and a final examination that will be administered at the end of the course or academic year. After the teacher determines the individual growth targets, s/he will then create the overarching target by which the District set HEDI will apply. The HEDI bands are determined by the percentage of students that achieve or exceed their growth target.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Highly Effective 96% - 100% 20 Highly Effective 92% - 95% 19 Highly Effective 89%-91% 18
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Effective 87%-88% 17 Effective 85%-86% 16 Effective 83%-84% 15 Effective 82% 14 Effective 81% 13 Effective 80% 12 Effective 79% 11 Effective 77%-78% 10 Effective 75%-76% 9
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Developing 72%-74% 8 Developing 69%-71% 7 Developing 66% - 68% 6 Developing 64%-65% 5 Developing 62% - 63% 4 Developing 60%-61% 3
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Ineffective 55% -59% 2 Ineffective 50% - 54% 1 Ineffective 0 %– 49% 0

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	CV-S District Developed Kindergarten Math Assessment
1	District, regional, or BOCES-developed assessment	CV-S District Developed First Grade Math Assessment
2	District, regional, or BOCES-developed assessment	CV-S District Developed Second Grade Math Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLO process to be used in the District shall consist of a pre-test or initial test administered at the beginning of the course or academic year (generally in the first 5 weeks for full year courses) and a final examination that will be administered at the end of the course or academic year. After the teacher determines the individual growth targets, s/he will then create the overarching target by which the District set HEDI will apply. The HEDI bands are determined by the percentage of students that achieve or exceed their growth target.
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Ineffective 55% -59% 2 Ineffective 50% - 54% 1 Ineffective 0 %- 49% 0

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	CV-S District Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	CV-S 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.	The SLO process to be used in the District shall consist of a pre-test or initial test administered at the beginning of the course or academic year (generally in the first 5 weeks for full year courses) and a final examination that will be administered at the end of the course or academic year. After the teacher determines the individual growth targets, s/he will then create the overarching target by which the District set HEDI will apply. The HEDI bands are determined by the percentage of students that achieve or exceed their growth target.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Highly Effective 96% - 100% 20 Highly Effective 92% - 95% 19 Highly Effective 89%-91% 18
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Ineffective 55% -59% 2 Ineffective 50% - 54% 1 Ineffective 0 %– 49% 0

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	CV-S District Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	CV-S District Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	CV-S 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.	The SLO process to be used in the District shall consist of a pre-test or initial test administered at the beginning of the course or academic year (generally in the first 5 weeks for full year courses) and a final examination that will be
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administered at the end of the course or academic year. After the teacher determines the individual growth targets, s/he will then create the overarching target by which the District set HEDI will apply. The HEDI bands are determined by the percentage of students that achieve or exceed their growth target.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective 96% - 100% 20 Highly Effective 92% - 95% 19 Highly Effective 89%-91% 18
Effective (9 - 17 points) Results meet District goals for similar students.	Effective 87%-88% 17 Effective 85%-86% 16 Effective 83%-84% 15 Effective 82% 14 Effective 81% 13 Effective 80% 12 Effective 79% 11 Effective 77%-78% 10 Effective 75%-76% 9
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Ineffective 55% -59% 2 Ineffective 50% - 54% 1 Ineffective 0 %– 49% 0

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	CV-S District Developed Grade 9 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	The SLO process to be used in the District shall consist of a pre-test or initial test administered at the beginning of
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<p>this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>the course or academic year (generally in the first 5 weeks for full year courses) and a final examination that will be administered at the end of the course or academic year. After the teacher determines the individual growth targets, s/he will then create the overarching target by which the District set HEDI will apply. The HEDI bands are determined by the percentage of students that achieve or exceed their growth target.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Highly Effective 96% - 100% 20 Highly Effective 92% - 95% 19 Highly Effective 89%-91% 18</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Effective 87%-88% 17 Effective 85%-86% 16 Effective 83%-84% 15 Effective 82% 14 Effective 81% 13 Effective 80% 12 Effective 79% 11 Effective 77%-78% 10 Effective 75%-76% 9</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Developing 72%-74% 8 Developing 69%-71% 7 Developing 66% - 68% 6 Developing 64%-65% 5 Developing 62% - 63% 4 Developing 60%-61% 3</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Ineffective 55% -59% 2 Ineffective 50% - 54% 1 Ineffective 0 %– 49% 0</p>

2.7) High School Science Regents Courses

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

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

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>The SLO process to be used in the District shall consist of a pre-test or initial test administered at the beginning of the course or academic year (generally in the first 5 weeks for full year courses) and a final examination that will be</p>
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administered at the end of the course or academic year. After the teacher determines the individual growth targets, s/he will then create the overarching target by which the District set HEDI will apply. The HEDI bands are determined by the percentage of students that achieve or exceed their growth target.

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

Highly Effective 96% - 100% 20
 Highly Effective 92% - 95% 19
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Effective (9 - 17 points) Results meet District goals for similar students.

Effective 87%-88% 17
 Effective 85%-86% 16
 Effective 83%-84% 15
 Effective 82% 14
 Effective 81% 13
 Effective 80% 12
 Effective 79% 11
 Effective 77%-78% 10
 Effective 75%-76% 9

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

Developing 72%-74% 8
 Developing 69%-71% 7
 Developing 66% - 68% 6
 Developing 64%-65% 5
 Developing 62% - 63% 4
 Developing 60%-61% 3

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

Ineffective 55% -59% 2
 Ineffective 50% - 54% 1
 Ineffective 0 %– 49% 0

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.

The SLO process to be used in the District shall consist of a pre-test or initial test administered at the beginning of the course or academic year (generally in the first 5 weeks for full year courses) and a final examination that will be administered at the end of the course or academic year. After the teacher determines the individual growth targets, s/he will then create the overarching target by which the

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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	CV-S District Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	CV-S District Developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	State Developed Grade 11 ELA 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.	The SLO process to be used in the District shall consist of a pre-test or initial test administered at the beginning of the course or academic year (generally in the first 5 weeks for full year courses) and a final examination that will be administered at the end of the course or academic year. After the teacher determines the individual growth targets,
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If you need additional space, upload a copy of "Form 2.10: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 2.10. (MS Word)

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/125648-TXEttx9bQW/SLO For Review Room_2_1.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 Locally Developed Controls

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 Monday, May 07, 2012

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The District will measure student achievement for all teachers using the District's achievement rate on the summative assessment. The achievement percentage will be determined by the percentage of students achieving the achievement target on their course specific final assessment. The achievement target will be determined by the teacher in collaboration with the principal.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective 95% -100% 15 Highly Effective 89% -94% 14
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective 86%-88% 13 Effective 85%-83% 12 Effective 82%-81% 11 Effective 79%-80% 10 Effective 77%-78% 9 Effective 75%-76% 8
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing 72%-74% 7 Developing 69%-71% 6 Developing 66%-68% 5 Developing 63%-65% 4 Developing 60%-62% 3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective 55%-59% 2 Ineffective 50%-54% 1 Ineffective 0%-49% 0

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The District will measure student achievement for all teachers using the District's achievement rate on the summative assessment. The achievement percentage will be determined by the percentage of students achieving the achievement target on their course specific final assessment. The achievement target will be determined by the teacher in collaboration with the principal.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective 95% -100% 15 Highly Effective 89% -94% 14
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective 86%-88% 13 Effective 85%-83% 12 Effective 82%-81% 11 Effective 79%-80% 10 Effective 77%-78% 9 Effective 75%-76% 8
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing 72%-74% 7 Developing 69%-71% 6 Developing 66%-68% 5 Developing 63%-65% 4 Developing 60%-62% 3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective 55%-59% 2 Ineffective 50%-54% 1 Ineffective 0%-49% 0

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.

(No response)

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	5) District, regional, or BOCES–developed assessments	CV-S District Developed Kindergarten ELA Assessment
1	5) District, regional, or BOCES–developed assessments	CV-S District Developed First Grade ELA Assessment
2	5) District, regional, or BOCES–developed assessments	CV-S District Developed Second Grade ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The District will measure student achievement for all teachers using the District's achievement rate on the summative assessment. The achievement percentage will be determined by the percentage of students achieving the achievement target on their course specific final assessment. The achievement target will be determined by the teacher in collaboration with the principal.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective 96% - 100% 20 Highly Effective 92% - 95% 19 Highly Effective 89%-91% 18
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective 87%-88% 17 Effective 85%-86% 16 Effective 83%-84% 15 Effective 82% 14 Effective 81% 13 Effective 80% 12 Effective 79% 11 Effective 77%-78% 10 Effective 75%-76% 9
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing 72%-74% 8 Developing 69%-71% 7 Developing 66% - 68% 6 Developing 64%-65% 5 Developing 62% - 63% 4 Developing 60%-61% 3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective 55% -59% 2 Ineffective 50% - 54% 1 Ineffective 0 %– 49% 0

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	5) District, regional, or BOCES–developed assessments	CV-S District Developed Kindergarten Math Assessment
1	5) District, regional, or BOCES–developed assessments	CV-S District Developed First Grade Math Assessment
2	5) District, regional, or BOCES–developed assessments	CV-S District Developed Second Grade Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The District will measure student achievement for all teachers using the District's achievement rate on the summative assessment. The achievement percentage will be determined by the percentage of students achieving the achievement target on their course specific final assessment. The achievement target will be determined by the teacher in collaboration with the principal.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective 96% - 100% 20 Highly Effective 92% - 95% 19 Highly Effective 89%-91% 18
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective 87%-88% 17 Effective 85%-86% 16 Effective 83%-84% 15 Effective 82% 14 Effective 81% 13 Effective 80% 12 Effective 79% 11 Effective 77%-78% 10 Effective 75%-76% 9
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing 72%-74% 8 Developing 69%-71% 7 Developing 66% - 68% 6 Developing 64%-65% 5 Developing 62% - 63% 4 Developing 60%-61% 3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective 55% -59% 2 Ineffective 50% - 54% 1 Ineffective 0 %– 49% 0

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	CV-S District Developed Grade 6 Science Assessment
7	5) District, regional, or BOCES–developed assessments	CV-S District Developed Grade 7 Science Assessment
8	5) District, regional, or BOCES–developed assessments	State 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.	The District will measure student achievement for all teachers using the District's achievement rate on the summative assessment. The achievement percentage will be determined by the percentage of students achieving the achievement target on their course specific final assessment. The achievement target will be determined by the teacher in collaboration with the principal.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective 96% - 100% 20 Highly Effective 92% - 95% 19 Highly Effective 89%-91% 18
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective 87%-88% 17 Effective 85%-86% 16 Effective 83%-84% 15 Effective 82% 14 Effective 81% 13 Effective 80% 12 Effective 79% 11 Effective 77%-78% 10 Effective 75%-76% 9
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing 72%-74% 8 Developing 69%-71% 7 Developing 66% - 68% 6 Developing 64%-65% 5 Developing 62% - 63% 4 Developing 60%-61% 3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective 55% -59% 2 Ineffective 50% - 54% 1 Ineffective 0 %- 49% 0

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	CV-S District Developed Grade 6 Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	CV-S District Developed Grade 7 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	CV-S 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 District will measure student achievement for all teachers using the District's achievement rate on the summative assessment. The achievement percentage will be determined by the percentage of students achieving the achievement target on their course specific final assessment. The achievement target will be determined by the teacher in collaboration with the principal.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective 96% - 100% 20 Highly Effective 92% - 95% 19 Highly Effective 89%-91% 18
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective 87%-88% 17 Effective 85%-86% 16 Effective 83%-84% 15 Effective 82% 14 Effective 81% 13 Effective 80% 12 Effective 79% 11 Effective 77%-78% 10 Effective 75%-76% 9
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing 72%-74% 8 Developing 69%-71% 7 Developing 66% - 68% 6 Developing 64%-65% 5 Developing 62% - 63% 4 Developing 60%-61% 3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective 55% -59% 2 Ineffective 50% - 54% 1 Ineffective 0 %– 49% 0

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	CV-S District Developed Grade 9 Global Studies Assessment
Global 2	5) District, regional, or BOCES–developed assessments	State Developed Grade 10 Global Studies Regents Assessment
American History	5) District, regional, or BOCES–developed assessments	State Developed Grade 11 American History Regents 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.	The District will measure student achievement for all teachers using the District's achievement rate on the summative assessment. The achievement percentage will be determined by the percentage of students achieving the achievement target on their course specific final assessment. The achievement target will be determined by the teacher in collaboration with the principal.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective 96% - 100% 20 Highly Effective 92% - 95% 19 Highly Effective 89%-91% 18
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective 87%-88% 17 Effective 85%-86% 16 Effective 83%-84% 15 Effective 82% 14 Effective 81% 13 Effective 80% 12 Effective 79% 11 Effective 77%-78% 10 Effective 75%-76% 9
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing 72%-74% 8 Developing 69%-71% 7 Developing 66% - 68% 6 Developing 64%-65% 5 Developing 62% - 63% 4 Developing 60%-61% 3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective 55% -59% 2 Ineffective 50% - 54% 1 Ineffective 0 %– 49% 0

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	State Developed Grade 9 Living Environment Regents Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	State Developed Grade10 Earth Science Regents Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	State Developed Grade 11 Chemistry Regents Assessment
Physics	5) District, regional, or BOCES–developed assessments	State Developed Grade 12 Physics Regents 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 District will measure student achievement for all teachers using the District's achievement rate on the summative assessment. The achievement percentage will be determined by the percentage of students achieving the achievement target on their course specific final assessment. The achievement target will be determined by the teacher in collaboration with the principal.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective 96% - 100% 20 Highly Effective 92% - 95% 19 Highly Effective 89%-91% 18
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective 87%-88% 17 Effective 85%-86% 16 Effective 83%-84% 15 Effective 82% 14 Effective 81% 13 Effective 80% 12 Effective 79% 11 Effective 77%-78% 10 Effective 75%-76% 9
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing 72%-74% 8 Developing 69%-71% 7 Developing 66% - 68% 6 Developing 64%-65% 5 Developing 62% - 63% 4 Developing 60%-61% 3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective 55% -59% 2 Ineffective 50% - 54% 1 Ineffective 0 %– 49% 0

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	State Developed Grade 9 Algebra Regents Assessment
Geometry	5) District, regional, or BOCES–developed assessments	State Developed Grade 10 Geometry Regents Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	State Developed Grade 11 Algebra 2 Regents 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 District will measure student achievement for all teachers using the District's achievement rate on the summative assessment. The achievement percentage will be determined by the percentage of students achieving the achievement target on their course specific final assessment. The achievement target will be determined by the teacher in collaboration with the principal.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective 96% - 100% 20 Highly Effective 92% - 95% 19 Highly Effective 89%-91% 18
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective 87%-88% 17 Effective 85%-86% 16 Effective 83%-84% 15 Effective 82% 14 Effective 81% 13 Effective 80% 12 Effective 79% 11 Effective 77%-78% 10 Effective 75%-76% 9
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing 72%-74% 8 Developing 69%-71% 7 Developing 66% - 68% 6 Developing 64%-65% 5 Developing 62% - 63% 4 Developing 60%-61% 3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective 55% -59% 2 Ineffective 50% - 54% 1 Ineffective 0 %- 49% 0

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	CV-S District Developed Grade 9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	CV-S District Developed Grade 10 ELA Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	State Developed Grade 11 ELA Regents 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.	The District will measure student achievement for all teachers using the District's achievement rate on the summative assessment. The achievement percentage will be determined by the percentage of students achieving the achievement target on their course specific final assessment. The achievement target will be determined by the teacher in collaboration with the principal.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective 96% - 100% 20 Highly Effective 92% - 95% 19 Highly Effective 89%-91% 18
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective 87%-88% 17 Effective 85%-86% 16 Effective 83%-84% 15 Effective 82% 14 Effective 81% 13 Effective 80% 12 Effective 79% 11 Effective 77%-78% 10 Effective 75%-76% 9
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing 72%-74% 8 Developing 69%-71% 7 Developing 66% - 68% 6 Developing 64%-65% 5 Developing 62% - 63% 4 Developing 60%-61% 3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective 55% -59% 2 Ineffective 50% - 54% 1 Ineffective 0 %– 49% 0

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
Foreign Language	5) District/regional/BOCES–developed	Regionally Developed Grade 8 and Grade 10 Foreign Language Association of Chairpersons Assessment
Elementary AIS and Elementary Resource Room	4) State-approved 3rd party	Acuity
All Other Courses Not Listed Above	5) District/regional/BOCES–developed	CV-S District Developed Grade and Course Specific Assessments

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/5139/125649-y92vNseFa4/Locally Selected Measures of Student Achievement Review Room_2.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.

There are no locally developed controls.

3.15) Teachers with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score. Examples may include: 4th grade teacher with locally-selected measures for both ELA and Math; High School teacher with more than 1 SLO.

Teachers with more than one locally selected achievement target will have their HEDI rating computed by a weighted average of all the HEDI ratings for each locally selected measures.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Monday, May 07, 2012

Updated Tuesday, October 30, 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.)

NYSUT Teacher Practice Rubric

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	(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	(No response)

If the above points assignment is not for "all teachers," fill out an additional copy of "Form 4.2: Points Within Other Measures" for each group of teachers, 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.

A. All teachers shall be observed and evaluated based upon the APPR procedures and instruments contained herein. The supporting documents for observations are based on the documents in the Teacher Evaluation and Development Handbook (TED) and modified to meet the needs of the District based on mutual consent of the Association and the District. The supporting documents are available electronically.

B. All classroom teachers shall be evaluated annually based on four (4) performance levels of proficiency as follows: Highly Effective, Effective, Developing or Ineffective.

C. Each tenured teacher will have at least one formal announced observation per year and unannounced observations will be carried

out in the form of Walk Throughs which will total at least one period of evaluator observation time. One formal observation must be completed by February 1st.

D. Probationary teachers will have at least two announced observations per year and unannounced observations will be carried out in the form of Walk Throughs totaling at least one and a half instructional periods. The first announced observation must be completed by December 1st.

E. Announced Classroom observations shall follow a clinical observation model as follows:

- i. On or before three (3) school days prior to the observation the teacher will submit to the evaluator a completed Lesson Plan Template via e-mail or other electronic means.
- ii. The evaluator will hold a pre-conference meeting prior to the classroom observation.
- iii. Each observation shall be for a minimum of thirty (30) minutes in length.
- iv. The certified evaluator will consider scheduled observations a priority and will cancel them only in the event of an emergency.
- v. On or before three (3) school days after the observation the teacher will submit to the evaluator via email a completed Post Observation Reflection form.
- vi. The evaluator will hold a post-conference meeting with the teacher within six (6) school days following the classroom observation to discuss the strengths and/or weaknesses of the lesson observed based on the evidence collected and presented.
- vii. The teacher and evaluator/lead evaluator may mutually agree to alter this observation timeline.

F. Unannounced Classroom observations will be carried out in the form of Walk Throughs and shall adhere to the following guidelines:

- i. Each Walk Through shall be for a minimum of three (3) minutes in length.
- ii. By the third (3rd) school day following a Walk Through, The Walk Through form shall be completed and returned to the teacher.
- iii. The teacher will have the opportunity to file a written response to any comments made.
- iv. The teacher and evaluator/lead evaluator may mutually agree to alter this observation timeline.

Observations Using the NYSUT Rubric

iii. Announced observations and Walk Throughs will be used to create a formal evaluation of teachers based on multiple measures, and aligned with the New York State Teaching Standards. Teacher performance will be assessed using the NYSUT (2012 Edition) Teacher Rubric. As such, teachers shall be specifically evaluated on:

- Standard 1: Knowledge of Students Student Learning
- Standard 2: Knowledge of Content and Instructional Planning
- Standard 3: Instructional Practice
- Standard 4: Learning Environment
- Standard 5: Assessment for Student Learning
- Standard 6: Professional Responsibilities and Collaboration
- Standard 7: Professional Growth

The NYSUT (2012 Edition) Rubric will be used to evaluate the NYS Teaching Standards to develop a teacher effectiveness score. The following guidelines will be used to develop the effectiveness score:

Multiple measures will be used;

Sixty (60) points shall be based on announced classroom observations and Walk Throughs by the principal, or other trained administrator.

The NY State Teaching Standards contains seven (7) teaching standards. Each teaching standard is comprised of a set of elements; each element has indicators that will be assessed as either:

1. Ineffective = 1 point;
2. Developing = 2 points;
3. Effective = 3 points; or
4. Highly Effective = 4 points.

In all, the NY State Teaching Standards contains seventy-eight (78) indicators. Each indicator is weighted equally, with a maximum of four (4) points. Different teaching standards have differing numbers of indicators and the average for each standard will be calculated. The standards will be weighted using the conversion chart. The converted combined average HEDI score will be converted to an effectiveness score using the conversion table. Teachers will receive a final completed NYSUT (2012 Edition) Rubric with their HEDI Score for the 60 point practice portion of the APPR by June 15th. All evidence will be available electronically for the teacher to view which was used to construct the evaluation.

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/5091/125650-eka9yMJ855/Conversion table for Calculation of the HEDI Score_1.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.	An overall weighted average of 3.5-4 on the NYSUT Rubric will result in a highly effective rating
Effective: Overall performance and results meet NYS Teaching Standards.	An overall weighted average of 2.5-3.4 on the NYSUT Rubric will result in a effective rating
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	An overall weighted average of 1.5-2.4 on the NYSUT Rubric will result in a developing rating
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	An overall weighted average of 1-1.4 on the NYSUT Rubric will result in a ineffective rating

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	2
4.6) Observations of Probationary Teachers Informal/Short	6
4.6) Observations of Probationary Teachers Enter Total	8

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	1
4.7) Observations of Tenured Teachers Informal/Short	2
4.7) Observations of Tenured Teachers Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

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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/5265/125652-Df0w3Xx5v6/Teacher Improvement Plans Review Room_1_1.doc](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeal Process

The purpose of the internal APPR appeals process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. The Appeals Procedure shall provide for the timely and expeditious resolution of the appeal. All tenured and probationary employees who meet the appeal process criteria identified below may use this appeal process. A teacher may not file multiple appeals regarding the same performance review, i.e. all grounds for appeal must be made in the form of a single

appeal.

APPR Subject to Appeal Procedure

Any unit member aggrieved by an APPR rating of either “ineffective” or “developing” may challenge that APPR.

In accordance with Education Law §3012-c (5), an APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Education Law §3020-a proceeding, or any locally negotiated procedure, until the appeal process is concluded.

Grounds for an Appeal

An appeal may be filed for any substantive or procedural issues challenging the APPR based upon one or more of the following grounds:

- a. The substance of the Annual Professional Performance Review;*
- b. The district’s failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law §3012-c and applicable rules and regulations and locally negotiated procedures;*
- c. The district’s failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under Education Law §3012-c.*

Notification of the Appeal

In order to be timely, the notification of the APPR appeal shall be filed, in writing, within ten (10) school days after the teacher has received the APPR. Notification of the appeal shall be provided to the superintendent of schools.

Hearing

A hearing will be held within five (5) school days of receipt of an appeal by the Superintendent. In the event that a conflict of interest arises the superintendent and the association will resolve the issue by mutual consent. All materials must be submitted prior to or at the hearing to be considered in the deliberations related to the resolution of the appeal.

Written response to appeal

Within five (5) school days at the conclusion of the hearing, the Superintendent or his/her designee must submit a detailed written response. The response must include any and all additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. Any material not submitted prior to or at the hearing shall not be considered in the deliberations related to the resolution of the appeal.

Burden of Proof

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

Exclusivity of §3012-c Appeal Procedure

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

Nothing shall preclude an employee from raising any substantive or procedural issue as affirmative defense in 3020A.

APPEALS FORM

Principal _____ Evaluator _____
Building _____ Date _____

Grounds for an Appeal:

Indicate the grounds for the appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived. Only an “ineffective” or “developing” rating can be appealed.

- The substance of the annual professional performance review;*
- The district’s failure to adhere to the standards and methodologies required for the APPR, pursuant to Education Law 3012-c and applicable rules and regulations;*
- The district’s failure to comply with application locally negotiated procedures;*
- The district’s failure to issue and/or implement the terms of the principal improvement (PIP), as required under Education Law 3012-c.*

Statement of Grievance and Supporting Documentation

Attach a detailed written description of the specific grounds for the appeal as well as the performance review. Include all supporting documentation, or specifically noted if pending. Any grounds for appeal or any supporting documentation/information not submitted or noted at the time the appeal is filed shall not be considered.

Date _____ Teacher’s Signature _____

Evaluator’s Response

Attach written findings

Date _____ Evaluator’s Signature _____

Superintendent’s Response

Attach written findings

Date _____ Superintendent’s Signature _____

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.

Evaluators and Lead Evaluators

A. An evaluator is any individual who conducts an evaluation of a teacher, including any person who conducts an observation or assessment as part of a teacher evaluation. An evaluator may be a principal or other trained administrator.

The District will ensure that all evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by properly credentialed personnel. Evaluator training will replicate the recommended SED model certification process per Education Law §3012-c regulations. This training will include the following elements:

- *New York State Teaching Standards*
- *Evidence-based observation methods*
- *Application and use of Student Growth Percentile and Value Added Growth Model data*
- *Application and use of the NYSUT teacher rubric*
- *Use of Statewide Instructional Reporting System*
- *Scoring methodology used to evaluate teachers*
- *Specific considerations in evaluating teachers of English Language Learners and Students with Disabilities.*

B. A lead evaluator is the primary person responsible for a teacher's evaluation. Typically, the lead evaluator is the person who completes and signs the annual professional performance review. To the extent possible, a principal should be the lead evaluator of a classroom teacher.

The District will ensure that all lead evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by properly credentialed personnel. Evaluator training will occur regionally and will replicate the recommended SED model certification process per Education Law §3012-c regulations. This training will include the following elements:

- *New York State Teaching Standards*
- *Evidence-based observation methods*
- *Application and use of Student Growth Percentile and/or Value Added Growth Model data*
- *Application and use of the NYSUT teacher rubric*
- *Application and use of any assessment tools used to evaluate teachers*
- *Use of Statewide Instructional Reporting System*
- *Scoring methodology used to evaluate teachers*
- *Specific considerations in evaluating teachers of English language learners and students with disabilities.*

C. The District's process for certifying and recertifying lead evaluators and for maintaining inter-rater reliability:

The Board of Education, upon presentation of evidence that a lead evaluator has satisfactorily completed appropriate evaluator training (as detailed above) shall certify the evaluator as qualified to conduct Annual Professional Performance Review evaluations. Once each year thereafter, the Board of Education shall review and recertify lead evaluators for the district.

Working with other component districts in the ONC BOCES region, or other alliances, the District will develop a process for evaluating inter-rater reliability, as required by law.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

6.6) Assurances -- Teachers Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured.	Checked
6.6) Assurances -- Teachers Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured.	Checked
6.6) Assurances -- Teachers Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked

6.6) Assurances -- Teachers Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Monday, May 07, 2012

Updated Tuesday, October 30, 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):

K-5
6-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

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

There are no controls

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 Monday, May 07, 2012

Updated Monday, November 19, 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
K-5	(d) measures used by district for teacher evaluation	CV-S Developed Grade K-2 ELA Assessments
6-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	Four Year School Graduation Rate

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The District will use the four year graduation rate for the locally selected measure for the 6 -12 principal. The four year graduation rate as determined in the school report card for the school will be used to assign a HEDI score to the building principals as described in the attachment. The District will use achievement targets in K-2 ELA and the percentage of students achieving these targets as the basis for assigning the principals HEDI score. The achievement targets will be the grade level spring benchmarks on the locally developed grade level ELA assessment. The achievement targets will be set by the principal in collaboration with the superintendent.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective 95%-100% 15 Highly Effective 89%-94% 14
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective 86%-88% 13 Effective 83%-85% 12 Effective 81%-82% 11

Effective 79%-80% 10
Effective 77%-78% 9
Effective 75%-76% 8

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

Developing 72%-74% 7
Developing 69%-71% 6
Developing 66%-68% 5
Developing 63%-65% 4
Developing 60%-62% 3

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

Ineffective 55%-59% 2
Ineffective 50-54% 1
Ineffective 0-49% 0

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/5366/125654-qBFVOWF7fC/Local Achievement Target Template Principal 103012.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

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.	All principals covered by 8.1
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All principals covered by 8.1
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All principals covered by 8.1
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All principals covered by 8.1
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All principals covered by 8.1

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

No controls will be used

8.4) Principals with More Than One Locally Selected Measure

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

This is not applicable

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 Monday, May 07, 2012

Updated Friday, September 28, 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.	(No response)
9.3) Assurances -- Goals Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	(No response)

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(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.

Observations Using the Multidimensional Principal Performance Rubric (60 points)

Announced visits and unannounced visits will be used to create a formal evaluation of principals based on multiple measures, and aligned with the ISLLC 2008 Standards. Principal performance will be assessed using the Multidimensional Principal Performance Rubric

As such, principals shall be specifically evaluated on:

- *Domain 1: Shared Vision of Learning*
- *Domain 2: School Culture and Instructional Program*
- *Domain 3: Safe, Efficient, Effective Learning Environment*
- *Domain 4: Community*
- *Domain 5: Integrity, Fairness, Ethics*
- *Domain 6: Political, Social, Economic, Legal and Cultural Context*
- *Domain 7: Goal Setting and Attainment*

The Multidimensional Principal Performance Rubric will be used to evaluate the ISLLC 2008 Standards/Domains to develop a principal effectiveness score. The following guidelines will be used to develop the effectiveness score:

Multiple measures will be used;

Sixty (60) points shall be based on announced visits and unannounced visits by the superintendent, or other trained administrator. Observations may be conducted in-person or using video.

The ISLLC 2008 Standards/Domains contains six (6) domains and the MPPR contains a seventh domain of goal setting and attainment. Each domain is comprised of a set of elements; each element has indicators that will be assessed as either:

- 1. Ineffective = 1 point;*
- 2. Developing = 2 points;*
- 3. Effective = 3 points; or*
- 4. Highly Effective = 4 points.*

In all, principals will be evaluated on (22) indicators. Each indicator is weighted equally, with a maximum of four (4) points. Different domains have differing numbers of indicators and the average for each domain will be calculated. The converted combined average HEDI score will be converted to an effectiveness score using the conversion table.

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/5143/125655-pMADJ4gk6R/Other Measures of Effectiveness for Principals_1_1.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 standards.	An overall average rating of 3.5-4 on the rubric will result in a HEDI rating of highly effective
Effective: Overall performance and results meet standards.	An overall average rating of 2.5-3.4 on the rubric will result in a HEDI rating of effective
Developing: Overall performance and results need improvement in order to meet standards.	An overall average rating of 1.5-2.5 on the rubric will result in a HEDI rating of developing.
Ineffective: Overall performance and results do not meet standards.	An overall average rating of 1-1.4 on the rubric will result in a HEDI rating of ineffective.

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

10. Composite Scoring (Principals)

Created Monday, May 07, 2012

Updated Tuesday, October 30, 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

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 Monday, May 07, 2012

Updated Tuesday, October 30, 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/5276/125658-Df0w3Xx5v6/Principal Improvement Plans Review ROOM.doc](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeal Process

The purpose of the internal APPR appeals process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. The Appeals Procedure shall provide for the timely and expeditious resolution of the appeal. All tenured and probationary employees who meet the appeal process criteria identified below may use this appeal process. A principal may not file multiple appeals regarding the same performance review.

APPR Subject to Appeal Procedure

Any unit member aggrieved by an APPR rating of either "ineffective" or "developing" may challenge that APPR.

In accordance with Education Law §3012-c (5), an APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Education Law §3020-a proceeding, or any locally negotiated procedure, until the appeal process is concluded.

Grounds for an Appeal

An appeal may be filed challenging the APPR based upon one or more of the following grounds:

- a. The substance of the Annual Professional Performance Review;*
- b. The district's failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law §3012-c and applicable rules and regulations and locally negotiated procedures;*
- c. The district's failure to issue and/or implement the terms of the Principal Improvement Plan, where applicable, as required under Education Law §3012-c.*

Notification of the Appeal

In order to be timely, the notification of the APPR appeal shall be filed, in writing, within ten (10) school days after the principal has received the APPR. Notification of the appeal shall be provided to the superintendent of schools.

Hearing

A hearing will be held within five (5) school days of receipt of an appeal, by an independent lead evaluator appointed by the Superintendent. Within five (5) school days at the conclusion of the hearing a written response will be provided to the principal. The response must include any and all additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. All materials must be submitted prior to or at the hearing to be considered in the deliberations related to the resolution of the appeal.

Burden of Proof

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

Exclusivity of §3012-c Appeal Procedure

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

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.

Evaluators and Lead Evaluators

A. An evaluator is any individual who conducts an evaluation of a principal, including any person who conducts an observation or assessment as part of a principal evaluation. An evaluator may be a Superintendent or his/her designee.

The District will ensure that all evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by properly credentialed personnel. Evaluator training will replicate the recommended SED model certification process per Education Law §3012-c regulations. This training will include the following elements:

- New York State Teaching Standards and ISLLC 2008 Standards*
- Evidence-based observation methods*
- Application and use of Student Growth Percentile and Value Added Growth Model data*
- Application and use of the NYSUT teacher rubric and Multidimensional Principal Performance Rubric*
- Use of Statewide Instructional Reporting System*
- Scoring methodology used to evaluate teachers and principals*
- Specific considerations in evaluating teachers of English Language Learners and Students with Disabilities.*

B. A lead evaluator is the primary person responsible for a principal's evaluation. Typically, the lead evaluator is the person who completes and signs the annual professional performance review. To the extent possible, the superintendent or his/her designee should be the lead evaluator of a principal.

The District will ensure that all lead evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by properly credentialed personnel. Evaluator training will occur regionally and will replicate the recommended SED model certification process per Education Law §3012-c regulations. This training will include the following elements:

- New York State Teaching Standards and ISLLC 2008 Standards*
- Evidence-based observation methods*

- *Application and use of Student Growth Percentile and/or Value Added Growth Model data*
- *Application and use of the Multidimensional Principal Performance Rubric*
- *Application and use of any assessment tools used to evaluate principals*
- *Use of Statewide Instructional Reporting System*
- *Scoring methodology used to evaluate teachers and principals*
- *Specific considerations in evaluating teachers of English language learners and students with disabilities.*

C. The District's process for certifying and recertifying lead evaluators and for maintaining inter-rater reliability:

The Board of Education, upon presentation of evidence that a lead evaluator has satisfactorily completed appropriate evaluator training (as detailed above) shall certify the evaluator as qualified to conduct Annual Professional Performance Review evaluations. Once each year thereafter, the Board of Education shall review and recertify lead evaluators for the district.

Working with other component districts in the ONC BOCES region, or other alliances, the District will develop a process for evaluating inter-rater reliability, as required by law.

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 Monday, May 07, 2012

Updated Tuesday, November 20, 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/5581/125659-3Uqgn5g9Iu/Signature Page APPR 112012.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.

Student Growth on State Assessments or Other Comparable Measures (20 points)

Twenty (20) points of a teacher's composite rating shall be based upon the teacher's Student Growth Percentile Score (SGP) on state assessments in English language arts and/or mathematics in grades 4 through 8 and/or other comparable measures. The Student Growth Percentiles (for ELA and mathematics 4-8) will be assigned by the State Education Department and based upon the assigned Student Growth Percentiles, a teacher shall be rated as highly effective, effective, developing, or ineffective utilizing the composite scoring bands set by the Education Commissioner and approved by the Board of Regents.

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

Any teacher who is not provided with a state development growth measure for at least fifty percent (50%) of his/her total enrollment will develop a Student Learning Objective (SLO) in accordance with Section 100.0(o) of The Commissioner's Regulations. A Student Learning Objective (SLO) is an academic goal for a teacher's students, which is set at the start of a course. It represents the most important learning for the year (or other timeframe where applicable). It must be specific and measurable, based on available prior student learning data, and aligned to Common Core, state, or national standards, as well as any other school and District priorities.

The SLO process to be used in the District shall consist of a pre-test or initial test administered at the beginning of the course or academic year (generally in the first 5 weeks for full year courses) and a final examination that will be administered at the end of the course or academic year. The District will select or approve the assessment tool(s) utilized and the District administration reserves the right to set and change testing dates/times as needed.

After the pre-test is administered and scored, teachers will be able to choose from the following options when determining how student growth targets will be set.

Option 1) The teacher may choose a uniform increment that s/he believes the students will grow over the course of the year.

For example:

Student	Initial Score	Expected Growth	Expected Final Score
1	45	45	90
2	30	45	75
3	20	45	65
4	50	45	95

Option 2) The teacher may choose to set individual growth targets for each student based on available data and collaboration.

For example:

Student	Initial Score	Expected Growth	Expected Final Score
1	45	40	85
2	30	50	80
3	20	60	80
4	50	40	90

After the teacher determines the individual growth targets, s/he will then create the overarching target by which the District set HEDI will apply. The District has set 75% of students meeting their growth targets as the standard for minimum teacher effectiveness.

The District determined HEDI bands for the State Growth measure of 20% shall be as follows:

	% of Students Attaining Target	Points
Highly Effective	96% - 100%	20
Highly Effective	92% - 95%	19
Highly Effective	89%-91%	18
Effective	87%-88%	17
Effective	85%-86%	16
Effective	83%-84%	15
Effective	82%	14
Effective	81%	13
Effective	80%	12
Effective	79%	11
Effective	77%-78%	10
Effective	75%-76%	9
Developing	72%-74%	8
Developing	69%-71%	7
Developing	66% - 68%	6
Developing	64%-65%	5
Developing	62% - 63%	4
Developing	60%-61%	3
Ineffective	55% -59%	2
Ineffective	50% - 54%	1
Ineffective	0 %– 49%	0

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Cherry Valley-Springfield Central School

Student Learning Objectives (SLO) Template

Population	These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Attach a full class roster of all students which includes all course sections.)
Learning Content	What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?
Interval of Instructional Time	What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?
Evidence	What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.
Baseline	What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?

Target(s)	What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?																				
HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	100-96	95-92	91-89	88-87	86-85	84-83	82	81	80	79	78-77	76-75	74-72	71-69	68-66	65-64	63-62	61-60	59-55	54-50	49-0
Rationale	Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.																				

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SLO Data Collection Sheet

NAME:

	Pretest	Growth	Expected Score	Final Score
Student 1				
Student 2				
Student 3				
Student 4				
Student 5				
Student 6				
Student 7				
Student 8				
Student 9				
Student 10				
Student 11				
Student 12				
Student 13				
Student 14				
Student 15				
Student 16				
Student 17				
Student 18				
Student 19				
Student 20				

Student 21				
Student 22				
Student 23				
Student 24				
Student 25				
Student 26				
Student 27				
Student 28				
Student 29				
Student 30				
Student 31				
Student 32				
Student 33				
Student 34				
Student 35				
Student 36				
Student 37				
Student 38				
Student 39				
Student 40				

Percent of Students Achieving Target _____

Use Conversion Table in Appendix H to convert the percent to a HEDI score

HEDI Score _____

Teachers Signature _____

Lead Evaluators Signature _____

NYSUT Rubric

Standard 1	Knowledge of Students and Student Learning	Score(1 – 4)
1.1a	<i>Describes and plans using knowledge of developmental characteristics of students</i>	
1.2a	<i>Uses strategies to support learning and language acquisition</i>	
1.2b	<i>Uses current research</i>	
1.3a	<i>Plans for student strengths, interests, experiences to meet diverse learning needs of each student</i>	
1.4a	<i>Communicates with parents, guardians, and/or caregivers</i>	
1.5a	<i>Incorporates the knowledge of school community and environmental factors</i>	
1.5b	<i>Incorporates multiple perspectives</i>	
1.6a	<i>Understands technological literacy and its impact on student learning</i>	
Total	<i>Sum of all scores</i>	
Average	<i>Total divided by 8</i>	

Standard 2	Knowledge of Content and Instructional Planning	Score(1 – 4)
2.1a	<i>Understands key discipline concepts, themes, learning standards and key disciplinary language</i>	
2.1b	<i>Uses current developments in pedagogy and content</i>	
2.2a	<i>Incorporates diverse social and cultural perspectives</i>	
2.2b	<i>Incorporates individual and collaborative critical thinking and problem solving</i>	
2.2c	<i>Incorporates disciplinary and cross-disciplinary learning experiences</i>	
2.3a	<i>Designs learning experiences that connect to students' life experiences</i>	
2.3b	<i>Design self-directed learning experiences</i>	
2.4a	<i>Articulates learning objectives/goals with learning standards</i>	
2.5a	<i>Designs instruction using current levels of student understanding</i>	
2.5b	<i>Designs learning experiences using prior knowledge</i>	
2.6a	<i>Organizes time</i>	
2.6b	<i>Selects materials and resources</i>	
Total	<i>Sum of all scores</i>	
Average	<i>Total divided by 12</i>	

Standard 3	Instructional Practice	Score(1 – 4)
3.1a	<i>Aligns instruction to standards</i>	
3.1b	<i>Uses research-based instruction</i>	
3.1c	<i>Engages students</i>	
3.2a	<i>Provides directions and procedures</i>	
3.2b	<i>Uses questioning techniques</i>	
3.2c	<i>Responds to students</i>	
3.2d	<i>Communicates content</i>	
3.3a	<i>Articulates measures of success</i>	
3.3b	<i>Implements challenging learning experiences</i>	
3.4a	<i>Differentiates instruction</i>	
3.4b	<i>Implements strategies for mastery of learning outcomes</i>	
3.5a	<i>Provides opportunities for collaborations</i>	
3.5b	<i>Provides synthesis, critical thinking, and problem-solving</i>	
3.6a	<i>Uses formative assessment to monitor and adjust pacing</i>	
3.6b	<i>Provides feedback during and after instruction</i>	
Total	<i>Sum of all scores</i>	
Average	<i>Total divided by 15</i>	

Standard 4	Learning Environment	Score(1 – 4)
4.1a	<i>Interactions with students</i>	
4.1b	<i>Supports student diversity</i>	
4.1c	<i>Reinforces positive interactions among students</i>	
4.2a	<i>Promotes student pride in work and accomplishments</i>	
4.2b	<i>Promotes student curiosity and enthusiasm</i>	
4.3a	<i>Establishes routines/procedures/ transitions and expectations for student behavior</i>	
4.3b	<i>Establishes instructional groups</i>	
4.4a	<i>Organizes learning environment</i>	
4.4b	<i>Manages volunteers and/or paraprofessionals</i>	
4.4c	<i>Establishes classroom safety</i>	
Total	<i>Sum of all scores</i>	
Average	<i>Total divided by 10</i>	

Standard 5	Assessment for Student Learning	Score(1 – 4)
5.1a	<i>Designs and/or selects assessments to establish learning goals and inform instruction</i>	
5.1b	<i>Measures and records student achievement</i>	
5.1c	<i>Aligns assessments to learning goals</i>	
5.2a	<i>Uses assessment data as feedback to set goals with students</i>	
5.2b	<i>Engages students in self-assessment</i>	
5.3a	<i>Accesses, analyzes and interprets assessments</i>	
5.4a	<i>Understands assessment measures and grading procedures</i>	
5.4b	<i>Establishes an assessment system</i>	
5.5a	<i>Communicates purposes and criteria</i>	
5.5b	<i>Provides preparation and practice</i>	
Total	<i>Sum of all scores</i>	
Average	<i>Total divided by 10</i>	

Standard 6	Professional Responsibilities and Collaboration	Score(1 – 4)
6.1a	<i>Demonstrates ethical, professional behavior</i>	
6.1b	<i>Advocates for students</i>	
6.1c	<i>Demonstrates ethical use of information and information technology</i>	
6.1d	<i>Completes training to comply with State and local requirements and jurisdictions</i>	
6.2a	<i>Supports the school as an organization with a vision and mission</i>	
6.2b	<i>Participates on an instructional team</i>	
6.2c	<i>Collaborates with the larger community</i>	
6.3a	<i>Communicates student performance to families</i>	
6.4a	<i>Maintains records</i>	
6.4b	<i>Manages time and attendance</i>	
6.4c	<i>Maintains classroom and school resources and materials</i>	
6.4d	<i>Participates in school and district events</i>	
6.5a	<i>Communicates policies</i>	
6.5b	<i>Maintains confidentiality</i>	
6.5c	<i>Reports concerns</i>	
6.5d	<i>Adheres to policies and contractual obligations and accesses resources</i>	
Total	<i>Sum of all scores</i>	
Average	<i>Total divided by 16</i>	

Standard 7	Professional Growth	Score(1 – 4)
7.1a	<i>Reflects on evidence of student learning</i>	
7.1b	<i>Plans professional growth</i>	
7.2a	<i>Set goals</i>	
7.2b	<i>Engages in professional growth to expand knowledge base</i>	
7.3a	<i>Gives and receives constructive feedback</i>	
7.3b	<i>Collaborates</i>	
7.4a	<i>Accesses professional memberships and resources</i>	
Total	<i>Sum of all scores</i>	
Average	<i>Total divided by 7</i>	

Conversion Table for NYSUT Rubric Scores

NYSED Standard	Total Indicators	Average Value	Conversion Factor	Converted Score
1	8		0.083	
2	12		0.167	
3	15		0.25	
4	10		0.167	
5	10		0.167	
6	16		0.083	
7	7		0.083	

**Total Weighted
Average Rubric**

Teacher Conversion Rubric

Total Weighted Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1		0
1.1		12
1.2		25
1.3		37
1.4		49
Developing 50-56		
1.5		50
1.6		51
1.7		52
1.8		53
1.9		53
2		54
2.1		55
2.2		55
2.3		56
2.4		56
Effective 57-58		
2.5		57
2.6		57
2.7		57
2.8		57
2.9		57
3		58
3.1		58
3.2		58
3.3		58
3.4		58
Highly Effective 59-60		
3.5		59
3.6		59
3.7		59
3.8		60
3.9		60
4		60

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Cherry Valley-Springfield Central School

Local Achievement Target Template For Principals

Population	These are the students assigned to the course section(s) in this LAT - all students who are assigned to the course section(s) must be included in the LAT. (Full class rosters of all students must be provided for all included course sections.)															
Learning Content & Time Interval	What is being taught over the instructional period covered? What is the instructional period covered?															
Evidence	What specific assessments will be used to measure achievement?															
Target	What is the achievement target for this class? OR What are the individual student achievement targets?															
HEDI Scoring	HIGHLY EFFECTIVE		EFFECTIVE					DEVELOPING					INEFFECTIVE			
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	100-95	94-89	88-86	85-83	82-81	80-79	78-77	76-75	74-72	71-69	68-66	65-63	62-60	59-55	54-50	49-0
Rationale	Describe the reasoning behind the choices regarding learning content, evidence, and target.															

LAT Data Collection Sheet

NAME:

	Pretest	Expected Score	Final Score
Student 1			
Student 2			
Student 3			
Student 4			
Student 5			
Student 6			
Student 7			
Student 8			
Student 9			
Student 10			
Student 11			
Student 12			
Student 13			
Student 14			
Student 15			
Student 16			
Student 17			
Student 18			
Student 19			
Student 20			
Student 21			
Student 22			

Student 23			
Student 24			
Student 25			
Student 26			
Student 27			
Student 28			
Student 29			
Student 30			
Student 31			
Student 32			
Student 33			
Student 34			
Student 35			
Student 36			
Student 37			
Student 38			
Student 39			
Student 40			

Percent of Students Achieving Target _____

Use Conversion Table in Appendix _____ to convert the percent to a HEDI score

HEDI Score _____

Principal's Signature _____

Lead Evaluator's Signature _____

Multidimensional Principal Performance Rubric Scoring Form

Domain 1 Shared Vision of Learning	An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.	Score(1 – 4)
Culture	Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders	
Sustainability	A focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvements as the legacy of the future	
Total	Sum of Ratings	
Average	Total divided by 2	

Domain 2 School Culture and Instructional Program	An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	Score(1 – 4)
Culture	Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders	
Instructional Program	Design and delivery of high quality curriculum that produces clear evidence of learning	
Capacity Building	Developing potential and tapping existing internal expertise to promote learning and improve practice	
Sustainability	A focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvements as the legacy of the future	
Strategic Planning Process: Monitoring,	The implementation and stewardship of goals, decisions and actions	

Inquiry		
Total	Sum of Ratings	
Average	Total divided by 5	

Domain 3 Safe, Efficient, Effective Learning Environment	An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.	Score(1 – 4)
Capacity Building	Developing potential and tapping existing internal expertise to promote learning and improve practice	
Culture	Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders	
Sustainability	A focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvements as the legacy of the future	
Instructional Program	Design and delivery of high quality curriculum that produces clear evidence of learning	
Total	Sum of Ratings	

Average	Total divided by 4	
----------------	--------------------	--

Domain 4 Community	An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.	Score(1 – 4)
Strategic Planning Process: Inquiry	Gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success	
Culture	Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders	
Sustainability	A focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvements as the legacy of the future	

Total	Sum of Ratings	
Average	Total divided by 3	
Domain 5 Integrity, Fairness, Ethics	An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.	Score(1 – 4)
Sustainability	A focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvements as the legacy of the future	
Culture	Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders	
Total	Sum of Ratings	
Average	Total divided by 2	

Domain 6 Political, Social, Economic, Legal and Cultural Context	An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.	Score(1 – 4)
Sustainability	A focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvements as the legacy of the future	
Culture	Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders	

Total	Sum of Ratings	
Average	Total divided by 2	

Goal Setting and Attainment		Score(1 – 4)
Uncovering Goals	<input type="checkbox"/> Align <input type="checkbox"/> Define	
Strategic Planning	<input type="checkbox"/> Prioritize <input type="checkbox"/> Strategize	
Taking Action	<input type="checkbox"/> Mobilize <input type="checkbox"/> Monitor <input type="checkbox"/> Refine	
Evaluating Attainment	<input type="checkbox"/> Document <input type="checkbox"/> Insights <input type="checkbox"/> Accomplishments <input type="checkbox"/> New questions <input type="checkbox"/> Implications for moving forward <input type="checkbox"/> Next steps	
Total	Sum of Ratings	
Average	Total divided by 4	

Conversion Table for MPPR Scores

Scoring

Domain	Total Indicators	Average Value
1	2	
2	5	
3	4	
4	3	
5	2	
6	2	
7	4	

Total

Average

Principal Conversion Rubric

Total Weighted Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1		0
1.1		12
1.2		25
1.3		37
1.4		49
Developing 50-56		
1.5		50
1.6		51
1.7		52
1.8		53
1.9		53
2		54
2.1		55
2.2		55
2.3		56
2.4		56
Effective 57-58		
2.5		57
2.6		57
2.7		57
2.8		57
2.9		57
3		58
3.1		58
3.2		58
3.3		58
3.4		58
Highly Effective 59-60		
3.5		59
3.6		59
3.7		59
3.8		60
3.9		60
4		60

Locally Selected Measures of Student Achievement (20 points)

- The District will measure student achievement for all teachers using the District’s achievement rate on the summative assessment.

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

- The District sets the minimum highly effective achievement rate at 89%, the minimum effective achievement rate at 75%, the minimum developing achievement rate at 60%. The District will measure student achievement for all teachers using the District’s achievement rate on the summative assessment. The achievement percentage will be determined by the percentage of students achieving the achievement target on their course specific final assessment. The achievement target will be determined by the teacher in collaboration with the principal. The district will use the conversion table Appendix G to assign the achievement score for each teacher in the district.

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Cherry Valley-Springfield Central School

Local Achievement Target Template

Population	These are the students assigned to the course section(s) in this LAT - all students who are assigned to the course section(s) must be included in the LAT. (Full class rosters of all students must be provided for all included course sections.)																				
Learning Content & Time Interval	What is being taught over the instructional period covered? What is the instructional period covered?																				
Evidence	What specific assessment will be used to measure achievement?																				
Target	What is the achievement target for this class? OR What are the individual student achievement targets?																				
HEDI Scoring	HIGHLY EFFECTIVE		EFFECTIVE					DEVELOPING					INEFFECTIVE								
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0					
	100-95	94-89	88-86	85-83	82-81	80-79	78-77	76-75	74-72	71-69	68-66	65-63	62-60	59-55	54-50	49-0					
	HIGHLY EFFECTIVE		EFFECTIVE					DEVELOPING					INEFFECTIVE								
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	100-96	95-92	91-89	88-87	86-85	84-83	82	81	80	79	78-77	76-75	74-72	71-69	68-66	65-64	63-62	61-60	59-55	54-50	49-0
Rationale	Describe the reasoning behind the choices regarding learning content, evidence, and target.																				

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LAT Data Collection Sheet

NAME:

	Pretest	Expected Score	Final Score
Student 1			
Student 2			
Student 3			
Student 4			
Student 5			
Student 6			
Student 7			
Student 8			
Student 9			
Student 10			
Student 11			
Student 12			
Student 13			
Student 14			
Student 15			
Student 16			
Student 17			
Student 18			
Student 19			
Student 20			
Student 21			

Student 22			
Student 23			
Student 24			
Student 25			
Student 26			
Student 27			
Student 28			
Student 29			
Student 30			
Student 31			
Student 32			
Student 33			
Student 34			
Student 35			
Student 36			
Student 37			
Student 38			
Student 39			
Student 40			

Percent of Students Achieving Target _____

Use Conversion Table in Appendix _____ to convert the percent to a HEDI score

HEDI Score _____

Teacher's Signature _____

Lead Evaluator's Signature _____

Tables For HEDI Calculation of Local Achievement

Targets For Teachers Not Receiving a Value Added Growth Number

	% of Students Attaining Achievement Target	Points
Highly Effective	96% - 100%	20
Highly Effective	92% - 95%	19
Highly Effective	89%-91%	18
Effective	87%-88%	17
Effective	85%-86%	16
Effective	83%-84%	15
Effective	82%	14
Effective	81%	13
Effective	80%	12
Effective	79%	11
Effective	77%-78%	10
Effective	75%-76%	9
Developing	72%-74%	8
Developing	69%-71%	7
Developing	66% - 68%	6
Developing	64%-65%	5
Developing	62% - 63%	4
Developing	60%-61%	3
Ineffective	55% -59%	2
Ineffective	50% - 54%	1
Ineffective	0 %– 49%	0

Table for Teachers Receiving a Value Added Growth Number

	% of Students Attaining Achievement Target	Points
Highly Effective	95% - 100%	15
Highly Effective	89% - 94%	14
Effective	86%-88%	13
Effective	83%-85%	12
Effective	81%-82%	11
Effective	79%-80%	10
Effective	77%-78%	9
Effective	75%-76%	8
Developing	72%-74%	7
Developing	69%-71%	6
Developing	66% - 68%	5
Developing	63%-65%	4
Developing	60% - 62%	3
Ineffective	55% -59%	2
Ineffective	50% - 54%	1
Ineffective	0 %– 49%	0

Teacher Improvement Plans (TIP)

Upon receiving a rating of “developing” or “ineffective” composite score on an evaluation a teacher shall be provided with a TIP or in the case of one of the subcomponents, a teacher may be provided with a TIP. The TIP shall be provided as soon as practicable, but in no case later than ten school days after the opening of classes for the school year.

The parties understand and agree that the sole and exclusive purpose of a TIP is the improvement of teaching practice and that the issuance of a TIP is not a disciplinary action. The TIP shall be developed in consultation with the teacher, and Association representation shall be afforded at the teacher’s request. The teacher shall be advised of his/her right to such representation. The Association president shall be timely informed whenever a teacher is placed on a TIP and, with the agreement of the teacher, shall be provided with a copy of the TIP.

Please refer to Teacher Improvement Plan Forms below.

Teacher Improvement Plan

Regulation: Under Section 100.2 of the Regulations of the Commissioner of Education, a Teacher Improvement Plan (TIP) is described as follows: “Teacher Improvement: The plan shall describe how the school district or BOCES addresses the performance of teachers whose performance is evaluated as developing or ineffective, and shall require the development of a teacher improvement plan for teachers so evaluated, which shall be developed by the district or BOCES in consultation with such teacher.”

Key Ideas:

1. Development of a TIP should be a helpful, professional conversation, identifying solutions to problems and resources that will help a teacher improve professional performance.
2. The responsibility for facilitating the process to help a teacher in need of improvement is with the Cherry Valley-Springfield Central School District (CVS).
3. The lead evaluator/evaluator will identify area(s) in need of improvement.
4. A TIP is to be developed collaboratively between the lead evaluator/evaluator and the teacher in need of improvement.
5. The teacher will have a CVSTA Representative in the development of the TIP.
6. A TIP will be developed for any CVS teacher whose performance is evaluated as developing or ineffective, regardless of tenure status.

7. A teacher's mentor may not be involved in any way with the evaluation of the teacher during the TIP process.
8. A teacher who requires a TIP shall be observed and supervised on a more frequent basis and may be provided additional assistance as determined.

TIP Procedures:

1. Upon determining that a teacher is in need of improvement, the lead evaluator/evaluator will notify the teacher in writing that there will be a meeting with the teacher and a CVSTA Representative designated by the CVSTA President.
2. The TIP will include the following:
 - a. Determination of the area(s) of concern, as per the criteria listed in the Annual Professional Performance Review for Teachers, listed in Appendix A.
 - b. A description of the desired change to include potential examples that will demonstrate progress
 - c. A description of a plan to affect change
 - d. The person(s) responsible for monitoring the change
3. The improvement plan timeline will include a starting date, benchmark dates to monitor progress, and expected date of completion.
4. Upon development of the TIP, the lead evaluator/evaluator will write a memo to the teacher in need of improvement. The memo shall include the following:
 - a. The date the lead evaluator/evaluator, teacher, and CVSTA Representative met
 - b. Signatures of all present at the meeting
 - c. A copy of the TIP
5. A copy of the memo and the TIP will be submitted to the teacher in need of improvement, the CVSTA Representative and the superintendent.

The teacher with the TIP will adhere to the plan and is responsible for submitting paperwork as needed to supervising administration.

The lead evaluator/evaluator, teacher, and CVSTA representative will meet and will hold periodic meetings scheduled every five weeks to determine the teacher's progress as defined by the TIP. At those meetings, they will determine if:

- Further improvement in the criteria is necessary. The current TIP will continue until the next review in [month, year].
- Further improvement is necessary. The current TIP has been amended and the contents have been discussed and mutually agreed upon. A copy of the amended TIP is attached.
- The improvements as outlined in the TIP have been made and desired changes have occurred. The TIP is no longer needed at this time.

At these times, the Teacher Improvement Plan Review Form will be completed and copies will be provided to the teacher and Superintendent.

Cherry Valley-Springfield Central School

Teacher Improvement Plan Development Meeting

Re: Teacher Improvement Plan, [teacher's name]

Date: [date of memo]

On [date of TIP meeting] at [time of TIP meeting], _____ (teacher),
_____ (CVSTA representative), and _____ (building
principal) met to discuss development of a Teacher Improvement Plan (TIP) for
[teacher's name].

The contents of the TIP were discussed and mutually agreed upon.

Signature: _____ Date: _____

(Signature of teacher)

Signature: _____ Date: _____

(Signature of CVSTA Representative)

Signature: _____ Date: _____

(Signature of Lead Evaluator/Evaluator)

Copies to:

_____, Teacher

_____, CVSTA Representative

_____, CVSTA President (if other than Representative)

_____, Principal

_____, Superintendent

After consultation with my union representative, I waive my right to have a CVSTA
Representative. _____

Signature, Teacher

Date

Signature, CVSTA Representative

Date

Cherry Valley-Springfield Central School

Teacher Improvement Plan (TIP)

Teacher _____

Date

Teacher:

Subject/Grade Level:

Date:

Standards in Need of Improvement:

Plan to Affect Change:

_____ TIP plan will begin _____ and conclude _____.

Fall Semester _____		Teaching Standard(s) Addressed
Date	Activities	
Date	Activities	
Date		

Lead Evaluator/Evaluator, teacher, and CVSTA representative will meet for the final formal Teacher Improvement Plan Review Meeting and signing of the document.

Spring Semester _____		Teaching Standard(s) Addressed
Date	Activities	
Date	Activities	
Date		

Lead Evaluator/Evaluator, teacher, and CVSTA representative will meet for the final formal Teacher Improvement Plan Review Meeting and signing of the document.

Person Responsible for Monitoring Change:

Support/Resources Provided by the District:

Cherry Valley-Springfield Central School
Teacher Improvement Plan Review Meeting

Re: Teacher Improvement Plan Review, [teacher's name]

Date: [date of memo]

On [date of TIP meeting] at [time of TIP meeting], _____
(teacher),

_____ (CVSTA representative), and _____ (lead
evaluator/evaluator)

met to review progress regarding the Teacher Improvement Plan (TIP) for [teacher's
name].

At the meeting it was determined that:

_____ Further improvement in the criteria is necessary. The current TIP will
continue until the next review in [month, year].

_____ Further improvement is necessary. The current TIP has been amended and
the contents have been discussed and mutually agreed upon. A copy of the amended TIP
is attached.

_____ The improvements as outlined in the TIP have been made and desired
changes have occurred. The TIP is no longer needed at this time.

Signature: _____ Date: _____

(Signature of teacher)

Signature: _____ Date: _____

(Signature of CVSTA representative)

Signature: _____ Date: _____

(Signature of Lead Evaluator/Evaluator)

Copies to:

_____, Teacher

_____, CVSTA Representative

_____, CVSTA President (if other than representative)

_____, Principal

_____, Superintendent

Principal Improvement Plans (PIP)

Upon receiving a rating of “developing” or “ineffective” on a summative evaluation a principal shall be provided with a PIP or one in the case of one of the subcomponents, a principal may be provided with a PIP. The PIP shall be provided as soon as practicable, but in no case later than ten school days after the opening of classes for the school year. The parties understand and agree that the sole and exclusive purpose of a PIP is the improvement of principal practice and that the issuance of a PIP is not a disciplinary action. The PIP shall be developed in consultation with the principal, and Superintendent or his/her designee. The principal shall be advised of his/her right to such representation.

A PIP shall clearly specify: (i) the area(s) in need of improvement; (ii) the performance goals, expectations, benchmarks, standards and timelines the principal must meet in order to achieve an effective rating; (iii) how improvement will be measured and monitored, and provide for periodic reviews of progress; and (iv) the appropriate differentiated professional development opportunities, materials, resources and supports the District will make available to assist the principal including, where appropriate, the assignment of a mentor principal.

After the PIP is in place, the Principal, and Superintendent or his/her designee shall meet, according to the schedule identified in the PIP, to assess the effectiveness and appropriateness of the PIP, for the purpose of assisting the principal to achieve the goals set forth in the PIP. Based on the outcome of such assessment(s), the PIP shall be modified accordingly.

All costs associated with the implementation of a PIP including, but not limited to, tuition, fees, books and travel, shall be borne by the District in their entirety. No disciplinary action predicated upon developing/ ineffective performance shall be taken by the District against a tenured principal until a PIP has been fully implemented and its effectiveness in improving the principal’s performance has been evaluated. No disciplinary action shall be taken by the District against a principal predicated on a developing/ ineffective rating who has met the performance expectations set by a PIP.

Termination and Tenure Determinations for Probationary Principals

The APPR is to be a significant factor for termination and tenure determinations. In the event that an evaluator is concerned with the competence of a probationary principal, it is agreed that the principal will be invited to a conference with the evaluator, appropriate administrator (if different from the evaluator), and a representative. The conference will result in an intervention and PIP being developed.

A probationary principal, who is disciplined, dismissed, not renewed, or denied tenure, based in whole or in part upon performance or any other factor measured by the APPR, shall have the right to appeal such action through the APPR Appeals procedure. The final recommendation of the granting of tenure, dismissal, discipline, and termination of a probationary principal's probationary period rests with the Superintendent of Schools. That recommendation is not subject to the APPR Appeals process.

Principal Improvement Plan

<p>Cherry Valley-Springfield Central School</p> <p>Principal Improvement Plan</p>
<p>This form is to be used when a principal receives a rating of “developing” or “ineffective” on the APPR summative evaluation or one of the subcomponents.</p>
<p>NAME: DATE:</p>
<p>Performance area in which need is identified:</p> <p>ISLLC 2008 Standards : _____</p> <p>Specific concern:</p>
<p>Performance goals, expectations, benchmarks and standards needed to achieve an effective rating:</p>
<p>Measurement criteria, how monitored, when periodic reviews, timeline for TIP:</p>
<p>Resources – Professional Development Opportunities, materials, resources and support from District:</p>

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date: 11-19-2012

Robert J. Miller

Teachers Union President Signature: Date: 11/19/12

Margaret Baum

Administrative Union President Signature: Date: 11/19/12

Konrad

Board of Education President Signature: Date: 11/19/2012

Frank M. Smith