



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

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Commissioner of Education  
President of the University of the State of New York  
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November 29, 2012

Sean Michel, Superintendent  
Chester Union Free School District  
64 Hambleonian Avenue  
Chester, NY 10918

Dear Superintendent Michel:

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: John Pennoyer

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 Tuesday, May 15, 2012

Updated Thursday, October 11, 2012

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 440201020000

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

*440201020000*

#### 1.2) School District Name: CHESTER UFSD

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

*CHESTER UFSD*

#### 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 Tuesday, May 15, 2012

Updated Wednesday, November 28, 2012

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	BOCES-Developed_Kindergarten_ELA_assessment
1	District, regional, or BOCES-developed assessment	BOCES-Developed_1st_Grade_ELA_assessment
2	District, regional, or BOCES-developed assessment	BOCES-Developed_2nd_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.

<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>Teachers and their building principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous differentiated growth targets will be set for each SLO. After the specified assessment is administered and scored, the building principals will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the chart below will be utilized to determine the appropriate points and HEDI category for each teacher. Because our K-3 teachers are common branch, the points assigned for the ELA and Math SLO's will be averaged to determine the amount of comparable growth measures subcomponent points and HEDI rating.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>Based on the District's goals and priorities, a large majority of the students meet district target goals in the areas of language arts as evaluated by district-created ELA assessments and/or the NYS ELA assessment (for grade 3).</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>Based on the District's goals and priorities, a majority of the students meet district target goals in the areas of language arts as evaluated by district-created ELA assessments and/or the NYS ELA assessment (for grade 3).</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>Based on the District's goals and priorities, some of the students meet district target goals in the areas of language arts as evaluated by district-created ELA assessments and/or the NYS ELA assessment (for grade 3).</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>Based on the District's goals and priorities, few students meet district target goals in the areas of language arts as evaluated by district-created ELA assessments and/or the NYS ELA assessment (for grade 3).</p>

### 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	BOCES-Developed_Kindergarten_Math_assessment
1	District, regional, or BOCES-developed assessment	BOCES-Developed_1st_Grade_Math_assessment
2	District, regional, or BOCES-developed assessment	BOCES-Developed_2nd_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.

<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>Teachers and their building principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous differentiated growth targets will be set for each SLO. After the specified assessment is administered and scored, the building principals will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the chart below will be utilized to determine the appropriate points and HEDI category for each teacher. Because our K-3 teachers are common branch, the points assigned for the ELA and Math SLO's will be averaged to determine the amount of comparable growth measures subcomponent points and HEDI rating.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>Based on the District's goals and priorities, a large majority of the students meet district target goals in the areas of language arts as evaluated by district-created Math assessments and/or the NYS Math assessment (for grade 3).</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>Based on the District's goals and priorities, a majority of the students meet district target goals in the areas of language arts as evaluated by district-created Math assessments and/or the NYS Math assessment (for grade 3)</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>Based on the District's goals and priorities, some of the students meet district target goals in the areas of language arts as evaluated by district-created Math assessments and/or the NYS Math assessment (for grade 3)</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>Based on the District's goals and priorities, few students meet district target goals in the areas of language arts as evaluated by district-created Math assessments and/or the NYS Math assessment (for grade 3).</p>

## 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	Chester UFSD-developed 6th grade Science assessment
7	District, regional or BOCES-developed assessment	Chester UFSD-developed 7th grade Science assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and their building principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous differentiated growth targets will be set for each SLO. After the specified assessment is administered and scored, the building principals will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the chart below will be utilized to determine the appropriate points and HEDI category for each teacher.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, a large majority of the students meet district target goals in the area of Science as evaluated by district-created Science assessment
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, a majority of the students meet district target goals in the area of Science as evaluated by district-created Science assessment.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, some students meet district target goals in the area of Science as evaluated by the district-created Science assessment
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, few students meet district target goals in the area of Science as evaluated by district-created Science assessment.

## 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	BOCES-Developed Regional Grade6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	BOCES-Developed Regional Grade7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	BOCES-Developed Regional Grade8 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.	Teachers and their building principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous
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differentiated growth targets will be set for each SLO. After the specified assessment is administered and scored, the building principals will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the chart below will be utilized to determine the appropriate points and HEDI category for each teacher.

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

Based on the District's goals and priorities, a large majority of the students meet district target goals in the area of Social Studies as evaluated by BOCES-created Social Studies assessment.

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

Based on the District's goals and priorities, a majority of the students meet district target goals in the area of Social Studies as evaluated by BOCES-created Social Studies assessment.

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

Based on the District's goals and priorities, some students meet district target goals in the area of Social Studies as evaluated by the district-created Social Studies assessment.

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

Based on the District's goals and priorities, few students meet district target goals in the area of Social Studies as evaluated by BOCES-created Social Studies assessment.

## 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	Chester UFSD-developed Global1 assessment

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

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

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

Teachers and their building principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous differentiated growth targets will be set for each SLO. After the specified assessment is administered and scored, the building principals will determine the percentage of

students who met the differentiated targets (based on each SLO). After this percentage is determined, the chart below will be utilized to determine the appropriate points and HEDI category for each teacher.

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

Based on the District's goals and priorities, a large majority of the students meet district target goals in the area of Social Studies as evaluated by Chester UFSD-created Global1 assessment

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

Based on the District's goals and priorities, a majority of the students meet district target goals in the area of Social Studies as evaluated by Chetser UFSD-created Gloabl1 assessment.

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

Based on the District's goals and priorities, some students meet district target goals in the area of Social Studies as evaluated by the Chetser UFSD-created Global1 assessment

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

Based on the District's goals and priorities, few students meet district target goals in the area of Social Studies as evaluated by Chetser UFSD-created Global1 assessment.

## 2.7) High School Science Regents Courses

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

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

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

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

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

Teachers and their building principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous differentiated growth targets will be set for each SLO. After the specified assessment is administered and scored, the building principals will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the chart below will be utilized to determine the appropriate points and HEDI category for each teacher.

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

Based on the District's goals and priorities, a large majority of students meet district target goals in the

specified Science area above (i.e. Living Environment, Earth Science, Chemistry and Physics ) as evaluated by district-created assessments in each area.

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

Based on the District's goals and priorities, a majority of the students meet district target goals in the specified Science area above (i.e. Living Environment, Earth Science, Chemistry and Physics ) as evaluated by district-created assessments in each area.

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

Based on the District's goals and priorities, some of the students meet district target goals in the specified Science area above (i.e. Living Environment, Earth Science, Chemistry and Physics ) as evaluated by district-created assessments in each area.

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

Based on the District's goals and priorities, few students meet district target goals in the specified Science area above (i.e. Living Environment, Earth Science, Chemistry and Physics ) as evaluated by district-created assessments in each area.

## 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.

Teachers and their building principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous differentiated growth targets will be set for each SLO. After the specified assessment is administered and scored, the building principals will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the chart below will be utilized to determine the appropriate points and HEDI category for each teacher.

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

Based on the District's goals and priorities, a large majority of students meet district target goals in the specified Math area above (i.e. Algebra1, Geometry and Algebra2 ) as evaluated by district-created assessments in each area.

Effective (9 - 17 points) Results meet District goals for similar students.	Based on the District's goals and priorities, a majority of students meet district target goals in the specified Math area above (i.e. Algebra1, Geometry and Algebra2 ) as evaluated by district-created assessments in each area.
Developing (3 - 8 points) Results are below District goals for similar students.	Based on the District's goals and priorities, some of the students meet district target goals in the specified Math area above (i.e. Algebra1, Geometry and Algebra2 ) as evaluated by district-created assessments in each area.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Based on the District's goals and priorities, few of the students meet district target goals in the specified Math area above (i.e. Algebra1, Geometry and Algebra2 ) as evaluated by district-created assessments in each area.

## 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	Chester UFSD-Developed_9th_Grade_ELA_assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Chester UFSD-Developed_10th_Grade_ELA_assessment
Grade 11 ELA	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and their building principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous differentiated growth targets will be set for each SLO. After the specified assessment is administered and scored, the building principals will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the chart below will be utilized to determine the appropriate points and HEDI category for each teacher.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Based on the District's goals and priorities, a large majority of students meet district target goals in the specified ELA area above (i.e. ELA9, ELA10 and ELA11 ) as evaluated by district-created assessments in each area.
Effective (9 - 17 points) Results meet District goals for similar students.	Based on the District's goals and priorities, a majority of students meet district target goals in the specified ELA area above (i.e. ELA9, ELA10 and ELA11 ) as evaluated

by district-created assessments in each area.

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

Based on the District's goals and priorities, some of the students meet district target goals in the specified ELA area above (i.e. ELA9, ELA10 and ELA11 ) as evaluated by district-created assessments in each area.

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

Based on the District's goals and priorities, few of students meet district target goals in the specified ELA area above (i.e. ELA9, ELA10 and ELA11 ) as evaluated by district-created assessments in each area.

## 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Library Skills K-6	District, Regional or BOCES-developed	BOCES-Developed Regional GradeK-6 Library Assessments
Computer 6-8	District, Regional or BOCES-developed	Chester UFSD-Developed_Computer_6-8_assessment
Music K-12	District, Regional or BOCES-developed	Chester UFSD-Developed K-12 Music Assessments
Spanish I II	District, Regional or BOCES-developed	Chester UFSD-Developed_Spanish_I_II_assessments
Health 6-8	District, Regional or BOCES-developed	Chester UFSD-Developed Grade 6-8 Health Assessments
Pre-Calculus	District, Regional or BOCES-developed	Chester UFSD-Developed_Calculus_assessment
Art K-12	District, Regional or BOCES-developed	Chester UFSD-Developed_Grades_K-12_Art_assessment
Technology 6-8	District, Regional or BOCES-developed	Chester UFSD-Developed_Grades_6-8_Technology_Assessments
Home Careers 6-8	District, Regional or BOCES-developed	Chester UFSD-Developed_Grade6-8_Home_Careers_Assessment
HS Government/Economics	District, Regional or BOCES-developed	Chester UFSD-Developed_Government_Economics_assessment
HS Social Studies - The 1960s	District, Regional or BOCES-developed	Chester UFSD-Developed_12th Grade_The_1960s_Course_assessmentt
U.S. History Advanced Placement	District, Regional or BOCES-developed	AP U.S. History assessment
Physical Education K-5	District, Regional or BOCES-developed	Chester UFSD-Developed_K-5_PE_assessment
Physical Education 6-8	District, Regional or BOCES-developed	Chester UFSD-Developed_6-8_PE_assessment
Physical Education 9-12	District, Regional or BOCES-developed	Chester UFSD-Developed_9-12_PE_assessment

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

<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>Teachers and their building principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous differentiated growth targets will be set for each SLO. After the specified assessment is administered and scored, the building principals will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the chart below will be utilized to determine the appropriate points and HEDI category for each teacher.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Based on the District's goals and priorities, a large majority of students meet district target goals in the specified area (i.e. art, music, health, library, computer, physical education, spanish, band, orchestra, pre-calculus, technology, home career, US Social Studies AP, Social Studies 'The 1960s' course and Government/Economic course, etc) as evaluated by district-created assessments in each area.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Based on the District's goals and priorities, a majority of students meet district target goals in the specified area (i.e. art, music, health, library, computer, physical education, spanish, band, orchestra, pre-calculus, technology, home career, US Social Studies AP, Social Studies 1960s course and Government/Economic course, etc) as evaluated by district-created assessments in each area.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Based on the District's goals and priorities, some of the students meet district target goals in the specified area (i.e. art, music, health, library, computer, physical education, spanish, band, orchestra, pre-calculus, technology, home career, US Social Studies AP, Social Studies 1960s course and Government/Economic course, etc) as evaluated by district-created assessments in each area.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Based on the District's goals and priorities, few of the students meet district target goals in the specified area (i.e. art, music, health, library, computer, physical education, spanish, band, orchestra, pre-calculus, technology, home career, US Social Studies AP, Social Studies 1960s course and Government/Economic course, etc) as evaluated by district-created assessments in each area.</p>

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/5364/129936-TXEttx9bQW/100212\_ChesterUFSD\_Points Teachers\_20\_point\_Conversion\_Chart\_1.pdf*

## 2.12) Locally Developed Controls

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

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

*Not Applicable*

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

2.14) Assurances   Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

### 3. Local Measures (Teachers)

Created Saturday, June 09, 2012

Updated Monday, November 26, 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	Measures of Academic Progress (ELA)
5	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
6	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
7	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

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.	Chester UFSD will be using value-added measures based on Measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in ELA K-3. Chester UFSD's analyses will be conducted by the value added research center on NWEA's Measures of Academic Progress assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than 0.9
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores less than or equal to -2.1

### 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	Measures of Academic Progress (MATH)
5	4) State-approved 3rd party assessments	Measures of Academic Progress (MATH)
6	4) State-approved 3rd party assessments	Measures of Academic Progress (MATH)
7	4) State-approved 3rd party assessments	Measures of Academic Progress (MATH)
8	4) State-approved 3rd party assessments	Measures of Academic Progress (MATH)

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.*

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>Chester UFSD will be using value-added measures based on Measures of Academic Progress assessment to calculate teacher-level achievement ratings for the locally selected measures of student growth in ELA K-3. Chester UFSD's analyses will be conducted by the value added research center on NWEA's Measures of Academic Progress assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. This follows our model of differentiated growth targets. The principals and teachers will establish achievement targets in collaboration.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers receiving this designation will have growth scores greater than 0.9</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers receiving this designation will have growth scores less than or equal to -2.1</p>

### 3.3) HEDI Tables or Graphics

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

[assets/survey-uploads/5139/140896-rhJdBgDruP/NWEA\\_VARC\\_Conversion\\_Chart\\_ChesterUFSD.pdf](assets/survey-uploads/5139/140896-rhJdBgDruP/NWEA_VARC_Conversion_Chart_ChesterUFSD.pdf)

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

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

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

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

Measures based on:

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

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
1	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)

2	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
3	4) State-approved 3rd party assessments	Measures of Academic Progress ELA

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.	Chester UFSD will be using value-added measures based on Measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in Math K-3. Chester UFSD's analyses will be conducted by the value added research center (VARC) on NWEA's Measures of Academic assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state (VARC Committee).
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than 0.9
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores less than or equal to -2.1

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
1	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
2	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
3	4) State-approved 3rd party assessments	Measures of Academic Progress Math

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.	Chester UFSD will be using value-added measures based on Measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in Math K-3. Chester UFSD's analyses will be conducted by the value added research center (VARC) on NWEA's Measures of Academic assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state (VARC Committee).
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than 0.9
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores less than or equal to -2.1

### 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	3) Teacher specific achievement or growth score computed locally	Chester UFSD-Developed Grade6 Science Assessment
7	3) Teacher specific achievement or growth score computed locally	Chester UFSD-Developed Grade7 Science Assessment
8	3) Teacher specific achievement or growth score computed locally	Chester UFSD-Developed Grade8 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	Teachers and administrators will meet to set achievement targets for all students taking the indicated assessments. After analyzing prior performance, identifying essential
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graphic at 3.13, below.	content, they will determine differentiated achievement targets and the uploaded chart will award points based on the percentage of students who met or exceeded the target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers who earn this designation have 86% or more of students reach their target score.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers who earn this designation have between 70 - 85% of students reach their target score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers who earn this designation have between 60 - 69% of students reach their target score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers who earn this designation have 59% or less of students reach their target score

### 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	BOCES-Developed Regional Grade6 Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	BOCES-Developed Regional Grade6 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	BOCES-Developed Regional Grade6 Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and administrators will meet to set achievement targets for all students taking the indicated assessments. After analyzing prior performance, identifying essential content, they will determine differentiated achievement targets and the uploaded chart will award points based on the percentage of students who met or exceeded the target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers who earn this designation have 86% or more of students reach their target score.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement	Teachers who earn this designation have between 70 - 85% of students reach their target score.

for grade/subject.

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

Teachers who earn this designation have between 60 - 69% of students reach their target score.

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

Teachers who earn this designation have 59% or less of students reach their target score

### 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	Chester UFSD-Developed Grade9 Social Studies Assessment
Global 2	5) District, regional, or BOCES—developed assessments	Chester UFSD-Developed Grade10 Social Studies Assessment
American History	5) District, regional, or BOCES—developed assessments	Chester UFSD-Developed Grade11 Social Studies Assessment

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

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

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

Teachers and administrators will meet to set achievement targets for all students taking the indicated assessments. After analyzing prior performance, identifying essential content, they will determine differentiated achievement targets and the uploaded chart will award points based on the percentage of students who met or exceeded the target.

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

Teachers who earn this designation have 86% or more of students reach their target score.

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

Teachers who earn this designation have between 70 - 85% of students reach their target score.

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

Teachers who earn this designation have between 60 - 69% of students reach their target score.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers who earn this designation have 59% or less of students reach their target score
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### 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	Chester UFSD-Developed Living Environment Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Chester UFSD-Developed Earth Science Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Chester UFSD-Developed Chemistry Assessment
Physics	5) District, regional, or BOCES–developed assessments	Chester UFSD-Developed Physics Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and administrators will meet to set achievement targets for all students taking the indicated assessments. After analyzing prior performance, identifying essential content, they will determine differentiated achievement targets and the uploaded chart will award points based on the percentage of students who met or exceeded the target.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers who earn this designation have 86% or more of students reach their target score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers who earn this designation have between 70 - 85% of students reach their target score.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers who earn this designation have between 60 - 69% of students reach their target score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers who earn this designation have 59% or less of students reach their target score.

### 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	Chester UFSD-Developed Algebra1 Assessment
Geometry	5) District, regional, or BOCES–developed assessments	Chester UFSD-Developed Geometry Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Chester UFSD-Developed Algebra2 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and administrators will meet to set achievement targets for all students taking the indicated assessments. After analyzing prior performance, identifying essential content, they will determine differentiated achievement targets and the uploaded chart will award points based on the percentage of students who met or exceeded the target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers who earn this designation have 86% or more of students reach their target score.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers who earn this designation have between 70 - 85% of students reach their target score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers who earn this designation have between 60 - 69% of students reach their target score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers who earn this designation have 59% or less of students reach their target score.

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and administrators will meet to set achievement targets for all students taking the indicated assessments. After analyzing prior performance, identifying essential content, they will determine differentiated achievement targets and the uploaded chart will award points based on the percentage of students who met or exceeded the target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers who earn this designation have 86% or more of students reach their target score.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers who earn this designation have between 70 - 85% of students reach their target score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers who earn this designation have between 60 - 69% of students reach their target score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers who earn this designation have 59% or less of students reach their target score.

### 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
Library Skills K-6	5) District/regional/BOCES–developed	BOCES-Developed_Regionals_Grades_K-6_Library_Assessments
Computer 6-8	5) District/regional/BOCES–developed	Chester UFSD-Developed Grades 6-8 Computer Assessment

Music K-12	5) District/regional/BOCES–develope	Chester UFSD-Developed_Grades_K-12_Music_Assessments
Spanish I II	5) District/regional/BOCES–develope	Chester UFSD-Developed_Spanish_I_II_assessments
Health 6-8	5) District/regional/BOCES–develope	Chester UFSD-Developed Grade 6-8 Health Assessments
Pre-Calculus	5) District/regional/BOCES–develope	Chester UFSD-Developed_Calculus_assessment
Art K-12	5) District/regional/BOCES–develope	Chester UFSD-Developed_Grades_K-12_Art_assessment
Technology 6-8	5) District/regional/BOCES–develope	Chester UFSD-Developed_Grades_6-8_Technology_Assessments
Home Careers 6-8	5) District/regional/BOCES–develope	Chester UFSD-Developed_Grade6-8_Home_Careers_Asses
HS Government/Economics	5) District/regional/BOCES–develope	Chester UFSD-Developed_Government_Economics_Assess
HS Social Studies - The 1960s	5) District/regional/BOCES–develope	Chester UFSD-Developed_Social_Studies_The196s_Assessment
U.S. History Advanced Placement	5) District/regional/BOCES–develope	Chester UFSD-Developed_AP US History_Assessment
Physical Education K-5	5) District/regional/BOCES–develope	Chester UFSD-Developed_Grade_K-5_Physical_Education_Assessments
Physical Education 6-8	5) District/regional/BOCES–develope	Chester UFSD-Developed_Grade_6-8_Physical_Education_Assessments
Physical Education 9-12	5) District/regional/BOCES–develope	Chester UFSD-Developed_Grade_9-12_Physical_Education_Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and administrators will meet to set achievement targets for all students taking the indicated assessments. After analyzing prior performance, identifying essential content, they will determine differentiated achievement targets and the uploaded chart will award points based on the percentage of students who met or exceeded the
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	target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Teachers who earn this designation have 86% or more of students reach their target score.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers who earn this designation have between 70 - 85% of students reach their target score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers who earn this designation have between 60 - 69% of students reach their target score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers who earn this designation have 59% or less of students reach their target score.

If you need additional space, upload a copy of "Form 3.12: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 3.12. (MS Word)

*(No response)*

### 3.13) HEDI Tables or Graphics

For questions 3.4 through 3.12 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

*assets/survey-uploads/5139/140896-y92vNseFa4/110212\_ChesterUFSD\_Points Teachers\_20\_and\_15point\_Conversion\_.pdf*

### 3.14) Locally Developed Controls

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

*Not Applicable*

### 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.

*Each SLO will be weighted proportionately based upon the number of students included in both SLOs. The scores from the two SLOs will be combined into one overall growth component score (0-20). Multiple scores will be weighted proportionately with the number of each students in each class.*

### 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 Saturday, June 09, 2012

Updated Wednesday, November 28, 2012

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## Page 1

### 4.1) Teacher Practice Rubric

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

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

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

*Danielson's Framework for Teaching*

*(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]	50
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	10

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

*The district will use the Danielson 2007 Rubric and will weight the four domains as follows: Domain 1 Planning and Preparation 10 Points; Domain 2 Classroom Environment 13 Points; Domain 3 Instruction 18 Points; Domain 4 Professional Responsibilities 9 Points. The 31 points from Domains 2 and 3 will be based on multiple classroom observations including formal and informal observations. The 19 points from Domain 1 and 4 will be based on evidence of student development with the use of a structured review of lesson plans, student portfolios, etc. of teacher practices. Additionally, 10 points will be designated for evidence/artifacts. At the beginning of each year, the teacher, the principal, the K-12 Director of Instruction Technology, and the superintendent will determine what artifacts are appropriate evidence for the 19 points from Domains 1 and 4. The points will be assessed in the aggregate for each domain rather than reflect each specific element within the domains. Specifically the evaluator will review all available data and evidence as they reflect the elements in each of the four domains. A teacher's overall performance can be rated at any score point from*

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/5091/140898-eka9yMJ855/ChesterUFSD\_0\_60\_points\_Breakdown\_updated\_102012.pdf*

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	A rating of highly effective is achieved by demonstrating exemplary performance in planning and preparation, classroom environment, instruction, and professional responsibilities and earning an overall score of 59 to 60 points
Effective: Overall performance and results meet NYS Teaching Standards.	A rating of effective is achieved by demonstrating strong performance in planning and preparation, classroom environment, instruction, and professional responsibilities and earning an overall score of 57 to 58 points.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A rating of developing is achieved by demonstrating a need for improvement in the performance of planning and preparation, classroom environment, instruction, and professional responsibilities and earning an overall score of 50 to 56 points
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A rating of ineffective is identified by poor performance in planning and preparation, classroom environment, instruction, and professional responsibilities and earning an overall score of 0 to 49 points.

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
- 

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
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Will formal/long observations of tenured teachers be done in person, by video, or both?

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Saturday, June 09, 2012

Updated Sunday, October 14, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

#### **growth or achievement**

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

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

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

Highly Effective	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

Created Saturday, June 09, 2012

Updated Monday, October 15, 2012

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

<assets/survey-uploads/5265/140895-Df0w3Xx5v6/Chester TIP.pdf>

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*Appeal of the Annual Professional Performance Review shall apply to only those teachers receiving an overall rating of developing or ineffective.*

*The scope of appeals under Education Law 3012-c shall be limited to the following subjects:*

*1. the substance of the evaluation which resulted in an overall rating of developing or ineffective*

2. the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c
3. the adherence to the Commissioner's regulations, as applicable to such review
4. compliance with any applicable locally negotiated procedures applicable to the Annual Professional Performance Review or Teacher Improvement Plan
5. the school district's issuance and/or implementation of the terms of a teacher improvement plan under Education Law 3012-c
6. appropriateness of the Teacher Improvement Plan (TIP)
7. implementation of the TIP

*Within five (5) school days of receiving any APPR(s) with an overall rating of developing or ineffective, the Superintendent of Schools will provide the CTA President with notification of the name(s) of teacher(s) receiving such ratings. A teacher may not file multiple appeals regarding the same APPR or TIP. All grounds for appeal must be raised with specificity within one appeal.*

#### *Composition of Appeals Committee*

*The appeals committee will consist of the CTA President, the two building representatives, as well as the building principal(s) not authoring the overall rating.*

#### *Timeframe*

1. All appeals must be submitted in writing to the Superintendent of Schools no later than fifteen (15) school days from the date the teacher receives the APPR. The teacher receiving a Teacher Improvement Plan will file the appeal with the Superintendent of Schools within fifteen (15) school days of receiving said plan. The failure to deliver an appeal within these timeframes shall be deemed a waiver of the right to appeal; the appeal will be abandoned.
2. Within five (5) school days of receiving the written appeal, the Superintendent of Schools will notify the CTA President and the members of the Appeals Committee that the appeal has been filed and will provide the president and the committee members with all documents pertaining to the appeal.
3. The hearing will be scheduled within fifteen (15) school days of the Superintendent of School's receipt of the written appeal, on a date mutually agreed upon by all involved parties. The teacher will be given the opportunity to appear at the hearing to present his/her case before the members of the decision making board.
4. The committee shall make a recommendation to the Superintendent within ten (10) school days to approve or deny the appeal based upon the information submitted.
5. The decision must be given in writing and delivered to the teacher by the CTA President.
6. The decision shall set forth the reasons and factual basis for each determination for each of the specific issues raised in the teacher's appeal.
7. Within five (5) school days of receiving the Appeals Committee's decision, the teacher has the right appeal the committee's decision to the Superintendent of Schools.

*The remedies available to the committee shall include but shall not be limited to the following:*

- *The committee may set aside a rating or TIP and order a new evaluation or TIP if the committee determines the rating or TIP is not appropriate.*
- *The committee may modify a rating or a TIP.*
- *The committee may order a new evaluation or TIP if procedures have been violated.*

#### *Final Determination*

*The decision of the Appeals Committee shall not be revealed to any party other than the Superintendent of Schools. Should the teacher exercise his/her right to appeal to the Superintendent, the Superintendent of Schools will make a final determination of the appeal within ten (10) school days. The decision of the Superintendent shall be final and binding upon all parties in all regards and shall not be subject to review in arbitration, before any administrative agency or in any court of law.*

#### *Exhaustion of Remedies*

*An evaluation shall not be the subject of New York State Education Law §3020-a or any alternate disciplinary procedure without first exhausting the appeal process above.*

*\*All of the above is subject to change if at any time a teacher's compensation or salary is affected by their APPR.*

## 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.

*Principals and the K-12 Director of Instruction & Technology will serve as the Lead Evaluators for the teachers in the Chester UFSD. The district has selected and received agreement with the Chester Teachers' Association to utilize the Danielson 2007, Framework for Teaching Rubric. As Lead Evaluators our Principals & Director will continue to participate in ongoing training that is offered by*

BOCES and the district. These sessions have targeted the key elements that are required for the certification as a Lead Evaluator. The district provides professional development to Principals & Director at its Monthly administrative meetings and at several half-day afterschool training sessions for all evaluators. The K-12 Director of Instruction & Technology attends training provided by the State Education Department and BOCES. He then serves as the district's turn-key trainer and provides that training to the Principals and other administrators. The district has dedicated much of its time with administrative staff to enhance their working knowledge of the New York State Standards; the State Reporting System; the development of local assessments; and the use of growth and value added models. The district also has made a concerted effort to offer training in the area of evidence based observations. The district will continue to require Lead Evaluators to attend BOCES and district sponsored training which will target the following elements that are required for certification as a Lead Evaluator: the New York State Teaching Standards; growth models for student achievement; evidence based observations that are aligned to the Danielson 2007 rubric; artifacts of teacher practices such as lesson plans; use of the NWEA Measure of Academic Progress assessments; use of the state wide instructional reporting system; the generation of scores for each subcomponent of the composite effectiveness score; and the evaluation of teachers of English Language Learners and Students with Disabilities. In order to enhance and ensure inter-rater reliability, the district is conducting professional development for all principals and district administrators through which the Danielson 2007 rubric is analyzed and applied to teaching scenarios. Each principal and administrator watch videos showing a classroom lesson and gathers evidence. At the end of the video, the evidence is evaluated using the rubric. Then the principals and administrators compare the evidence each gathered and their evaluation using the rubric. The discussion focuses on similarities and differences to teach everyone to gather appropriate evidence and apply the rubric accurately and consistently. As part of their ongoing training, the K-12 Director of Instruction & Technology, the Superintendent and Principals will conduct a minimum of two classroom visits with each principal using Danielson 2007 Rubric during the 2012-2013 school year and will compare the evidence that was collected from each visitation and the alignment to the rubric. This data will be used to determine inter-rater reliability and to provide evidence to the K-12 Director of Instruction & Technology and the Superintendent that the principal has met the qualifications for Lead Evaluator. Each Principal and the K-12 Director of Instruction & Technology will conduct walkthroughs and classroom observations with all building level administrators participating in the evaluation of teachers so that each observes the same classroom instruction, gathers evidence during the lesson and uses the rubric to evaluate the evidence. The group then compares their evaluations and discusses differences leading to a fuller understanding of the rubric and its application. The principal will ensure that each building level administrator is able to gather appropriate evidence and apply the rubric accurately and consistently. This data will also be used to ensure inter-rater reliability at the building level. The evidence of all the training will be presented to the Board of Education who will certify that each principal is highly qualified to be the lead evaluator for the teachers' evaluations. The Board will re-certify the lead evaluators each school year after reviewing the ongoing training they have received. Chester UFSD District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended SED model certification process. The District will ensure that all evaluators are trained as lead evaluators. The superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The superintendent will maintain records of certification of evaluators. Evaluator training will occur regionally in cooperation with Orange-Ulster BOCES (OUBOCES). Training will be conducted by OUBOCES' Network Team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by NYSED. Evaluators will be recertified on a periodic basis, to be determined by the District. The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators. All District administrators have completed all necessary phases of Lead Evaluator training during the 2011-2012 school year. The District plans to use Teachscape's Video Training modules over this summer 2012 as one way to continue the training in the Danielson 2011 rubric for teachers and to further apply inter-rater reliability. The District assures that Lead Evaluators will be provided annual training to maintain APPR requirements.

*Teacher Development Given:*

- New teacher mentor program
- Monthly faculty, department/grade and continuous improvement meetings will provide professional development
- Differentiated professional development

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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• Checked

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## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Sunday, June 10, 2012

Updated Monday, October 15, 2012

## Page 1

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

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

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

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

K-5
6-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Not applicable.		

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

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

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

*(No response)*

## 7.4) Special Considerations for Comparable Growth Measures

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

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

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

*(No response)*

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Sunday, June 10, 2012

Updated Wednesday, November 28, 2012

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## Page 1

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(b) results for students in specific performance levels	Measure of Academic Progress
6-8	(b) results for students in specific performance levels	Measure of Academic Progress
9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	4-year high school grad and/or dropout rates

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.	An average of the students' Measures of Academic Progress Value Added scores on ELA and Math MAP assessment will be used for the PreK - 8 principal's measure resulting in an achievement score. The 9-12 principal will set a target % for the 4 year graduation rate.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A PreK-8 principal will need to have an average achievement score on the Measures of Progress assessments that is greater than 0.9. The 9-12 principal will need to have a percentage of 4 year HS graduates greater than or equal to 91%
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A PreK-8 principal will need to have an average achievement score on the Measures of Academic Progress assessments that is greater than -0.9 and less than or equal to 0.9, The 9-12 principal will need to have a percentage of 4 year HS graduates between 82% and 90%.

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

A PreK-8 principal will need to have an average achievement score on the Measures of Academic Progress assessments that is greater than -2.1 and less than or equal to -0.9. The 9-12 principal will need to have a percentage of 4 year HS graduates between 65% and 81%.

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

A PreK-8 principal will need to have an average achievement score on the Measures of Academic Progress assessments that is less than or equal to -2.1. The 9-12 principal will need to have a percentage of 4 year HS graduates less than 64%.

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/5366/141080-qBFVOWF7fC/ChetserUFSD\\_Principals\\_Conversion\\_Chart\\_15\\_and\\_20\\_points.pdf](assets/survey-uploads/5366/141080-qBFVOWF7fC/ChetserUFSD_Principals_Conversion_Chart_15_and_20_points.pdf)

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

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

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

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

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

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

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

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

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

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

with high school grades

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
No Applicable.		

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

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

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

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

*(No response)*

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

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### 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 local controls foreseen as necessary at this time.*

### 8.4) Principals with More Than One Locally Selected Measure

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

*(No response)*

### 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Sunday, June 10, 2012

Updated Wednesday, November 28, 2012

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## Page 1

### 9.1) Principal Practice Rubric

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

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

*Multidimensional Principal Performance Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
---	----

Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
--	---

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

*(No response)*

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

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

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

9.4) Sources of Evidence (if applicable)   Structured feedback from teachers using a State-approved tool	Checked
9.4) Sources of Evidence (if applicable)   Structured feedback from students using a State-approved tool	Checked
9.4) Sources of Evidence (if applicable)   Structured feedback from families using a State-approved tool	Checked
9.4) Sources of Evidence (if applicable)   School visits by other trained evaluators	Checked
9.4) Sources of Evidence (if applicable)   Review of school documents, records, and/or State accountability processes (all count as one source)	Checked

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

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

*(No response)*

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

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

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

*Each of the Domains in the Multidimensional Principal Performance Rubric has been assigned a portion of the 60 possible points:*

*Domain 1: Shared Vision of Learning= 10 pts.,*

*Domain 2: School Culture and Instructional Program= 10 pts.,*

*Domain 3: Safe, Efficient, Effective Learning Environment= 10pts.,*

*Domain 4: Community=10 pts.,*

*Domain 5: Integrity, Fairness, Ethics = 10 pts.*

*Domain 6: Political, Social, Economic, Legal and Cultural Context = 10 pts.*

*For each rubric in a domain:*

- Ineffective = 0 points*
- Developing = 6 points*
- Effective = 9 points*
- Highly Effective = 10 points*

*For each domain:*

- Add points for each dimension of the Domain together*
- Take total points divided by number of dimensions to get an average score for that Domain*
- Take the average score divided by 10 to get a weighted percentage*
- Multiply percentage by total possible weighted points in that domain to get the total points earned for that domain.*

*Add the six domain scores together, for a total of 60 possible points.*

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

*(No response)*

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

Highly Effective: Overall performance and results exceed standards.

Principals in this category consistently exceed the district's expectations and over the multiple visits to the school building are observed to be Highly Effective in the Domains of the MPPR.

Effective: Overall performance and results meet standards.	Principals in this category meet the district's expectations and over the multiple visits to the school building are observed to be Effective in the Domains of the MPPR.
Developing: Overall performance and results need improvement in order to meet standards.	Principals in this category experience some difficulty in meeting the district's expectations and over the multiple visits to the school building are observed to be Developing in the Domains of the MPPR.
Ineffective: Overall performance and results do not meet standards.	Principals in this category are not meeting the district's expectations and over the multiple visits to the school building are observed to be Ineffective in the Domains of the MPPR.

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 Sunday, June 10, 2012

Updated Monday, October 15, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

##### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

Highly Effective	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 Sunday, June 10, 2012

Updated Monday, November 26, 2012

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/141084-Df0w3Xx5v6/Principal Improvement Plans.docx](assets/survey-uploads/5276/141084-Df0w3Xx5v6/Principal%20Improvement%20Plans.docx)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*Principal's Appeal Process:*

*1. A principal who receives an ineffective or developing rating on his/her APPR shall be entitled to appeal his/her annual APPR rating, based upon a paper submission to the Superintendent of Schools or designee of the Superintendent of Schools, who shall be trained in accordance with the requirements of statute and regulation and also possess either an SDA or SDL Certification.*

2. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a principal who is placed on a Principal Improvement Plan ("PIP") shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education law.

3. An appeal of an evaluation or a PIP must be commenced within ten (15) school days of the presentation of the document to the principal or else the right to appeal shall be deemed waived in all regards.

4. The Superintendent or his/her mutually agreed upon designee shall make his or her decision in writing regarding the appeal within ten (10) school days of receipt of that appeal. The decision of the Superintendent or his/her designee, respectively shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law.

Note: A designee shall be appointed in the event that the Superintendent of Schools has conducted the evaluation. The designee shall be either a retired superintendent of schools or an appeals official from a BOCES CoSer service.

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

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

*The Chester UFSD will ensure that all lead evaluators/evaluators are properly trained and certified to complete an individual's APPR. Evaluator training will be conducted by certified Orange-Ulster BOCES Network Team personnel. Evaluator training will occur regionally and will replicate the recommended State Education Department ("SED") model certification process incorporating the Regulations that were enacted to implement Education Law §3012-c. Evaluators will attend this BOCES training throughout the year at a duration as offered by Nassau BOCES. Turn-key training will be provided for lead evaluators of a similar duration. This training will include the following Requirements for Lead Evaluators/Evaluators:*

- New York State Teaching Standards and ISSLC Standards;
- Evidence-based observation;
- Application and use of Student Growth Percentile and Value Added Growth Model data;
- Application and use of the State-approved teacher or principal practice rubrics;
- Application and use of any assessment tools used to evaluate teachers and principals;
- Application and use of State-approved locally selected measures of student achievement;
- Use of Statewide Instructional Reporting System;
- Scoring methodology used to evaluate teachers and principals; and
- Specific considerations in evaluating teachers and principals of English language learners ("ELLS") and students with disabilities.

*The District will work with the Orange-Ulster BOCES Network Team to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.*

*There are nine (9) "minimum requirements" that must be included in training for lead evaluators.*

1. The ISLLC Leadership Standards their related functions
  2. Evidence-based observation techniques
  3. Application use of the student growth percentile model value-added growth model
  4. Application use of State-approved principal rubrics
  5. Application use of any assessments tools used by the district or BOCES
  6. Application use of any locally selected measures of student achievement
  7. Use of Statewide Instructional Reporting System
  8. The scoring methodology used to evaluate a principal
  9. Specific considerations in evaluating principals of English language learners and students with disabilities
- Training for the Lead Evaluator will be conducted by the New York State Superintendent's Association. The Lead Evaluator will participate in such training prior to evaluating principals.*

*B: Assuring Inter-rater Reliability:*

*Both of these are mentioned in the regulations and should be considered in the design of training for lead evaluators.*

*C: Process for Certifying Lead Evaluators:*

*The Board of Education shall insure that evaluators have appropriate training before conducting an evaluation.*

*The Board of Education shall also ensure that any lead evaluator has been certified as a qualified lead evaluator before conducting and/or completing a principal's evaluation. (thus, training can be ongoing throughout the 20011-12 school year)*

## 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 Saturday, June 09, 2012

Updated Wednesday, November 28, 2012

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### Page 1

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

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

[assets/survey-uploads/5581/140900-3Uqgn5g9Iu/APPR Certification Form 112812\\_3.pdf](assets/survey-uploads/5581/140900-3Uqgn5g9Iu/APPR Certification Form 112812_3.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.

**Chester UFSD - Teachers - Student Learning Objectives as Comparable Growth Measure**

Percentage of Students Meeting Target	HEDI Points	20 Point Scale
≥ 96	20	Highly Effective
91 – 95	19	
86 - 90	18	
84 - 85	17	Effective
82 - 83	16	
80 - 81	15	
78 - 79	14	
76 - 77	13	
74 - 75	12	
72 - 73	11	
71	10	
70	9	
68 - 69	8	
66 - 67	7	
65	6	
63 – 64	5	
61 - 62	4	
60	3	
59	2	Ineffective
58	1	
≤ 57	0	



Chester UFSD 2012-13 --- 60 Point Teacher BreakDown  
Danielson's Framework for Teaching (2007 Edition)

Domain 1: Planning and Preparation	Score 10 points
A. Knowledge of Content and Pedagogy	
B. Knowledge of Students	
C. Setting Instructional Outcomes	
D. Knowledge of Resources	
E. Designing Coherent Instruction	
F. Designing Student Assessments	
Domain 2: Classroom Environment	Score 13 points
A. Respect and Rapport	
B. Culture for Learning	
C. Managing Classroom Procedures	
D. Managing Student Behavior	
E. Organizing Physical Spaces	
Domain 3: Instruction	Score 18 points
A. Communicating with Students	
B. Questioning/Prompts and Discussion	
C. Engaging Students in Learning	
D. Using Assessments in Instruction	
E. Using Flexibility and Responsiveness	
Domain 4: Teaching	Score 9 points
A. Reflecting on Teaching	
B. Maintaining Accurate Records	
C. Communicating with Families	
D. Participating in a Professional Community	
E. Growing and Developing Professionally	
F. Showing Professionalism	
Sum Total for Rubric	50 points
Evidence/ Artifacts	10 points
Total Score	60 points

- See Rubric Score to Sub-Component Conversion Chart below

Chester UFSD 2012-13 --- 60 Point Teacher BreakDown  
Danielson's Framework for Teaching (2007 Edition)

**Rubric Score to Sub-Component Conversion Chart \*\* Note: Rounding Rules Will Apply**

**Total Average Rubric Score Category Conversion score for composite**

**Ineffective 0-49**

1.000	0
1.008	1
1.017	2
1.025	3
1.033	4
1.042	5
1.050	6
1.058	7
1.067	8
1.075	9
1.083	10
1.092	11
1.100	12
1.108	13
1.115	14
1.123	15
1.131	16
1.138	17
1.146	18
1.154	19
1.162	20
1.169	21
1.177	22
1.185	23
1.192	24
1.200	25
1.208	26
1.217	27
1.225	28
1.233	29
1.242	30
1.250	31
1.258	32

Chester UFSD 2012-13 --- 60 Point Teacher BreakDown  
Danielson's Framework for Teaching (2007 Edition)

1.267	33
1.275	34
1.283	35
1.292	36
1.300	37
1.308	38
1.317	39
1.325	40
1.333	41
1.342	42
1.350	43
1.358	44
1.367	45
1.375	46

**Rubric Score to Sub-Component Conversion Chart (continued) \*\* Note: Rounding Rules Will Apply**

1.383	47
1.392	48
1.400	49

**Developing 50-56**

1.5	50
1.6	50.7
1.7	51.4
1.8	52.1
1.9	52.8
2	53.5
2.1	54.2
2.2	54.9
2.3	55.6
2.4	56.3

Chester UFSD 2012-13 --- 60 Point Teacher BreakDown  
Danielson's Framework for Teaching (2007 Edition)

**Effective 57-58**

2.5	57
2.6	57.2
2.7	57.4
2.8	57.6
2.9	57.8
3	58
3.1	58.2
3.2	58.4
3.3	58.6
3.4	58.8

**Highly Effective 59-60**

3.5	59
3.6	59.3
3.7	59.5
3.8	59.8
3.9	60
4	60.25 (round to 60)

**\*\* Note: Rounding Rules Will Apply**

NWEA MAP Assessment VARC Conversion Charts

The following chart represents a value added score that will be generated by NWEA and result in a growth score ("GS") + or – from 0 as an indicator of a year's worth of growth.

The chart below is a 20 point conversion.

<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
2 points: $-2.3 < GS \leq -2.1$ 1 point: $-2.5 < GS \leq -2.3$ 0 points: $GS \leq -2.5$	8 points: $-1.1 < GS \leq -0.9$ 7 points: $-1.3 < GS \leq -1.1$ 6 points: $-1.5 < GS \leq -1.3$ 5 points: $-1.7 < GS \leq -1.5$ 4 points: $-1.9 < GS \leq -1.7$ 3 points: $-2.1 < GS \leq -1.9$	17 points: $0.5 < GS \leq 0.9$ 16 points: $0.1 < GS \leq 0.5$ 15 points: $-0.1 < GS \leq 0.1$ 14 points: $-0.3 < GS \leq -0.1$ 13 points: $-0.5 < GS \leq -0.3$ 12 points: $-0.6 < GS \leq -0.5$ 11 points: $-0.7 < GS \leq -0.6$ 10 points: $-0.8 < GS \leq -0.7$ 9 points: $-0.9 < GS \leq -0.8$	20 points: $GS > 1.3$ 19 points: $1.1 < GS \leq 1.3$ 18 points: $0.9 < GS \leq 1.1$

The chart below is a 15 point conversion. (NWEA VARC data)

<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
2 points: $-2.3 < GS \leq -2.1$ 1 point: $-2.5 < GS \leq -2.3$ 0 points: $GS \leq -2.5$	7 points: $-1.3 < GS \leq -0.9$ 6 points: $-1.5 < GS \leq -1.3$ 5 points: $-1.7 < GS \leq -1.5$ 4 points: $-1.9 < GS \leq -1.7$ 3 points: $-2.1 < GS \leq -1.9$	13 points: $0.5 < GS \leq 0.9$ 12 points: $0.1 < GS \leq 0.5$ 11 points: $-0.3 < GS \leq 0.1$ 10 points: $-0.6 < GS \leq -0.3$ 9 points: $-0.8 < GS \leq -0.6$ 8 point: $-0.9 < GS \leq -0.8$	15 points: $GS > 1.3$ 14: points: $0.9 < GS \leq 1.3$

**Chester UFSD - Teachers - Student Learning Objectives as Comparable Growth Measure**

Percentage of Students Meeting Target	HEDI Points	20 Point Scale
≥ 96	20	Highly Effective
91 – 95	19	
86 - 90	18	
84 - 85	17	Effective
82 - 83	16	
80 - 81	15	
78 - 79	14	
76 - 77	13	
74 - 75	12	
72 - 73	11	
71	10	
70	9	
68 - 69	8	
66 - 67	7	
65	6	
63 – 64	5	
61 - 62	4	
60	3	
59	2	Ineffective
58	1	
≤ 57	0	

# Chester UFSD – Teacher Conversion Charts

## APPR – Teacher 20 Point Scale

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
≥ 96	91-95	86-90	84-85	83-82	81-80	79-78	77-76	75-74	73-72	71	70	69-68	67-66	65	64-63	62-61	60	59	58	≤ 57

## APPR Form IF Using Only 15 Points

Highly

Effective

Developing

Ineffective

15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
93-100	86-92	83-85	80-82	76-79	74-75	72-73	70-71	68-69	66-67	64-65	62-63	60-61	40-59	21-39	0-20

Principal's Conversion Charts 2012-2013

**15 points**

PreK - 6: NWEA MAP assessments average growth score ("GS")

<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
2 points: $-2.3 < GS \leq -2.1$ 1 point: $-2.5 < GS \leq -2.3$ 0 points: $GS \leq -2.5$	7 points: $-1.3 < GS \leq -0.9$ 6 points: $-1.5 < GS \leq -1.3$ 5 points: $-1.7 < GS \leq -1.5$ 4 points: $-1.9 < GS \leq -1.7$ 3 points: $-2.1 < GS \leq -1.9$	13 points: $0.5 < GS \leq 0.9$ 12 points: $0.1 < GS \leq 0.5$ 11 points: $-0.3 < GS \leq 0.1$ 10 points: $-0.6 < GS \leq -0.3$ 9 points: $-0.8 < GS \leq -0.6$ 8 point: $-0.9 < GS \leq -0.8$	15 points: $GS > 1.3$ 14: points: $0.9 < GS \leq 1.3$

MS/HS: % of all district students graduating High School in 4 years

<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
2 points: 50% – 64% graduating 1 point: 43% – 49% graduating 0 points: 42% or less graduating	7 points: 79% – 81% graduating 6 points: 76% – 78% graduating 5 points: 73% – 75% graduating 4 points: 69% – 72% graduating 3 points: 65% - 68% graduating	13 points: 90% graduating 12 points: 89% graduating 11 points: 87% – 88% graduating 10 points: 85% - 86% graduating 9 points: 83% - 84% graduating 8 points: 82% graduating	15 points: 96% - 100% graduating 14 points: 91% - 95% graduating

**20 points**

PreK - 6: NWEA MAP assessments average growth score ("GS")

<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
2 points: $-2.3 < GS \leq -2.1$ 1 point: $-2.5 < GS \leq -2.3$ 0 points: $GS \leq -2.5$	8 points: $-1.1 < GS \leq -0.9$ 7 points: $-1.3 < GS \leq -1.1$ 6 points: $-1.5 < GS \leq -1.3$ 5 points: $-1.7 < GS \leq -1.5$ 4 points: $-1.9 < GS \leq -1.7$ 3 points: $-2.1 < GS \leq -1.9$	17 points: $0.5 < GS \leq 0.9$ 16 points: $0.1 < GS \leq 0.5$ 15 points: $-0.1 < GS \leq 0.1$ 14 points: $-0.3 < GS \leq -0.1$ 13 points: $-0.5 < GS \leq -0.3$ 12 points: $-0.6 < GS \leq -0.5$ 11 points: $-0.7 < GS \leq -0.6$ 10 points: $-0.8 < GS \leq -0.7$ 9 points: $-0.9 < GS \leq -0.8$	20 points: $GS > 1.3$ 19 points: $1.1 < GS \leq 1.3$ 18 points: $0.9 < GS \leq 1.1$

MS/HS: % of all district students graduating High School in 4 years

<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
2 points: 50% – 64% graduating 1 point: 43% – 49% graduating 0 points: 42% or less graduating	8 points: 80% – 81% graduating 7 points: 77% – 79% graduating 6 points: 74% – 76% graduating 5 points: 71% – 73% graduating 4 points: 68% - 70% graduating 3 points: 65% - 67% graduating	17 points: 90% graduating 16 points: 89% graduating 15 points: 88% graduating 14 points: 87% graduating 13 points: 86% graduating 12 points: 85% graduating 11 points: 84% graduating 10 points: 83 % graduating 9 points: 82% graduating	20 points: 99% – 100% graduating 19 points: 95% – 98% graduating 18 points: 91% – 94% graduating

Principal's Conversion Charts 2012-2013

**15 points**

PreK - 6: NWEA MAP assessments average growth score ("GS")

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2 points: $-2.3 < GS \leq -2.1$ 1 point: $-2.5 < GS \leq -2.3$ 0 points: $GS \leq -2.5$	7 points: $-1.3 < GS \leq -0.9$ 6 points: $-1.5 < GS \leq -1.3$ 5 points: $-1.7 < GS \leq -1.5$ 4 points: $-1.9 < GS \leq -1.7$ 3 points: $-2.1 < GS \leq -1.9$	13 points: $0.5 < GS \leq 0.9$ 12 points: $0.1 < GS \leq 0.5$ 11 points: $-0.3 < GS \leq 0.1$ 10 points: $-0.6 < GS \leq -0.3$ 9 points: $-0.8 < GS \leq -0.6$ 8 point: $-0.9 < GS \leq -0.8$	15 points: $GS > 1.3$ 14: points: $0.9 < GS \leq 1.3$

MS/HS: % of all district students graduating High School in 4 years

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**20 points**

PreK - 6: NWEA MAP assessments average growth score ("GS")

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2 points: $-2.3 < GS \leq -2.1$ 1 point: $-2.5 < GS \leq -2.3$ 0 points: $GS \leq -2.5$	8 points: $-1.1 < GS \leq -0.9$ 7 points: $-1.3 < GS \leq -1.1$ 6 points: $-1.5 < GS \leq -1.3$ 5 points: $-1.7 < GS \leq -1.5$ 4 points: $-1.9 < GS \leq -1.7$ 3 points: $-2.1 < GS \leq -1.9$	17 points: $0.5 < GS \leq 0.9$ 16 points: $0.1 < GS \leq 0.5$ 15 points: $-0.1 < GS \leq 0.1$ 14 points: $-0.3 < GS \leq -0.1$ 13 points: $-0.5 < GS \leq -0.3$ 12 points: $-0.6 < GS \leq -0.5$ 11 points: $-0.7 < GS \leq -0.6$ 10 points: $-0.8 < GS \leq -0.7$ 9 points: $-0.9 < GS \leq -0.8$	20 points: $GS > 1.3$ 19 points: $1.1 < GS \leq 1.3$ 18 points: $0.9 < GS \leq 1.1$

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## Chester UFSD - TEACHER IMPROVEMENT PLAN

If a teacher is rated “developing” or “ineffective,” the District shall develop and implement a Teacher Improvement Plan (TIP).

### Process:

Upon rating a teacher as “developing” or “ineffective” through an Annual Professional Performance Review (APPR), the school district must develop and commence implementation of a Teacher Improvement Plan (TIP) for such teacher. Participants in the improvement process will include the teacher in need of improvement, a union representative, the building principal, and the administrator who developed the evaluation.

The guidelines listed below must be followed in the development and implementation of any TIP:

- All observations must be completed by May 15<sup>th</sup>.
- Within ten (10) school days of the evaluation meeting where the “ineffective” or “developing” rating is assigned, a meeting will be held to develop a TIP.
- The Teacher Improvement Plan developed at the 10-day post evaluation meeting will describe the following: the rationale for the improvement plan, areas in need of improvement (as outlined in the Frameworks: Planning and Preparation, Classroom Environment; Instruction, and/or Professional Responsibilities), supports to be provided to the teacher by the District and the CTA, and a scheduled follow-up meeting at the end of thirty (30) schools from the date the plan was developed.
- The timeline for meetings and expectations for improvement will be determined on a case-by-case basis. The timeline for achieving improvement shall range from three (3) months, one (1) semester, or one (1) school year. The specific timeline for improvement will be established at the initial meeting at which the TIP was developed.
- Tenured and probationary teachers who continue to receive ineffective” or “developing” ratings while a TIP is in place will have their plan modified within ten (10) school days after the thirty-day follow-up meeting.
- The TIP will afford the teacher access to appropriate differentiated professional development opportunities, materials, resources and supports, and time within the school day to meet with administrators/supervisors and/or peer coaches.
- No disciplinary action will be taken by the District against a tenured teacher until the TIP has been implemented and its effectiveness in improving the teacher’s performance has been evaluated by those listed above as participants in the improvement process.

- There will be no further action taken by the District if the teacher has met or exceeded the TIP's performance expectations.
- Anything included in the TIP will be provided by the District at no cost to the teacher.
- Involvement by the teacher in TIP activities outside of the normal school day/year is voluntary and at no cost to the teacher.

## Chester UFSD - Teacher Improvement Plan

Name

Building

Teaching Assignment

Date

**AREAS REQUIRING SUPPORT & GOALS TO BE ACHIEVED:**

Check all that apply. Only insert goals under areas in need of improvement.

**Classroom Management**

Goal Statement				
Plan/Action Items for Teacher Improvement	Support/Resources Provided	Benchmarks/Checkpoints Evaluation Dates	Responsible Party	Timeline
Evaluation of Progress				

Teacher's Comments:

Administrator's Comments:

**Content Knowledge**

Goal Statement				
Plan/Action Items for Teacher Improvement	Support/Resources Provided	Benchmarks/Checkpoints Evaluation Dates	Responsible Party	Timeline
Evaluation of Progress				

Teacher's Comments:

Administrator's Comments:

**Preparation**

Goal Statement				
Plan/Action Items for Teacher Improvement	Support/Resources Provided	Benchmarks/Checkpoints Evaluation Dates	Responsible Party	Timeline
Evaluation of Progress				

Teacher's Comments:

Administrator's Comments:

**Instructional Delivery**

Goal Statement				
Plan/Action Items for Teacher Improvement	Support/Resources Provided	Benchmarks/Checkpoints Evaluation Dates	Responsible Party	Timeline
Evaluation of Progress				

Teacher's Comments:

Administrator's Comments:

**Student Development / Awareness**

Goal Statement				
Plan/Action Items for Teacher Improvement	Support/Resources Provided	Benchmarks/Checkpoints Evaluation Dates	Responsible Party	Timeline
Evaluation of Progress				

Teacher's Comments:

Administrator's Comments:

**Student Assessment**

Goal Statement				
Plan/Action Items for Teacher Improvement	Support/Resources Provided	Benchmarks/Checkpoints Evaluation Dates	Responsible Party	Timeline
Evaluation of Progress				

Teacher's Comments:

Administrator's Comments:

**Student Progress/Growth**

Goal Statement				
Plan/Action Items for Teacher Improvement	Support/Resources Provided	Benchmarks/Checkpoints Evaluation Dates	Responsible Party	Timeline
Evaluation of Progress				

Teacher's Comments:

Administrator's Comments:

**Collaboration**

Goal Statement				
Plan/Action Items for Teacher Improvement	Support/Resources Provided	Benchmarks/Checkpoints Evaluation Dates	Responsible Party	Timeline
Evaluation of Progress				

Teacher's Comments:

Administrator's Comments:



### Principal Improvement Plans (PIPs):

The Principal Improvement Plan (PIP) for a principal who is rated ineffective or developing shall be comprised of the following elements:

1. The area or areas in need of improvement, drawn from the evaluation criteria of this APPR;
2. The time limit for achieving improvement, that shall range between three (3) months and a semester;
3. A statement of differentiated activities to support improvement; and
4. The manner of assessment of improvement that shall be in the nature of direct observation, review of materials (where applicable), review of behaviors (where applicable), attention to educational directives (where applicable), and student progress based upon the measure as determined by the state and locally under this APPR (where applicable).

## Principal Improvement Plan

Name

Building

Assignment

Date

**AREAS REQUIRING SUPPORT & GOALS TO BE ACHIEVED:**

Check all that apply. Only insert goals under areas in need of improvement.

**Classroom Management**

Goal Statement				
Plan/Action Items for Teacher Improvement	Support/Resources Provided	Benchmarks/Checkpoints Evaluation Dates	Responsible Party	Timeline
Evaluation of Progress				

Principal's Comments:

Administrator's Comments:

**Content Knowledge**

Goal Statement				
Plan/Action Items for Teacher Improvement	Support/Resources Provided	Benchmarks/Checkpoints Evaluation Dates	Responsible Party	Timeline
Evaluation of Progress				

Principal's Comments:

Administrator's Comments:

**Preparation**

Goal Statement				
Plan/Action Items for Teacher Improvement	Support/Resources Provided	Benchmarks/Checkpoints Evaluation Dates	Responsible Party	Timeline
Evaluation of Progress				

Principal's Comments:

Administrator's Comments:

**Instructional Delivery**

Goal Statement				
Plan/Action Items for Teacher Improvement	Support/Resources Provided	Benchmarks/Checkpoints Evaluation Dates	Responsible Party	Timeline
Evaluation of Progress				

Principal's Comments:

Administrator's Comments:

**Student Development / Awareness**

Goal Statement				
Plan/Action Items for Teacher Improvement	Support/Resources Provided	Benchmarks/Checkpoints Evaluation Dates	Responsible Party	Timeline
Evaluation of Progress				

Principal's Comments:

Administrator's Comments:

**Student Assessment**

Goal Statement				
Plan/Action Items for Teacher Improvement	Support/Resources Provided	Benchmarks/Checkpoints Evaluation Dates	Responsible Party	Timeline
Evaluation of Progress				

Principal's Comments:

Administrator's Comments:

**Student Progress/Growth**

Goal Statement				
Plan/Action Items for Teacher Improvement	Support/Resources Provided	Benchmarks/Checkpoints Evaluation Dates	Responsible Party	Timeline
Evaluation of Progress				

Principal's Comments:

Administrator's Comments:

**Collaboration**

Goal Statement				
Plan/Action Items for Teacher Improvement	Support/Resources Provided	Benchmarks/Checkpoints Evaluation Dates	Responsible Party	Timeline
Evaluation of Progress				

Principal's Comments:

Administrator's Comments:





**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:

 11-28-12

Teachers Union President Signature:      Date:

 11-28-12

Administrative Union President Signature:      Date:

 11-28-12

Board of Education President Signature:      Date:

 11-28-12