



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

Commissioner of Education
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August 14, 2013

Revised

Sandra Sherwood, Superintendent
Dryden Central School District
P.O. Box 88
Dryden, NY 13053

Dear Superintendent Sherwood:

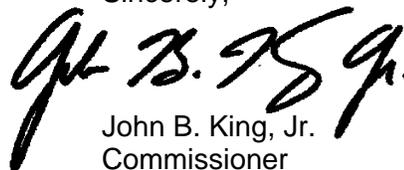
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information 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: Jeffrey Matteson

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 Wednesday, May 02, 2012

Updated Thursday, July 04, 2013

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Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 : 610301060000

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

610301060000

1.2) School District Name: DRYDEN CSD

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

DRYDEN CSD

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

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?

Submission of material changes to an approved APPR plan

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

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

Annual (2012-13)

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

Created Monday, June 25, 2012

Updated Tuesday, July 16, 2013

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

State assessments (or Regents or Regent equivalents), *required if one exists*
If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

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

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

See 2.11 for Dryden-Teacher HEDI State SLO Chart

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	76-100% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a post-assessment in the late spring
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65-75% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a post-assessment in the late spring
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	53-64% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a post-assessment in the late spring
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-52% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a post-assessment in the late spring

2.3) Grades K-3 Math

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

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

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See 2.11 for Dryden-Teacher HEDI State SLO Chart
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	76-100% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a post-assessment in the late spring
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65-75% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a post-assessment in the late spring
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	53-64% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a post-assessment in the late spring
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-52% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a post-assessment in the late spring

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	Dryden developed 6th Grade Science assessment
7	District, regional or BOCES-developed assessment	Dryden 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.	See 2.11 for Dryden-Teacher HEDI State SLO Chart
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	76-100% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a post-assessment in the late spring
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65-75% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a post-assessment in the late spring
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	53-64% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a post-assessment in the late spring
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-52% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a post-assessment in the late spring

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	Dryden developed 6th Grade Social Studies assessment
7	District, regional or BOCES-developed assessment	Dryden developed 7th Grade Social Studies assessment
8	District, regional or BOCES-developed assessment	Dryden developed 8th Grade Social Studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See 2.11 for Dryden-Teacher HEDI State SLO Chart
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	76-100% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a post-assessment in the late spring
Effective (9 - 17 points) Results meet District goals for similar students.	65-75% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a post-assessment in the late spring
Developing (3 - 8 points) Results are below District goals for similar students.	53-64% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a post-assessment in the late spring
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-52% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a post-assessment in the late spring

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	School-/BOCES-wide group/team results based on State assessments	All Regents Assessments

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.	See 2.11 for Dryden-Teacher HEDI State SLO Chart
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	76-100% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a Regents; Global I = 76-100% of HS students met growth target on all attempted Regents exams
Effective (9 - 17 points) Results meet District goals for similar students.	65-75% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a Regents; Global I = 65-75% of HS students met growth target on all attempted Regents exams

Developing (3 - 8 points) Results are below District goals for similar students.	53-64% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a Regents; Global I = 53-64% of HS students met growth target on all attempted Regents exams
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-52% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a Regents; Global I = 0-52% of HS students met growth target on all attempted Regents exams

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.	See 2.11 for Dryden-Teacher HEDI State SLO Chart
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	76-100% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a Regents exam in June
Effective (9 - 17 points) Results meet District goals for similar students.	65-75% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a Regents exam in June
Developing (3 - 8 points) Results are below District goals for similar students.	53-64% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a Regents exam in June
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-52% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a Regents exam in June

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.	See 2.11 for Dryden-Teacher HEDI State SLO Chart
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	76-100% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a Regents exam in June
Effective (9 - 17 points) Results meet District goals for similar students.	65-75% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a Regents exam in June
Developing (3 - 8 points) Results are below District goals for similar students.	53-64% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a Regents exam in June
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-52% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a Regents exam in June

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	School-/BOCES-wide group/team results based on State assessments	All Regents Assessments
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	All Regents Assessments
Grade 11 ELA	Regents assessment	Comprehensive English 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.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	76-100% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a post-assessment in the late spring
Effective (9 - 17 points) Results meet District goals for similar students.	65-75% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a post-assessment in the late spring
Developing (3 - 8 points) Results are below District goals for similar students.	53-64% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a post-assessment in the late spring
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-52% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a post-assessment in the late spring

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/5364/145586-TXEttx9bQW/Dryden-TeacherHEDI-StateSLOChart_3.doc

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Monday, June 25, 2012

Updated Monday, August 12, 2013

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	STAR Reading Enterprise
5	4) State-approved 3rd party assessments	STAR Reading Enterprise
6	4) State-approved 3rd party assessments	STAR Reading Enterprise
7	4) State-approved 3rd party assessments	STAR Reading Enterprise
8	4) State-approved 3rd party assessments	STAR Reading Enterprise

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.	Teachers and their building administrator will collaboratively develop [growth] goals based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set. The target will be individual student growth targets. Teachers in the same grade or subject will be using the same growth measure. After the summative assessment is administered and scored, the teacher and the building administrator will determine the percentage of students who met the differentiated targets. After this percentage is determined, the attached chart will be used to determine the appropriate points and HEDI category for each teacher.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	76-100% of students met growth target determined by the teacher in conjunction with the principal
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-75% of students met growth target determined by the teacher in conjunction with the principal
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	53-64% of students met growth target determined by the teacher in conjunction with the principal
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-52% of students met growth target determined by the teacher in conjunction with the principal

3.2) Grades 4-8 Math

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teachers and their building administrator will collaboratively develop [growth] goals based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set. The target will be individual student growth targets. Teachers in the same grade or subject will be using the same growth measure. After the summative assessment is administered and scored, the teacher and the building administrator will determine the percentage of students who met the differentiated targets. After this percentage is determined, the attached chart will be used to determine the appropriate points and HEDI category for each teacher.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	76-100% of students met growth target determined by the teacher in conjunction with the principal
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-75% of students met growth target determined by the teacher in conjunction with the principal
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	53-64% of students met growth target determined by the teacher in conjunction with the principal
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-52% of students met growth target determined by the teacher in conjunction with the principal

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/5139/145599-rhJdBgDruP/Dryden-TeacherHEDI-LocalChart.doc

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

Growth or achievement measure(s) from these options.

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

Measures based on:

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

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

be determined locally

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

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

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	Teachers and their building administrator will collaboratively develop [achievement] goals based on their student rosters using
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subcomponent. If needed, you may upload a table or graphic at 3.13, below.	available background and baseline data. Appropriate and rigorous targets will be set. The target will be individual student achievement targets. Teachers in the same grade or subject will be using the same measure. After the summative assessment is administered and scored, the teacher and the building administrator will determine the percentage of students who met the differentiated targets. After this percentage is determined, the attached chart will be used to determine the appropriate points and HEDI category for each teacher. We assure that the achievement measures being used are different from those in Task 2 for the Growth Measures.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	76-100% of students met achievement target determined by the teacher in conjunction with the principal
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-75% of students met achievement target determined by the teacher in conjunction with the principal
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	53-64% of students met achievement target determined by the teacher in conjunction with the principal
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-52% of students met achievement target determined by the teacher in conjunction with the principal

3.5) Grades K-3 Math

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

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

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.	Teachers and their building administrator will collaboratively develop [achievement] goals based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set. The target will be individual student achievement targets. Teachers in the same grade or subject will be using the same measure. After the summative assessment is administered and scored, the teacher and the building administrator will determine the percentage of students who met the differentiated targets. After this percentage is determined,
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the attached chart will be used to determine the appropriate points and HEDI category for each teacher. We assure that the achievement measures being used are different from those in Task 2 for the Growth Measures.

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

76-100% of students met achievement target determined by the teacher in conjunction with the principal

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

65-75% of students met achievement target determined by the teacher in conjunction with the principal

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

53-64% of students met achievement target determined by the teacher in conjunction with the principal

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

0-52% of students met achievement target determined by the teacher in conjunction with the principal

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	6(ii) School wide measure computed locally	STAR Reading Enterprise
7	6(ii) School wide measure computed locally	STAR Reading Enterprise
8	6(ii) School wide measure computed locally	STAR Reading Enterprise

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

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

Teachers and their building administrator will collaboratively develop [achievement] goals based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set. The target will be individual student achievement targets. Teachers in the same grade or subject will be using the same measure. After the summative assessment is administered and scored, the teacher and the building administrator will determine the percentage of students school-wide who met the differentiated targets. After this percentage is determined, the attached chart will be used to determine the appropriate points and HEDI category for each teacher.

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

76-100% of students met achievement target determined by the teacher in conjunction with the principal

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

65-75% of students met achievement target determined by the teacher in conjunction with the principal

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

53-64% of students met achievement target determined by the teacher in conjunction with the principal

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

0-52% of students met achievement target determined by the teacher in conjunction with the principal

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	6(ii) School wide measure computed locally	STAR Reading Enterprise
7	6(ii) School wide measure computed locally	STAR Reading Enterprise
8	6(ii) School wide measure computed locally	STAR Reading Enterprise

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 their building administrator will collaboratively develop [achievement] goals based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set. The target will be individual student achievement targets. Teachers in the same grade or subject will be using the same measure. After the summative assessment is administered and scored, the teacher and the building administrator will determine the percentage of students school-wide who met the differentiated targets. After this percentage is determined, the attached chart will be used to determine the appropriate points and HEDI category for each teacher.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	76-100% of students met achievement target determined by the teacher in conjunction with the principal
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-75% of students met achievement target determined by the teacher in conjunction with the principal
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	53-64% of students met achievement target determined by the teacher in conjunction with the principal
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-52% of students met achievement target determined by the teacher in conjunction with the principal

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	7) Student Learning Objectives	Dryden developed Global 1 assessment
Global 2	6(ii) School wide measure computed locally	All given HS Regents exams
American History	6(ii) School wide measure computed locally	All given HS Regents exams

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and their building administrator will collaboratively develop [growth] goals based on their student rosters using available background and baseline data. The target will be individual student growth targets. Teachers in the same grade or subject will be using the same growth measure. Appropriate and rigorous targets will be set. The target will be individual student growth targets. Teachers in the same grade or subject will be using the same growth measure. After the summative assessment is administered and scored, the teacher and the building administrator will determine the percentage of students school-wide who met the differentiated targets. After this percentage is determined, the attached chart will be used to determine the appropriate points and HEDI category for each teacher. For Global I, the HEDI points are awarded based on percentage of students on a teacher's roster meeting or exceeding their individual growth targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	76-100% of students met growth target determined by the teacher in conjunction with the principal
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-75% of students met growth target determined by the teacher in conjunction with the principal
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	53-64% of students met growth target determined by the teacher in conjunction with the principal
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-52% of students met growth target determined by the teacher in conjunction with the principal

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	6(ii) School wide measure computed locally	All given HS Regents exams
Earth Science	6(ii) School wide measure computed locally	All given HS Regents exams
Chemistry	6(ii) School wide measure computed locally	All given HS Regents exams
Physics	6(ii) School wide measure computed locally	All given HS Regents exams

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and their building administrator will collaboratively develop [growth] goals based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set. The target will be individual student growth targets. Teachers in the same grade or subject will be using the same growth measure. After the summative assessment is administered and scored, the teacher and the building administrator will determine the percentage of students school-wide who met the differentiated targets. The target will be individual student growth targets. Teachers in the same grade or subject will be using the same growth measure. After this percentage is determined, the attached chart will be used to determine the appropriate points and HEDI category for each teacher.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	76-100% of students met growth target determined by the teacher in conjunction with the principal
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-75% of students met growth target determined by the teacher in conjunction with the principal
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	53-64% of students met growth target determined by the teacher in conjunction with the principal
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-52% of students met growth target determined by the teacher in conjunction with the principal

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	6(ii) School wide measure computed locally	All given HS Regents exams
Geometry	6(ii) School wide measure computed locally	All given HS Regents exams
Algebra 2	6(ii) School wide measure computed locally	All given HS Regents exams

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

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

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 their building administrator will collaboratively develop [growth] goals based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set. The target will be individual student growth targets. Teachers in the same grade or subject will be using the same growth measure. After the summative assessment is administered and scored, the teacher and the building administrator will determine the percentage of students school-wide who met the differentiated targets. The target will be individual student growth targets. Teachers in the same grade or subject will be using the same growth measure. After this percentage is determined, the attached chart will be used to determine the appropriate points and HEDI category for each teacher.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	76-100% of students met growth target determined by the teacher in conjunction with the principal
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-75% of students met growth target determined by the teacher in conjunction with the principal
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	53-64% of students met growth target determined by the teacher in conjunction with the principal
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-52% of students met growth target determined by the teacher in conjunction with the principal

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
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Grade 9 ELA	7) Student Learning Objectives	Dryden developed Grade 9 ELA Assessment
Grade 10 ELA	7) Student Learning Objectives	Dryden developed Grade 10 ELA Assessment
Grade 11 ELA	6(ii) School wide measure computed locally	All given HS Regents exams

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

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

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 their building administrator will collaboratively develop [growth] goals based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set. The target will be individual student growth targets. Teachers in the same grade or subject will be using the same growth measure. After the summative assessment is administered and scored, the teacher and the building administrator will determine the percentage of students school-wide who met the differentiated targets. After this percentage is determined, the attached chart will be used to determine the appropriate points and HEDI category for each teacher. For Grades 9 and 10 ELA, the HEDI points are awarded based on percentage of students on a teacher's roster meeting or exceeding their individual growth targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	76-100% of students met growth target determined by the teacher in conjunction with the principal
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-75% of students met growth target determined by the teacher in conjunction with the principal
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	53-64% of students met growth target determined by the teacher in conjunction with the principal
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-52% of students met growth target determined by the teacher in conjunction with the principal

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
K-5 Art	7) Student Learning Objectives	TST BOCES developed art assessment for each grade level
K-2 Library	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise

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/5139/145599-y92vNseFa4/Dryden-TeacherHEDI-LocalSLOChart_2.doc

3.14) Locally Developed Controls

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

(No response)

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.

The district will use direct ratios to calculate the weight of multiple measures based on numbers of students taking the assessment (for example, a 4th grade teacher has locally-selected measures for both ELA and Math - assuming the same number of students participate in both, the measures would be equally weighted; a High School teacher with two SLOs with the first SLO based on 70 students and the second on 30 would have the SLOs weighted so the first would comprise 70% of the score and the second would make up the other 30%)

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 Wednesday, July 25, 2012

Updated Tuesday, July 23, 2013

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

Not Applicable

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Each component within each domain will be scored with four levels from 1 point to 4 points attainable for each component. Each component will be averaged to result in a domain score. The domain score will be weighted then combined to result in the final calculated rubric score. The conversion of the calculated rubric score to HEDI ratings is on the attached table with scores ranging from 0 to 60.

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.

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.	Overall teacher performance and student achievement exceed the NYS Teaching Standards as demonstrated on the Danielson (Teachscape) rubric with an overall rating of 3.51-4.00.
Effective: Overall performance and results meet NYS Teaching Standards.	Overall teacher performance and student achievement meet the NYS Teaching Standards as demonstrated on the Danielson (Teachscape) rubric with an overall rating of 2.51-3.50.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Overall teacher performance and student achievement need improvement in order to meet the NYS Teaching Standards as demonstrated on the Danielson (Teachscape) rubric with an overall rating of 1.50-2.50.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Overall teacher performance and student achievement do not meet the NYS Teaching Standards as demonstrated on the Danielson (Teachscape) rubric of 1.0-1.49.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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Updated Wednesday, June 19, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (60 points)

Overall Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

**Other Measures of Effectiveness
(60 points)**

**Overall
Composite Score**

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

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Updated Tuesday, July 09, 2013

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/155218-Df0w3Xx5v6/APPR-Teachscape-based TIP form_1.docx](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The Appeals Process was incorporated into the law because of the possibility of an expedited hearing if two consecutive Ineffective ratings were attained. Therefore, only an Ineffective rating may be appealed. It is acknowledged that an appeal may be based on either a procedural or a substantive issue. All appeals must be filed within 30 school days of receiving the Ineffective rating. Appeals will be filed with the Superintendent and the Association President who will meet within ten (10) school days of receipt of the appeal and select the Appeals Committee.

The Appeals Committee will be comprised of the Superintendent (or his/her representative), the Association President (or his/her representative) and a third party jointly selected by the superintendent (or his/her representative) and the Association President (or his/her representative). The Appeals Committee reserves the right to interview the administrator(s) or the staff member identified on the appeals form. The Committee should meet as soon as possible but no later than ten (10) school days after their selection. The Committee will render their decision which may include adjustments to the total composite scoring or any part thereof. The Committee decision is binding and will be delivered by registered mail to the staff member that initiated the appeal no later than ten (10) school days after the Committee meeting. If the rating of Ineffective is changed to Effective, the Superintendent may choose to eliminate a TIP or may recommend continuation or modification of the TIP.

A procedural appeal would be filed when a member believes his/her APPR process was flawed (for example, timelines not met, uncorrected class roster errors, or documentation omitted). The faculty member would complete Form 2012-N9 and include APPR language that the member believes was violated.

A substantive appeal would be filed when a member is contesting either a rubric score or a part of a SLO score. The member would need to provide an explanation and any supporting documents to the Appeal Committee.

At no time shall the appeal process take more than 45 school days to complete.

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.

Lead Teacher/Principal Evaluators will be trained by TST BOCES who is our regional trainer from SED. All administrators have been or will be trained by TST BOCES and then be certified by the Dryden Board of Education. The initial training comprises 30 hours of evidence-based observation, use of the Danielson rubric, and specific training for SWD and ELL students. Part of the training through BOCES includes inter-rater reliability as well as calibration training specific to the Danielson Teachscape rubric.

Following the initial Lead Teacher/Principal Evaluator training, TST BOCES will provide required updates and follow-up training in order to re-certify evaluators. There will be a minimum of three (3) trainings per year by TST BOCES which will focus on the observation process, inter-rater reliability and calibration to the rubric.

This training may be available to faculty association members in the future.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations,

including training on the effective application of such rubrics to observe a teacher or principal's practice

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Wednesday, July 25, 2012

Updated Tuesday, July 16, 2013

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

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

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

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

K-5
6-8
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
K-3	State-approved 3rd party assessment	STAR Early Literacy Enterprise
K-3	State assessment	NYS Grade 3 ELA and Math Assessments

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.	Building principals, in collaboration with the superintendent, will develop individual student growth goals based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set. After the summative assessment is administered and scored, the teachers and the building administrator will determine the percentage of students who met the differentiated targets. After this percentage is determined, the attached chart will be used to determine the appropriate points and HEDI category for each building principal.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	81-100% of students met growth target based on student data
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65-80% of student met growth target based on student data
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	51-64% of students met growth target based on student data
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	0-50% of students met growth target based on student data

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

assets/survey-uploads/5365/155220-lha0DogRNw/Dryden-K-3PrincipalHEDI-StateSLOChart.doc

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Friday, August 03, 2012

Updated Friday, August 02, 2013

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	NYS 4th Grade Science Assessment
6-8	(d) measures used by district for teacher evaluation	NYS 8th Grade Science Assessment
9-12	(d) measures used by district for teacher evaluation	NYS HS Comprehensive English Regents Exam

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	please see attached HEDI Chart below
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached HEDI Chart below
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached HEDI Chart below
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached HEDI Chart below
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached HEDI Chart below

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/5366/158847-qBFVOWF7fC/Dryden-PrincipalHEDI-LocalSLOChart_2.doc

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	please see attached HEDI Chart below
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached HEDI Chart below
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached HEDI Chart below
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached HEDI Chart below
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached HEDI Chart below

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

(No response)

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

assets/survey-uploads/5366/158847-T8MIGWUVm1/Dryden-PrincipalHEDI-LocalSLOChart_2.doc

8.3) Locally Developed Controls

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

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

While we do not foresee a principal having more than one measure, if he/she did, we would use a ratio model based on the number of students participating in each measure (as we did with the teachers locally selected measure component).

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Wednesday, July 25, 2012

Updated Tuesday, July 16, 2013

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

Some districts may prefer to assign points differently for different groups of principals. This APPR form only provides one space for assigning points within other measures for principals. If your district/BOCES prefers to assign points differently for different groups of principals, enter the 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]	40
---	----

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.	20
--	----

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

9.4) Sources of Evidence (if applicable) Structured feedback from teachers using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) Structured feedback from students using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) Structured feedback from families using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) School visits by other trained evaluators	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)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)

NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

For the principal evaluation, 40 of the 60 points will be assigned using the Multi-Dimensional rubric. The remaining 20 points will be earned by evaluating the Principal's evaluation of the teachers as evidenced through direct meetings and review of teacher evaluation documentation. One of the announced observations will involve meetings between the Lead Evaluator and the principal to review the principal's work on his/her teachers' APPRs, to date. The principal will be responsible for two (2) formal teacher observations for tenured teachers and generally no more than three (3) formal teacher observations for probationary teachers, although the principal or his/her designee may perform more observations at their discretion or at the direction of the Superintendent of Schools. The Lead Evaluator's announced observation of the principal will be to review at least one of the two evaluations the principal or his/her designee is required to complete.

The principal's teachers' APPRs will be reviewed for application of the teachers' practice rubric, areas of improvement noted, constructive feedback given, required forms if any, and any follow-up with the teacher. This announced observation is to occur by the mid-year point of the school year. This review of the principal's work on teachers' APPR is worth 20 points out of the 60 points for the Other Measures of Effectiveness. These 20 points will be based on evaluations with the Multi-Dimensional Rubric, predominantly domains 2 and 3.

The component scores will be determined on a scale from 1-4 points. These component scores within each of the six domains will be averaged then all the domains will be added (equally weighted) for a calculated rubric score to which the points earned in the review of the principal's work on the teachers' APPR will be added. The total points will be placed on the conversion scale to determine the HEDI band.

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

assets/survey-uploads/5143/155222-pMADJ4gk6R/DrydenHEDI-RubricConversionScale_1.doc

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

assigned.

Highly Effective: Overall performance and results exceed standards.	Overall performance and student achievement exceed ISLLC standards as demonstrated through evidence on the rubric and review of the principal's work on teachers' APPR
Effective: Overall performance and results meet standards.	Overall performance and student achievement meet ISLLC standards as demonstrated through evidence on the rubric and review of the principal's work on teachers' APPR
Developing: Overall performance and results need improvement in order to meet standards.	Overall performance and student achievement need improvement in order to meet ISLLC standards as demonstrated through evidence on the rubric and review of the principal's work on teachers' APPR
Ineffective: Overall performance and results do not meet standards.	Overall performance and student achievement does not meet ISLLC standards as demonstrated through evidence on the rubric and review of the principal's work on teachers' APPR

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Wednesday, July 25, 2012

Updated Saturday, November 17, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Wednesday, July 25, 2012

Updated Tuesday, July 16, 2013

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in 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/5276/155226-Df0w3Xx5v6/Dryden Principal Improvement Plan.doc](#)

11.3) Appeals Process

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

- (1) the substance of the annual professional performance review

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

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

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

9.1 To the extent a principal wishes to challenge his/her performance review and/or improvement plan (PIP) under the new APPR system; the District has developed an appeals procedure. A principal who receives an effectiveness composite score rating of "ineffective" may appeal his/her performance review. Ratings of "highly effective", "effective" or "developing" cannot be appealed.

9.2 This appeals procedure does not diminish the authority of the School Board to terminate probationary principals during their probationary period for statutorily and constitutionally permissible reasons other than the performance of the principal. While the

APPR shall be a “significant factor” in tenure and other employment decisions, nothing herein requires an appeal be exhausted before a tenure determination can be made based on statutorily and constitutionally permissible reasons other than the principal's performance. In addition, appeal procedures shall not cause a principal to acquire tenure when an evaluation appeal is pending.

9.3 In accordance with the law, for purposes of disciplinary proceedings under Education Law 3020-a, a “pattern” of ineffective teaching or performance shall be defined as two consecutive annual ineffective ratings received by a principal through the APPR process.

9.4 In order to implement the requirements of N.Y. Education Law §3012-c, the District and the Association hereby agree as follows:

A. Where and to the extent applicable, the Annual Professional Performance Review of principals shall be a significant factor for employment decisions and principal development, and will be subject to any procedures, which may in the future be negotiated by the District and the Association.

B. A unit member holding the position of principal may appeal only the substance of the Annual Professional Performance Review, the District’s adherence to the standards and methodologies required for such review, and the District’s compliance with its procedures for conducting the Annual Professional Performance Review, or its issuance and/or implementation of the terms of the Principal Improvement Plan.

9.5 Only tenured principals may file an appeal at Level 1 and Level 2. Non-tenured principals will have the right to add a response to the annual evaluation, which will be kept in his/her personnel file with the annual evaluation and may initiate a Level 1 appeal only. Only “ineffective” ratings may be appealed. A principal may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

9.6 The principal bringing an appeal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing that there is no substantial evidence upon which to base the District’s conclusion.

9.7 Level 1. Such appeal must be submitted in writing to the Superintendent. The writing must explain in detail the specific basis for the appeal, and provide any documents in support of the appeal. The appeal must be submitted within ten (10) school days of the principal’s receipt of the final Annual Professional Performance Review or Principal Improvement Plan, or other act under this section, which is the subject of the appeal, or it is deemed waived. Within fifteen (15) school days, the Superintendent shall provide the principal with a written response.

9.8 Level 2. A tenured principal may appeal the Superintendent's Level 1 written response by filing an appeal in writing within fifteen (15) school days of receipt of the Superintendent's Level 1 written response. The written appeal shall include all materials in support of the appeal at the time it is submitted. Upon receipt of the written appeal, the appeal shall be referred to the District Superintendent of Schools of the T-S-T BOCES who shall designate a hearing officer within ten (10) school days. The hearing officer shall be provided with a copy of the written appeal and any written response from the Superintendent. The hearing officer shall render a decision based on the written submissions, this APPR Plan and memorandum of agreement, and Education Law §3012-c and any implementing regulations. The hearing officer shall issue a written decision within thirty (30) days after receiving such written appeal. The hearing officer’s decision shall be final, binding, and unreviewable.

At no time shall the appeal process take more than 90 school days to complete.

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.

6.1 The Superintendent will ensure that he/she and any evaluators of principals have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The District will utilize BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluator training will include training on:

- (1) The ISLLC Leadership 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;

- (4) Application and use of the principal or principal rubric(s), including training on the effective application of such rubrics to observe a principal or principal's practice;
- (5) Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom principals or building principals, including but not limited to, structured portfolio reviews; student, parent, principal and/or community surveys; professional growth goals and school improvement goals, etc.;
- (6) Application and use of any locally selected measures of student achievement used by the district evaluate its principals or principals;
- (7) Use of the Statewide Instructional Reporting System;
- (8) The scoring methodology 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 principal's or principal's overall rating and their subcomponent ratings; and
- (9) Specific considerations in evaluating principals and principals of English language learners and students with disabilities.
- (10) Initial training will consist of a minimum of six hours. Additional training and annual re-certification will consist of a minimum of six hours which will focus on the observation process and inter-rater reliability.

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

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

11.7) Assurances -- Data | Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.

Checked

12. Joint Certification of APPR Plan

Created Wednesday, July 24, 2013

Updated Tuesday, August 13, 2013

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/5581/572538-3Uqgn5g9Iu/APPR Certification Form signed 8-12-13.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.

Dryden Central School District
Teacher – State Student Learning Objective Chart

Teachers and their building administrator will collaboratively develop growth goals based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set. The target will be individual student growth targets. Teachers in the same grade or subject will be using the same growth measure. After the summative assessment is administered and scored, the teacher and the building administrator will determine the percentage of students who met the differentiated targets. After this percentage is determined, the chart below will be used to determine the appropriate points and HEDI category for each teacher.

Highly Effective	76% - 100% of students meet SLO target	18-20 points
Effective	65% - 75% of students meet SLO target	9-17 points
Developing	53% - 64% of students meet SLO target	3-8 points
Ineffective	Less than 52% of students meet SLO target	0-2 points

% of Students Meeting SLO Target	Points For State Measure
91-100	20
85-90	19
76-84	18
75	17
74	16
73	15
72	14
71	13
70	12
69	11
67-68	10
65-66	9
63-64	8
61-62	7
59-60	6
57-58	5
55-56	4
53-54	3
51-52	2
48-50	1
Less than 48	0

Dryden Central School District
Teacher Local HEDI –Chart

The local assessment goal of 75% will be considered an effective rating equivalent. The score is converted to points in the following table for non-value added model:

HEDI Level	HEDI Point Score Range	Achievement %	Points
Highly Effective	18-20	95-100%	20
		85-94%	19
		76-84%	18
Effective	9-17	75%	17
		74%	16
		73%	15
		72%	14
		71%	13
		70%	12
		69%	11
		67-68%	10
		65-66%	9
		Developing	3-8
61-62%	7		
59-60%	6		
57-58%	5		
55-56%	4		
Ineffective	0-2	53-54%	3
		51-52%	2
		49-50%	1
		0-48%	0

The local assessment goal of 75% will be considered an effective rating equivalent. The score is converted to points in the following table for value added model:

HEDI Level	HEDI Point Score Range	Achievement %	Points
Highly Effective	14-15	90-100%	15
		76-89%	14
Effective	8-13	75%	13
		73-74%	12
		71-72%	11
		69-70%	10
		67-68%	9
		65-66%	8
Developing	3-7	62-64%	7
		59-61%	6
		57-58%	5
		55-56%	4
		53-54%	3
Ineffective	0-2	51-52%	2
		48-50%	1
		0-47%	0

Dryden Central School District
Teacher – Local Student Learning Objective Chart

The local assessment goal of 75% will be considered an effective rating equivalent. The score is converted to points in the following table for non-value added model:

HEDI Level	HEDI Point Score Range	Achievement %	Points
Highly Effective	18-20	95-100%	20
		85-94%	19
		76-84%	18
Effective	9-17	75%	17
		74%	16
		73%	15
		72%	14
		71%	13
		70%	12
		69%	11
		67-68%	10
		65-66%	9
		Developing	3-8
61-62%	7		
59-60%	6		
57-58%	5		
55-56%	4		
Ineffective	0-2	53-54%	3
		51-52%	2
		49-50%	1
		0-48%	0

The local assessment goal of 75% will be considered an effective rating equivalent. The score is converted to points in the following table for value added model:

HEDI Level	HEDI Point Score Range	Achievement %	Points
Highly Effective	14-15	90-100%	15
		76-89%	14
Effective	8-13	75%	13
		73-74%	12
		71-72%	11
		69-70%	10
		67-68%	9
		65-66%	8
Developing	3-7	62-64%	7
		59-61%	6
		57-58%	5
		55-56%	4
		53-54%	3
Ineffective	0-2	51-52%	2
		48-50%	1
		0-47%	0

Conversion scale to take the raw rubric score on four (4) to the HEDI value ranges based on the concept that if the majority of the elemental scores received is Ineffective the score should be Ineffective, similarly if the majority of the elemental scores received is Developing, Effective or Highly effective than the overall converted score should reflect the respective classification.

HEDI Level	HEDI Point Score Range	Calculated Rubric Score	Converted Score for Other Measures of Effectiveness
Highly Effective	59-60	3.76-4.00	60
		3.51-3.75	59
Effective	57-58	3.01-3.50	58
		2.51-3.00	57
Developing	50-56	2.40-2.50	56
		2.25-2.39	55
		2.10-2.24	54
		1.95-2.09	53
		1.80-1.94	52
		1.65-1.79	51
		1.50-1.64	50
Ineffective	0-49	1.49	49
		1.48	48
		1.47	47
		1.46	46
		1.45	45
		1.44	44
		1.43	43
		1.42	42
		1.41	41
		1.40	40
		1.39	39
		1.38	38
		1.37	37
		1.36	36
		1.35	35
		1.34	34
		1.33	33
		1.32	32
		1.31	31
		1.30	30
		1.29	29
		1.28	28
		1.27	27
		1.26	26
		1.25	25
		1.24	24
		1.23	23
		1.22	22
		1.21	21
		1.20	20
		1.19	19
		1.18	18
		1.17	17
		1.16	16
		1.15	15
		1.14	14
		1.13	13
		1.12	12
		1.11	11
		1.10	10
		1.09	9
		1.08	8
		1.07	7
		1.06	6
		1.05	5
		1.04	4
		1.03	3
		1.02	2
		1.01	1
		1.00	0

Dryden Central School District
K-3 Principal – State Student Learning Objective Chart

Building principals, in collaboration with the superintendent, will develop individual student growth goals based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set. Appropriate and rigorous targets will be set. After the summative assessment is administered and scored, the teachers and the building administrator will determine the percentage of students who met the differentiated targets. After this percentage is determined, the chart below will be used to determine the appropriate points and HEDI category for each building principal. A percentage of students in the building meeting the target will be determined by dividing the number of students meeting the target by the number of students tested. The following will be used to determine points achieved by a Principal:

Highly Effective	81% - 100% of students meet SLO target	18-20 points
Effective	65% - 80% of students meet SLO target	9-17 points
Developing	51% - 64% of students meet SLO target	3-8 points
Ineffective	50% or below of students meet SLO target	0-2 points

The state assessment goal of 80% will be considered an effective rating equivalent for principals. The score is converted to points in the following table for non-value added model:

HEDI Level	HEDI Point Score Range	Achievement %	Points
Highly Effective	18-20	91-100%	20
		85-90%	19
		81-84%	18
Effective	9-17	78-80%	17
		76-77%	16
		74-75%	15
		72-73%	14
		71%	13
		70%	12
		69%	11
Developing	3-8	67-68%	10
		65-66%	9
		63-64%	8
		61-62%	7
		59-60%	6
		57-58%	5
Ineffective	0-2	54-56%	4
		51-53%	3
		48-50%	2
		45-47%	1
		0-44%	0

Conversion scale to take the raw rubric score on four (4) to the HEDI value ranges based on the concept that if the majority of the elemental scores received is Ineffective the score should be Ineffective, similarly if the majority of the elemental scores received is Developing, Effective or Highly effective than the overall converted score should reflect the respective classification.

HEDI Level	HEDI Point Score Range	Calculated Rubric Score	Converted Score for Other Measures of Effectiveness
Highly Effective	59-60	3.76-4.00	60
		3.51-3.75	59
Effective	57-58	3.11-3.50	58
		2.60-3.10	57
Developing	50-56	2.40-2.59	56
		2.25-2.39	55
		2.10-2.24	54
		1.95-2.09	53
		1.80-1.94	52
		1.65-1.79	51
		1.50-1.64	50
Ineffective	0-49	1.49	49
		1.48	48
		1.47	47
		1.46	46
		1.45	45
		1.44	44
		1.43	43
		1.42	42
		1.41	41
		1.40	40
		1.39	39
		1.38	38
		1.37	37
		1.36	36
		1.35	35
		1.34	34
		1.33	33
		1.32	32
		1.31	31
		1.30	30
		1.29	29
		1.28	28
		1.27	27
		1.26	26
		1.25	25
		1.24	24
		1.23	23
		1.22	22
		1.21	21
		1.20	20
		1.19	19
		1.18	18
		1.17	17
		1.16	16
		1.15	15
		1.14	14
		1.13	13
		1.12	12
		1.11	11
		1.10	10
		1.09	9
		1.08	8
		1.07	7
		1.06	6
		1.05	5
		1.04	4
		1.03	3
		1.02	2
		1.01	1
		1.00	0

MEMORANDUM OF AGREEMENT

THIS MEMORANDUM OF AGREEMENT is made and entered into this 26th day of November, 2012 by and between **DRYDEN CENTRAL SCHOOL DISTRICT AND THE DRYDEN FACULTY ASSOCIATION.**

RECITALS:

WHEREAS, the Superintendent of Schools and the Dryden Faculty Association have met to conduct collective negotiations for a new Annual Professional Performance Review (APPR) Plan as required in section 3012-c of the Education Law and the Rules of the Board of Regents as contained within 8 NYCRR ¶30-2; and

WHEREAS, the parties have determined that the existing provisions should be deleted from the negotiated agreement to permit new procedures to be developed and implemented; and

WHEREAS, the parties subsequently conducted negotiations concerning the APPR Plan requirements contained in section 3012-c of the Education Law and the Rules of the Board of Regents as contained within 8 NYCRR ¶30-2, and have reached a negotiated agreement to implement the APPR requirements, were fully represented in such deliberations, and had all the terms and conditions herein contained thoroughly explained and fully understand the meaning thereof; and

NOW, THEREFORE, in consideration of the mutual undertakings and covenants herein contained, the parties stipulate and agree that the following terms and conditions shall set forth the agreements between them and shall be APPR Plan for the Dryden Central School District:

**ARTICLE I
INTRODUCTION**

The information contained within this document, referred to as the Dryden Central School District's Annual Professional Performance Review (APPR) plan, was developed in accordance with Education Law §3012-c, Sections 30-2 and 100.2(o) of the Rules and Regulations of the Commissioner of Education to enhance professional effectiveness and positively impact our total school environment.

The intent of the rubric-based APPR is to provide a process which facilitates improvement of instructional practices; encourages work toward personal, professional and district goals; recognizes and promotes professional growth; and focuses efforts on student-centered excellence in teaching and learning.

In the 2012-2013 school year, the new law applies to all classroom teachers and building principals. Other members of the Dryden Faculty Association shall be covered by the pre-existing APPR until it is modified.

**ARTICLE II
GENERAL CONDITIONS**

2.1 **Modifications to Negotiated Agreement.** Effective on the date this Agreement is approved and executed by both parties, this Agreement shall supersede any provision of the collective bargaining agreement between the District and the Dryden Faculty Association pertaining to the observation and evaluation of teachers who fall under 3012-c regulations.

2.2 Nothing in this APPR Plan shall abrogate the rights of the Dryden Central School District, its Board of Education and Superintendent of Schools to:

Identify and implement additional or different criteria for the evaluation of teachers, or principals or other individuals subject to the requirements of Education Law §3012-c, its amendments and implementing rules and regulations;

Discontinue the employment of a probationary teacher or in accordance with Education Law §§3012 and 3031 or restrict or limit the discretion of the Superintendent of Schools or Board of Education in making a determination on the status of a probationary teacher, principal or administrator and/or to deny tenure;

Apply the requirements of Education Law §3012-c, its amendments and implementing rules and regulations; or

Discontinue this APPR Plan and the provisions of this Agreement should Education Law §3012-c, its amendments and implementing rules and regulations

be repealed or modified so that the APPR Plan is no longer required or is voluntary.

2.3 The inclusion of the APPR Plan elements in this memorandum that are not required subjects of negotiations shall not constitute a waiver of the right of the Superintendent of Schools and Board of Education to: (1) decline to negotiate such elements and/or (2) to make unilateral decisions and changes with respect to such elements. The inclusion of such elements in this memorandum is for informational purposes only and any decisions or actions with respect to such elements shall not be subject to the appeal procedures contained within this memorandum.

2.4 **Test Integrity.** The District will ensure that no teacher shall score or administer any examination where the teacher has a vested outcome in the results of that examination (used to determine the teacher's composite score, or any part thereof). The District will house assessments in a secure location until the time when the assessment will be administered to students. To the extent possible, local assessments will be regionally developed.

The District's building administrators or other administrative staff members designated by the Superintendent of Schools are responsible for ensuring that all security requirements set forth in the SED Administrative Manuals are strictly followed for NYS Assessments administered in the district. The established protocols for storage, distribution, and administration of the assessments prohibit the possible dissemination to students before administration of the assessments.

The building administrators or other administrative staff members designated by the Superintendent of Schools are also responsible for organizing scoring procedures in order to ensure that district scorers are trained to score the assessments and that they have no vested interest in the outcome of the assessments they score and to ensure that students have no knowledge of assessment tasks.

ARTICLE III TEACHER EVALUATION

3.1. New York Teaching Standards

The professional performance review plan for teachers is based on the *New York State Teaching Standards*. These, therefore, are the criteria that will be used to evaluate teachers:

- **Knowledge of Students and Student Learning:** Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students;
- **Knowledge of Content and Instructional Planning:** Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement

for all students;

- **Instructional Practice:** Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards;
- **Learning Environment:** Teachers work with all students to create a dynamic learning environment that supports achievement and growth;
- **Assessment for Student Learning:** Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction. This includes assessment techniques based on appropriate learning standards designed to measure students' progress in learning and that he or she successfully utilizes analysis of available student performance data (for example: State test results, student work, school-developed assessments, teacher-developed assessments, etc.) and other relevant information (for example: documented health or nutrition needs, or other student characteristics affecting learning) when providing instruction;
- **Professional Responsibilities and Collaboration:** Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning. This includes the development of effective collaborative relationships with students, parents or caregivers, as needed, and appropriate support personnel to meet the learning needs of students; and
- **Professional Growth:** Teachers set informed goals and strive for continuous professional growth.

ARTICLE IV TEACHER EFFECTIVENESS

4.1 Regulatory Premise

Faculty will be evaluated as per NYS requirements under regulation 3012-c. The annual professional performance reviews conducted under this regulation shall differentiate teacher effectiveness using the following quality rating categories:

- Highly Effective (H)
- Effective (E)
- Developing (D)
- Ineffective (I)

This regulation requires a composite score comprised of three parts: State Growth Measures, Locally-Selected Growth Measures, and Other Measures of Effectiveness. These three parts are scored for a total of 100 points. (see Appendix B for the NYS HEDI Scoring Bands) Dryden Central School District has selected the Teachscape rubric for the “Other Measures of Effectiveness” which accounts for a maximum of 60 points. *Please note, at any*

point in this process, if you believe there was a recording or calculation error, you need to see your administrator as soon as possible. The formal Appeals Process applies only to an Ineffective rating. (Form 2012-N9)

The Commissioner’s regulations require that a probationary (untenured) faculty member must demonstrate proficiency in all seven (7) New York State Teaching Standards by the end of their probationary period in order for tenure to be granted. (see Appendix C “APPR-Teachscape-based Crosswalk-Between-NYSED-Teaching-Standards”) New York State law requires three years to tenure except for faculty members who have been previously awarded tenure who may be eligible for tenure in two years. In the case where tenure has not been recommended, an additional probationary year may be offered by the district. The APPR process must be a significant factor in tenure decisions.

According to this regulation, an Ineffective or Developing composite score will require a Teacher Improvement Plan (TIP). *This is not a punitive system* – it is a collaborative support system to improve practice which should increase student achievement.

The regulation also stipulates that two consecutive years with an “Ineffective” HEDI rating may result in the District filing for an expedited 3020-a (formal dismissal process for tenured faculty). It should be noted that this stipulation is only an option for the District and is not mandated under current regulations.

4.2 Annual professional performance reviews shall differentiate teacher effectiveness using a composite effectiveness score. Based on the teacher’s composite effectiveness score a classroom teacher shall be rated as either:

Highly Effective	91-100
Effective	75-90
Developing	65-74
Ineffective	0-64

Level	Growth or Comparable Measures	Local assessment of Growth or achievement	Other Measures (teacher 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 of student learning standards for grade/subject.	Overall performance and results exceed 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 of student learning standards for grade/subject.	Overall performance and results meet 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 of student learning standards for grade/subject.	Overall performance and results need improvement in order to meet 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 of student learning standards for grade/subject.	Overall performance and results do not meet standards.

4.3 The composite score is determined as follows:

Value-Added Model

Student Growth Measures	25 points
Locally Selected Measures	15 points
Multiple Measures of Teacher Effectiveness	60 points

OR

No Value-Added Model

Student Growth Measures	20 points
Locally Selected Measures	20 points
Multiple Measures of Teacher Effectiveness	60 points

A. *Student Growth Measures*

20% is based on student growth on State assessments or other comparable measures of student growth (increased to 25% upon implementation of a value-added growth model). Student growth means the change in student achievement for an individual student between two or more points in time.

B. *Student Learning Objectives*

For teachers in subject areas that do not have a state assessment, their growth score will be based on Student Learning Objectives. A Student Learning Objective (“SLO”) is an academic goal for a teacher’s students that is set at the start of a course. It represents the most important learning for the year (or, semester, where applicable). It must be specific and measurable, based on available prior student learning data, and aligned to Common Core, State, or national standards, as well as any other District priorities.

All SLOs using a pre-test shall include the following elements: Student population; Learning content; Interval of instructional time; Evidence; Baseline; Target and HEDI criteria; and Rationale.

The SLO process to be used shall consist of a pre-test administered at the beginning of the class (no later than the end of the fourth week of the course) and a final examination that will be administered at the end of the course.

After the pre-test is administered and scored, a class average using those currently on the class roster will be calculated and the range of scores and a class average will be determined. From this baseline data, the target score will be developed by the Principal in consultation with the teacher. The target score shall be developed no later than the end of the seventh week of the course. After the final examination is administered and scored, the percentage of students meeting the target shall be determined. The following will be used to determine points achieved by a teacher:

Highly Effective	76% - 100% of students meet SLO target	18-20 points
Effective	65% - 75% of students meet SLO target	9-17 points
Developing	53% - 64% of students meet SLO target	3-8 points
Ineffective	Less than 52% of students meet SLO target	0-2 points

% of Students Meeting SLO Target	Points For Local Measure
91-100	20
85-90	19
76-84	18
75	17
74	16
73	15
72	14
71	13
70	12
69	11
67-68	10
65-66	9
63-64	8
61-62	7
59-60	6
57-58	5
55-56	4
53-54	3
51-52	2
48-50	1
Less than 48	0

C. *Locally Selected Measures of Student Achievement*

20% of the composite effectiveness score is based on State assessments or other locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner (decreased to 15% upon implementation of value-added growth model). In ELA and Math for grades K-8, the STAR assessments will be used for the local assessment. In English 9, 10 and 11, the Scholastic Reading Inventory will be used for the local assessment. All other areas will need to use a regionally developed measure or an additional Student Learning Objective.

The local assessment goal of 75% will be considered an effective rating equivalent. The score is converted to points in the following table for non-value added model:

HEDI Level	HEDI Point Score Range	Achievement %	Points
Highly Effective	18-20	95-100%	20
		85-94%	19
		76-84%	18
Effective	9-17	75%	17
		74%	16
		73%	15
		72%	14
		71%	13
		70%	12
		69%	11
		67-68%	10
		65-66%	9
		Developing	3-8
61-62%	7		
59-60%	6		
57-58%	5		
55-56%	4		
53-54%	3		
Ineffective	0-2	51-52%	2
		49-50%	1
		0-48%	0

Scale to be determined annually and may be further modified if significant adjustments are made at the State level to exam content, format or scales.

The local assessment goal of 75% will be considered an effective rating equivalent. The score is converted to points in the following table for value added model:

HEDI Level	HEDI Point Score Range	Achievement %	Points
Highly Effective	14-15	90-100%	15
		76-89%	14
Effective	8-13	75%	13
		73-74%	12
		71-72%	11
		69-70%	10
		67-68%	9
		65-66%	8
Developing	3-7	62-64%	7
		59-61%	6
		57-58%	5
		55-56%	4
		53-54%	3
Ineffective	0-2	51-52%	2
		48-50%	1
		0-47%	0

D. Multiple Measures of Effectiveness

The remaining 60% (or 60 out of the total 100 point composite score) of the composite effectiveness score shall be based on teacher observations and the summative meeting. As part of the observation process, teachers are permitted to submit artifacts pertaining to any element of the rubric for consideration by an administrator during pre and post observation conferences and at the summative meeting. Any documentation provided should specifically indicate which standard and indicator that the teacher feels it addresses.

Other Measures of Effectiveness (60 points)

The APPR Ad Hoc Committee explored the approved NYS rubrics and chose the Teachscape rubric. It was the most closely aligned to the previous APPR process. Also, this rubric has exemplars to guide faculty members in achieving higher ratings. The Teachscape (Danielson 2011) rubric has four domains (Appendix D “APPR-Teachscape-based-Domain Overview”) which correlate to the seven (7) New York State Teaching Standards (Appendix C).

This rubric will comprise the local evaluation system and will be the focus of evidence collection, formal (announced) observations, informal (unannounced) observations, and recognized interactions (such as walk-throughs, parent meetings, faculty presentations, committee participation, etc.). Regulations require at least one announced and one unannounced observation of every faculty member every year. Earning all 60 points on the rubric will be gained through observations, progress meetings with an administrator, and other forms of evidence. Refer to the Teachscape rubric for exemplars of each component.

Below is a screenshot of a section of the scoring spreadsheet. Domain 1 is worth a total of 16 points (of the 60). Domains 2 and 3 are also worth 16 points each and Domain 4 is worth 12 points (see Appendix E for the complete scoring spreadsheet). Using Domain 1 as an example, there are six (6) components for which a rating will be earned based on the preponderance of the evidence provided throughout the school year.

DOMAIN	NYSED Standard	COMPONENTS	UNSATISFACTORY (1)	BASIC (2)	PROFICIENT (3,6)	DISTINGUISHED (4)	TOTAL Domain	Scaled Score
DOMAIN 1: PLANNING AND PREPARATION (16 points maximum)	2	1-A Demonstrating Knowledge of Content and Pedagogy					0	0
	1	1-B Demonstrating Knowledge of Students						
	2	1-C Setting Instructional Outcomes						
	2	1-D Demonstrating Knowledge of Resources						
	2	1-E Designing Coherent Instruction						
	5	1-F Designing Student Assessments						

Total Domain Score is a sum of all the points earned in each component. This score is then converted to a scaled score based on the points available for each domain. The scaled scores from each domain will be added together creating the final rubric score (maximum 60 points).

Observations

- Formal Announced Observation:
 - All faculty members will be formally observed by an appropriately trained administrator minimally one (1) time per year for a minimum of one continuous instructional period. Untenured faculty members (including Long-term Substitute Teachers) will be formally observed minimally two (2) times per year. The District *APPR Teachscape-based Pre-Observation Lesson Plan Form* (Form 2012-N3) is to be completed and discussed within ten (10) school days of any formal (announced) observation. In the unlikely event that an announced observation must be postponed, the pre-observation meeting will need to occur again.
 - A post-observation meeting is required for all formal observations and should be held within two (2) weeks of the observation. At the time of the post-observation meeting, the administrator will share the lesson description or script. At the post-observation, the teacher and administrator will review the lesson in regards to components of the evaluation rubric. After the post-observation meeting, a copy of the Classroom Observation Form (Form 2012-N4) will be provided to the faculty member.

- Formal Unannounced Observation:
 - All faculty members will be formally observed by an appropriately trained administrator minimally one (1) time per year for a minimum of twenty (20) minutes in an unannounced observation. Since this is an unannounced observation, no pre-observation form or meeting is required.
 - A post-observation meeting is required for all formal observations and should be held within two (2) weeks of the observation. At the time of the post-observation meeting,

the administrator will share the lesson description or script. At the post-observation, the teacher and administrator will review the lesson in regards to components of the evaluation rubric. After the post-observation meeting, a copy of the Classroom Observation Form (Form 2012-N4) will be provided to the faculty member.

- Additionally, informal observations and classroom visits (recognized interactions) will be ongoing throughout the school year. Such informal observations will be documented and provided to the teacher in a timely manner. This documentation will be included in a post-observation or progress meetings for discussion.
- It should be noted that a staff member may be observed by multiple administrators as we strive to have a team approach to supporting teachers. Untenured teachers should expect to be observed by multiple administrators.
- It is the responsibility of each faculty member to assure that formal announced observations are scheduled with the APPR supervising administrator and completed by May 1st.

Conversion scale to take the raw rubric score on four (4) to the HEDI value ranges based on the concept that if the majority of the elemental scores received is Ineffective the score should be Ineffective, similarly if the majority of the elemental scores received is Developing, Effective or Highly effective than the overall converted score should reflect the respective classification.

HEDI Level	HEDI Point Score Range	Calculated Rubric Score	Converted Score for Other Measures of Effectiveness
Highly Effective	59-60	3.76-4.00	60
		3.51-3.75	59
Effective	57-58	3.11-3.50	58
		2.60-3.10	57
Developing	50-56	2.40-2.59	56
		2.25-2.39	55
		2.10-2.24	54
		1.95-2.09	53
		1.80-1.94	52
		1.65-1.79	51
		1.50-1.64	50
Ineffective	0-49	1.49	49
		1.48	48
		1.47	47
		1.46	46
		1.45	45
		1.44	44
		1.43	43
		1.42	42
		1.41	41
		1.40	40
		1.39	39
		1.38	38
		1.37	37
		1.36	36
		1.35	35
		1.34	34
		1.33	33
		1.32	32
		1.31	31
		1.30	30
1.29	29		
1.28	28		
1.27	27		
1.26	26		
1.25	25		
1.24	24		
1.23	23		
1.22	22		
1.21	21		
1.20	20		

HEDI Level	HEDI Point Score Range	Calculated Rubric Score	Converted Score for Other Measures of Effectiveness
		1.19	19
		1.18	18
		1.17	17
		1.16	16
		1.15	15
		1.14	14
		1.13	13
		1.12	12
		1.11	11
		1.10	10
		1.09	9
		1.08	8
		1.07	7
		1.06	6
		1.05	5
		1.04	4
		1.03	3
		1.02	2
		1.01	1
		1.00	0

E. Rubric

Based on its inclusion of the SED-approved list of rubrics, the *Framework for Teaching (Teachscape)* rubric will be used to evaluate classroom teachers. Teachers shall be evaluated annually on the entire rubric.

F. Professional Development

Professional development objectives for the teacher will be based on the evaluation, in addition to school and/or district priorities.

**ARTICLE VI
EVALUATOR TRAINING**

6.1 The superintendent will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The District will utilize BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluator training will include training on:

- (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;
- (4) Application and use of the teacher or principal rubric(s), 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 District 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 locally selected measures of student achievement used by the district evaluate its teachers or principals;
- (7) Use of the Statewide Instructional Reporting System;
- (8) The scoring methodology 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; and
- (9) Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

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

ARTICLE VII DATA LINKAGE

7.1 Working with the Central New York Regional Information Center the Dryden Central School District will provide all of the data elements described by SED. Data will be submitted to the SED through the portal each year. This information includes a comprehensive course catalog, assessment scores, student enrollment information, and evaluation component score.

The District shall provide accurate data to the State Education Department in a format and timeline prescribed by the Commissioner. The District shall also provide access to teachers so they may verify the student rosters assigned at the beginning of each school year and prior to the administration of State assessments.

The designated Data Coordinator shall be in charge of collecting the required data, overseeing changes in and maintenance of the local data management systems, and ensuring the accuracy of the data. The Data Coordinator shall have the authority to assign tasks and deadlines, as required.

The Data Coordinator shall be responsible for reporting to the SED the individual subcomponent scores and the total composite effectiveness score for each covered classroom teacher in the District, and shall do so in a format and timeline prescribed by the Commissioner.

ARTICLE VIII
PROCEDURES FOR APPEALING AN ANNUAL PROFESSIONAL
PERFORMANCE REVIEW

8.1 The Appeals Process was incorporated into the law because of the possibility of an expedited hearing if two consecutive Ineffective ratings were attained. Therefore, only an Ineffective rating may be appealed. It is acknowledged that an appeal may be based on either a procedural or a substantive issue. All appeals must be filed within 30 school days of receiving the Ineffective rating. Appeals will be filed with the Superintendent and the Association President who will meet within ten (10) school days and select the Appeals Committee. The following procedures are the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher's annual professional performance review.

8.2 The grievance and/or arbitration procedures in any negotiated agreement shall not be used to appeal or review a teacher's annual professional performance review. To the extent that a conflict exists between a negotiated agreement and this procedure, the terms and conditions of this procedure shall prevail and be applied.

8.3 This procedure shall be in effect unless changed by the parties or until the requirement to have such a procedure under Education Law §3012-c is repealed by law, regulation or a valid ruling by a court or administrative agency with jurisdiction.

- (1) A teacher who receives a rating of "ineffective" may appeal his or her performance review. Ratings of "highly effective", "effective" or "developing" cannot be appealed.
- (2) A teacher may appeal only the substance of his or her performance review, the school district's adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the commissioner of education, and compliance with the procedures for the conduct of performance reviews set forth in the annual professional performance review plan.
- (3) A teacher may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.
- (4) Appeals concerning a teacher performance review must be received in the office of the Superintendent of Schools no later than thirty (30) work days after the date when the teacher receives his/her performance review. The failure to submit an appeal to the Superintendent of Schools within this time frame shall result in a waiver of the teacher's right to appeal that performance review.
- (5) A teacher wishing to initiate an appeal must submit, in writing (e-mail or other electronic submissions are not permitted), to the Superintendent or his/her designee, with a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes

are relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

- (6) Appeals will be filed with the Superintendent and the Association President who will meet within ten (10) school days of the receipt of the appeal and select the Appeals Committee. The Appeals Committee will be comprised of the Superintendent (or his/her representative), the Association President (or his/her representative) and a third party jointly selected by the superintendent (or his/her representative) and the Association President (or his/her representative). The Appeals Committee reserves the right to interview the administrator(s) or the staff member identified on the appeals form. The Committee should meet as soon as possible but no later than ten (10) school days after their selection. The Committee will render their decision, which may include adjustments to the total composite scoring or any part thereof. The Committee decision is binding and will be delivered by registered mail to the staff member that initiated the appeal no later than ten (10) school days after the Committee meeting. If the rating of Ineffective is changed to Effective, the Superintendent may choose to eliminate a TIP or may recommend continuation or modification of the TIP.
- (7) A procedural appeal would be filed when a member believes his/her APPR process was flawed (for example, timelines not met, uncorrected class roster errors, or documentation omitted). The faculty member would complete Form 2012-N9 and include APPR language that the member believes was violated. (see excerpt from Form 2012-N9 below)

<input type="checkbox"/> <u>Procedural Appeal</u> Explanation of why member believes APPR process was flawed. Please include APPR language that member believes was violated (may attach additional sheet if necessary). <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/>

A substantive appeal would be filed when a member is contesting either a rubric score or a part of a SLO score. The member would need to provide an explanation and any supporting documents to the Appeal Committee. (see excerpt from Form 2012-N9 below)

<input type="checkbox"/> <u>Substantive Appeal</u> Check domain(s) being appealed	<input type="checkbox"/> SLO Appeal
<input type="checkbox"/> Domain #1 <i>Component(s)</i> : _____	<input type="checkbox"/> State
<input type="checkbox"/> Domain #2 <i>Component(s)</i> : _____	<input type="checkbox"/> Local
<input type="checkbox"/> Domain #3 <i>Component(s)</i> : _____	
<input type="checkbox"/> Domain #4 <i>Component(s)</i> : _____	

- (8) The teacher's failure to comply with the requirements of this procedure shall result in a waiver and/or denial of the appeal.
- (9) The teacher bringing an appeal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing that there is no substantial evidence upon which to base the District's conclusion.

ARTICLE IX TEACHER IMPROVEMENT PLANS

Teacher Improvement Plans (TIP)

9.1 If a teacher is rated "Developing" or "Ineffective," NYS regulation requires the school district to develop and implement a Teacher Improvement Plan (TIP). Tenured teachers with a pattern of ineffective teaching or performance – defined by law as two consecutive annual "Ineffective" ratings – may be charged with incompetence and considered for termination through an expedited hearing process.

9.2 The Dryden Central School APPR program has been developed around the premise of helping teachers demonstrate their competence. In this system, a TIP (Form 2012-N8) is not punitive but is developed collaboratively with an administrator to assist a teacher in attaining improved instructional practice which should result in an improved HEDI rating determined by NYSED. Faculty members found to be Developing or Ineffective will be notified of their requirement to participate in developing a Teacher Improvement Plan (TIP) with Form 2012-N7.

9.3 Faculty members receiving TIP notification are encouraged to schedule a planning meeting with their administrator before the first staff day. A faculty member may submit a claim form to receive in-service pay for up to two hours of TIP work with an administrator prior to the first staff day. If the member and administrator cannot agree on a plan, a meeting will be held with the superintendent who will determine the contents of the plan. The plan will be completed and Form 2012-N8 returned to the member no more than ten school days after this meeting.

9.4 If a teacher receives an Ineffective rating, the TIP may be under the "intense remediation" guidelines. If consecutive annual Ineffective ratings are achieved, the district may choose to follow the state option to pursue an expedited hearing or grant an additional year of intense remediation. The "intense remediation" TIP will require additional meeting time and more direct monitoring and support.

9.5 The procedures outlined above will also be used for any and all appeals of Teacher Improvement Plans that are issued in accordance with the annual professional performance review plan. Appeals related to the issuance of an improvement plan are limited to issues regarding compliance with the requirements prescribed in applicable law and regulations for the issuance of improvement plans, and must be initiated within ten (10) calendar days of the alleged failure of the District to comply with such requirements.

9.6 The forms to be used for a TIP are attached to this APPR document.

**ARTICLE X
ON-GOING REVIEW**

10.1 This document containing the Teachscape-based APPR Program will be reviewed by the APPR Committee which will meet monthly during the school year and in the summer as needed. The Committee will use a collaborative, consensus model for making revisions. Changes to the program will be implemented in the following year whenever possible. The Board of Education must adopt the Teachscape-based APPR Program each August and Committee representatives will be present for this Board meeting.

This committee is comprised of:

- K-3 Teacher
- 4-5 Teacher
- 6-8 Teacher
- 9-12 Teacher
- Special Area/Non-core Teacher
- Special Education Teacher
- Faculty Association Appointee (liaison to the Association Executive Committee)
- K-5 Administrator
- 6-12 Administrator
- Superintendent (or Designee)

This Committee will serve as a feedback mechanism for staff and administrators. Technology will be used as much as possible to gather information and feedback.

**ARTICLE XI
AVAILABILITY OF DISTRICT'S APPR PLAN**

11.1 The District will file with SED, by regular mail, its APPR Plan, and revisions to the Plan, not later than September 10 of each school year. In addition, the District will make its Plan available to employees and members of the public by placing an electronic copy of the Plan on its website. The District will also provide notice of the availability of its Plan in its District newsletter during each school year.

**ARTICLE XII
MISCELLANEOUS PROVISIONS**

12.1 In the event of a conflict between the provisions contained within this memorandum and those established in Education Law §3012-c, rules promulgated by the Board of Regents, regulations promulgated by the Commissioner of Education or federal statutory or regulatory requirements relating to teacher evaluation or performance, such federal statute and regulations shall govern.

11.2 In the event there is a conflict between the provisions contained within this Agreement and the collective bargaining agreement between the parties, the terms and conditions contained in this Agreement shall supersede and prevail.

11.3 If any provision of this Agreement or any application of the agreement to any employee or group of employees shall be found contrary to law, or would tend to impinge upon or reduce in any way the duties or responsibilities of the Board of Education as defined in Section 1709, 1711, or other sections of the Education Law pertaining to the duties and responsibilities of the Board of Education, then such provision or application shall not be deemed valid or subsisting, except to the extent permitted by law, but all other provisions or applications will continue.

FOR THE DISTRICT:


Sandra R. Sherwood
Superintendent of Schools
Dryden Central School District

FOR THE DFA:


Cynthia Waterman
President
Dryden Faculty Association

Appendix A: APPR Process Timeline

September

- Group meeting to present revised APPR process with all affected faculty

September – First Week of October

- Small group Initial Meeting with administrator(s) to discuss the APPR process, composite score generation, rubric, timeline for observation(s), and administration of a local assessment
- Completion of Initial Meeting Forms (Form 2012-N1 for faculty, Form 2012-N2 for administrators)

Mid-September – March

- Prior to a formal (announced) observation, the faculty member **will schedule** a Pre-Observation Meeting to occur within ten (10) school days
- Completion of Pre-observation Form 2012-N3 by faculty member
- In the unlikely event that an observation must be postponed, the pre-observation meeting will need to occur again.
- Completion of Observation Form 2012-N4 by administrator following the post-observation meeting

January – February

- Progress Meeting scheduled by administrator (Form 2012-N5)
- Review of faculty provided evidence of performance

By May 1st

- All Formal observation(s) **will be completed** (pre-observation, observation, post-observation). This may only be modified in extenuating circumstances.

First School Day in June (Early Warning System)

- Faculty accumulating less than 40 points on the Teachscape rubric will be notified in writing that they are at risk of being identified as Developing or Ineffective by New York State (Form 2012-N6)

Summer

- APPR documentation will be finalized. Local scaled scores (rubric and local assessment) will be formulated and combined with state assessment score to create composite score to determine level of performance (HEDI) according to state guidelines (Appendix B)
- Faculty will be formally notified by the school district in writing of their HEDI rating within three (3) weeks of the school district receiving the data from the state (Form 2012-N7)
- Faculty members found to be Developing or Ineffective will be notified of their requirement to participate in developing a Teacher Improvement Plan (TIP) with Form 2012-N7
- Faculty receiving TIP notification are encouraged to schedule a planning meeting with their administrator before the first staff day.

September

- Within the first ten school days, the teacher improvement plan (Form 2012-N8) will be implemented

Throughout School Year

- Informal observation(s) will be conducted and documented
- Additional progress meetings may be requested by faculty or administrator
- Review of faculty provided evidence of performance

Appendix B: Commissioner's Scoring Bands

For 2012-13 for educators for whom there is no approved Value-Added measure of student growth the scoring ranges 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	91-100
Effective	9-17	9-17		75-90
Developing	3-8	3-8		65-74
Ineffective	0-2	0-2		0-64

For 2012-13 for educators for whom there is an approved Value-Added measure for student growth the scoring ranges 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	91-100
Effective	10-21	8-13		75-90
Developing	3-9	3-7		65-74
Ineffective	0-2	0-2		0-64

Screenshot above from <http://engageny.org/wp-content/uploads/2012/03/nys-evaluation-plans-guidance-memo.pdf>

Downloaded on August 25, 2012 from document entitled New York State Teacher and Principal Evaluation 2012-13 and beyond: Summary of Revised APPR Provisions – Summary of regulations adopted by Board of Regents on March 30, 2012 to implement Education Law 3012-c. as amended by Chapter 21 of the Laws 2012 (S.6732/A.9554)

Appendix C: Crosswalk Between NYSED Teaching Standards and the Teachscape Rubric

NYSED Teaching Standards	Teachscape-Based Rubric
Standard 1: Knowledge of Students and Student Learning Elements 1.1-1.6	Domain I: Planning and Preparation Component: 1B
Standard 2: Knowledge of Content and Instructional Planning Elements 2.1-2.6	Domain 1: Planning and Preparation Components: 1A, 1C – 1E
Standard 3: Instructional Practice Elements 3.1-3.6	Domain 3: Instruction Components: 3A-3F
Standard 4: Learning Environment Elements 4.1-4.4	Domain 2: Classroom Environment Components: 2A-2E
Standard 5: Assessment for Student Learning Elements 5.1-5.5	Domains 1, 3, 4 Components: 1F, 3D, 4A
Standard 6: Professional Responsibilities and Collaboration Elements 6.1-6.5	Domain 4: Professional Responsibilities Components: 4B, 4C, 4F
Standard 7: Professional Growth Elements 7.1-7.4	Domain 4: Professional Responsibilities Components: 4A, 4C, 4E

Appendix D: Teachscape Domain Overview

Domain 1

Planning and Preparation

a. Demonstrating Knowledge of Content and Pedagogy

Knowledge of Content and the Structure of the Discipline
 Knowledge of Prerequisite Relationships
 Knowledge of Content-Related Pedagogy

b. Demonstrating Knowledge of Students

Knowledge of Child and Adolescent Development
 Knowledge of the Learning Process
 Knowledge of Students' Skills, Knowledge, and Language Proficiency
 Knowledge of Students' Interests and Cultural Heritage
 Knowledge of Students' Special Needs

c. Selecting Instructional Outcomes

Value, Sequence, and Alignment
 Clarity
 Balance
 Suitability for Diverse Learners

d. Demonstrating Knowledge of Resources

Resources for Classroom Use
 Resources to Extend Content Knowledge and Pedagogy
 Resources for Students

e. Designing Coherent Instruction

Learning Activities
 Instructional Materials and Resources
 Instructional Groups
 Lesson and Unit Structure

f. Designing Student Assessment

Congruence with Instructional Outcomes
 Criteria and Standards
 Design of Formative Assessments

Domain 2

The Classroom Environment

a. Creating an Environment of Respect and Rapport

Teacher Interaction with Students
 Student Interactions with One Another

b. Establishing a Culture for Learning

Importance of the Content
 Expectations for Learning and Achievement
 Student Pride in Work

c. Managing Classroom Procedures

Management of Instructional Groups
 Management of Transitions
 Management of Materials and Supplies
 Performance of Non-Instructional Duties
 Supervision of Volunteers and Paraprofessionals

d. Managing Student Behavior

Expectations
 Monitoring of Student Behavior
 Response to Student Misbehavior

e. Organizing Physical Space

Safety and Accessibility
 Arrangement of Furniture and Use of Physical Resources

Domain 4

Professional Responsibilities

a. Reflecting on Teaching

Accuracy
 Use in Future Teaching

b. Maintaining Accurate Records

Student Completion of Assignments
 Student Progress in Learning
 Non-instructional Records

c. Communicating with Families

Information About the Instructional Program
 Information About Individual Students
 Engagement of Families in the Instructional Program

d. Participating in a Professional Community

Relationships with Colleagues
 Involvement in a Culture of Professional Inquiry
 Service to the School
 Participation in School and District Projects

e. Growing and Developing Professionally

Enhancement of Content Knowledge and Pedagogical Skill
 Receptivity to Feedback from Colleagues
 Service to the Profession

f. Demonstrating Professionalism

Integrity and Ethical Conduct
 Service To Students
 Advocacy
 Decision Making

Domain 3

Instruction

a. Communicating with Students

Expectations for Learning
 Directions and Procedures
 Explanations of Content
 Use of Oral and Written Language

b. Using Questioning and Discussion Techniques

Quality of Questions
 Discussion Techniques
 Student Participation

c. Engaging Students in Learning

Activities and Assignments
 Grouping of Students
 Instructional Materials and Resources
 Structure and Pacing

d. Using Assessment in Instruction

Assessment Criteria
 Monitoring of Student Learning
 Feedback to Students
 Student Self-Assessment and Monitoring of Progress

e. Demonstrating Flexibility and Responsiveness

Lesson Adjustment
 Response to Students
 Persistence

Appendix E – Scaled Score Record Sheet

DOMAIN	NYSED Standard	COMPONENTS	UNSATISFACTORY (1)	BASIC (2)	PROFICIENT (3,4)	DISTINGUISHED (4)	TOTAL Domain	Scaled Score
DOMAIN 1: PLANNING AND PREPARATION (16 points maximum)	2	1-A Demonstrating Knowledge of Content and Pedagogy					0	0
	1	1-B Demonstrating Knowledge of Students						
	2	1-C Setting Instructional Outcomes						
	2	1-D Demonstrating Knowledge of Resources						
	2	1-E Designing Coherent Instruction						
	5	1-F Designing Student Assessments						
DOMAIN 2: CLASSROOM ENVIRONMENT (16)	4	2-A Creating an Environment of Respect and Rapport					0	0
	4	2-B Establishing a Culture for Learning						
	4	2-C Managing Classroom Procedures						
	4	2-D Managing Student Behavior						
	4	2-E Organizing Physical Space						
DOMAIN 3: INSTRUCTION (16)	3	3-A Communicating With Students					0	0
	3	3-B Using Questioning and Discussion Techniques						
	3	3-C Student Engagement in Learning						
	3, 5	3-D Using Assessment in Instruction						
	3	3-E Demonstrating Flexibility and Responsiveness						
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES (12)	7, 5	4-A Reflecting on Teaching					0	0
	6	4-B Maintaining Accurate Records						
	6	4-C Communicating with Families						
	7	4-D Participating in a Professional Community						
	7	4-E Growing and Developing Professionally						
	6	4-F Showing Professionalism						

Total Score (out of 60 Pts) 0

APPENDIX F
SELECTED FORMS
DRYDEN CENTRAL SCHOOL DISTRICT

*Annual Professional Performance Review (Teachscape-based)
Dryden Central School District*

Initial Meeting Form: Faculty

Faculty Member: _____

Meeting Date: _____

Facilitating Administrator(s): _____

Discussion topics covered:

evidence collection

information exchange

timeline

types of observations / interactions

formal observation / scheduling responsibilities

TIP review

observation cancellation

document review (rubric, forms)

progress meeting(s)

early warning

SLO / local assessments

additional discussion topics: _____

Individual SLO (Student Learning Objectives) Development Requirements:

Course/Class/Content Area	State Growth Measure	Local Growth Measure

Annual Professional Performance Review (Teachscape-based)
Dryden Central School District

Initial Meeting Form: Administrative Record

Meeting Date: _____ Administrator: _____

Discussion topics covered:

- evidence collection
- information exchange
- timeline
- types of observations / interactions
- formal observation / scheduling responsibilities
- TIP review
- observation cancellation
- document review (rubric, forms)
- progress meeting(s)
- early warning
- SLO / local assessments
- additional discussion topics: _____

In Attendance:

Name (Print)	Signature	Assignment/ APPR Administrator for Current School Year

Pre-Observation Planning Form

Faculty Member: _____

Date/Time of Scheduled Observation: _____

1. To which part of your curriculum does this lesson relate?
2. How does this learning “fit” in the sequence of learning for this class?
3. Briefly describe the students in this class, including those with special needs.
4. What are your learning outcomes for this lesson? What do you want the students to understand?
5. How will you engage the students in the learning? What will you do? What will the students do?
Will the students work in groups, or individually, or as a large group?
Provide copies of any worksheets or other materials the students will be using.
6. How will you differentiate instruction for different individuals or groups of students in the class?

7. How and when will you know whether the students have learned what you intend?

8. Is there anything that you would like me to specifically observe during the lesson?

Annual Professional Performance Review (Teachscape-based)
Dryden Central School District

Classroom Observation Form

Teacher:

Date Observed:

Administrator:

Time/Period:

Grade/Subject:

Formal ___ Informal ___

Faculty Member:

(print)

(signature*)

(date)

Administrator:

(print)

(signature)

(date)

**Signature of staff on this form does not necessarily indicate agreement, but represents recognition of the written report.*

I. Description of Lesson Observed:

II. Evidence

DOMAIN	NYSED	COMPONENTS	OBSERVATION (No comment indicates that evidence for this component was not demonstrated within the observed lesson)
DOMAIN 1: PLANNING AND PREPARATION (16 points maximum)	2	1-A Demonstrating Knowledge of Content and Pedagogy	
	1	1-B Demonstrating Knowledge of Students	
	2	1-C Setting Instructional Outcomes	
	2	1-D Demonstrating Knowledge of Resources	
	2	1-E Designing Coherent Instruction	
	5	1-F Designing Student Assessments	
DOMAIN 2: CLASSROOM ENVIRONMENT (16)	4	2-A Creating an Environment of Respect and Rapport	
	4	2-B Establishing a Culture for Learning	
	4	2-C Managing Classroom Procedures	
	4	2-D Managing Student Behavior	
	4	2-E Organizing Physical Space	
DOMAIN 3: INSTRUCTION (16)	3	3-A Communicating With Students	
	3	3-B Using Questioning and Discussion Techniques	
	3	3-C Student Engagement in Learning	
	3, 5	3-D Using Assessment in Instruction	
	3	3-E Demonstrating Flexibility and Responsiveness	
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES (12)	7, 5	4-A Reflecting on Teaching	
	6	4-B Maintaining Accurate Records	
	6	4-C Communicating with Families	
	7	4-D Participating in a Professional Community	
	7	4-E Growing and Developing Professionally	
	6	4-F Showing Professionalism	

III. Summary:

III. Staff Comments

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Dryden Central School District*

APPR Progress Meeting Form

School Year: _____ Teaching Assignment: _____ Tenured/Non-Tenured (*Circle One*)

Faculty Member: _____ Administrator: _____
(print name) (print name)

**Initials of staff on this form do not necessarily indicate agreement, but represents recognition that the written report will be entered in the personnel file.*

Initial Meeting: **Date** _____ **Admin Initials** _____ **Faculty Initials** _____

Recognition of Interactions (RI): (*Indicate dates*) _____

Domain 1: Planning and Preparation

<p><i>Meeting:</i> ___ <i>Progress</i> ___ <i>Midyear</i> ___ <i>Observation</i> <i>Date</i> _____ <i>Admin.</i> _____ <i>Faculty</i> _____</p> <p>Administrator Comments</p> <p>Faculty Comments</p>
<p><i>Meeting:</i> ___ <i>Progress</i> ___ <i>Midyear</i> ___ <i>Observation</i> <i>Date</i> _____ <i>Admin.</i> _____ <i>Faculty</i> _____</p> <p>Administrator Comments</p> <p>Faculty Comments</p>
<p><i>Meeting:</i> ___ <i>Progress</i> ___ <i>Midyear</i> ___ <i>Observation</i> <i>Date</i> _____ <i>Admin.</i> _____ <i>Faculty</i> _____</p> <p>Administrator Comments</p> <p>Faculty Comments</p>

NYSED Standard	ELEMENTS	DOMAIN 1: PLANNING AND PREPARATION (16 PTS)	UNSATISFACTORY (1)	BASIC (2)	PROFICIENT (3.6)	DISTINGUISHED (4)
2	1-A	Demonstrating Knowledge of Content and Pedagogy				
1	1-B	Demonstrating Knowledge of Students				
2	1-C	Setting Instructional Outcomes				
2	1-D	Demonstrating Knowledge of Resources				
2	1-E	Designing Coherent Instruction				
5	1-F	Designing Student Assessments				

Domain 2: The Classroom Environment

<p><i>Meeting:</i> ___ <i>Progress</i> ___ <i>Midyear</i> ___ <i>Observation</i> <i>Date</i> _____ <i>Admin.</i> _____ <i>Faculty</i> _____</p> <p>Administrator Comments</p> <p>Faculty Comments</p>
<p><i>Meeting:</i> ___ <i>Progress</i> ___ <i>Midyear</i> ___ <i>Observation</i> <i>Date</i> _____ <i>Admin.</i> _____ <i>Faculty</i> _____</p> <p>Administrator Comments</p> <p>Faculty Comments</p>
<p><i>Meeting:</i> ___ <i>Progress</i> ___ <i>Midyear</i> ___ <i>Observation</i> <i>Date</i> _____ <i>Admin.</i> _____ <i>Faculty</i> _____</p> <p>Administrator Comments</p> <p>Faculty Comments</p>

NYSED Standard	ELEMENTS	DOMAIN 2: CLASSROOM ENVIRONMENT (16 PTS)	UNSATISFACTORY (1)	BASIC (2)	PROFICIENT (3.6)	DISTINGUISHED (4)
4	2-A	Creating an Environment of Respect and Rapport				
4	2-B	Establishing a Culture for Learning				
4	2-C	Managing Classroom Procedures				
4	2-D	Managing Student Behavior				
4	2-E	Organizing Physical Space				

Domain 3: Instruction

<p><i>Meeting:</i> ___ <i>Progress</i> ___ <i>Midyear</i> ___ <i>Observation</i> <i>Date</i> _____ <i>Admin.</i> _____ <i>Faculty</i> _____</p> <p>Administrator Comments</p> <p>Faculty Comments</p>
<p><i>Meeting:</i> ___ <i>Progress</i> ___ <i>Midyear</i> ___ <i>Observation</i> <i>Date</i> _____ <i>Admin.</i> _____ <i>Faculty</i> _____</p> <p>Administrator Comments</p> <p>Faculty Comments</p>
<p><i>Meeting:</i> ___ <i>Progress</i> ___ <i>Midyear</i> ___ <i>Observation</i> <i>Date</i> _____ <i>Admin.</i> _____ <i>Faculty</i> _____</p> <p>Administrator Comments</p> <p>Faculty Comments</p>

NYSED Standard	ELEMENTS	DOMAIN 3: INSTRUCTION (16 PTS)	UNSATISFACTORY (1)	BASIC (2)	PROFICIENT (3.6)	DISTINGUISHED (4)
3	3-A	Communicating With Students				
3	3-B	Using Questioning and Discussion Techniques				
3	3-C	Student Engagement in Learning				
3, 5	3-D	Using Assessment in Instruction				
3	3-E	Demonstrating Flexibility and Responsiveness				

Domain 4: Professional Responsibilities

Meeting: ___ *Progress* ___ *Midyear* ___ *Observation* *Date* _____ *Admin.* _____ *Faculty* _____

Administrator Comments

Faculty Comments

Meeting: ___ *Progress* ___ *Midyear* ___ *Observation* *Date* _____ *Admin.* _____ *Faculty* _____

Administrator Comments

Faculty Comments

Meeting: ___ *Progress* ___ *Midyear* ___ *Observation* *Date* _____ *Admin.* _____ *Faculty* _____

Administrator Comments

Faculty Comments

NYSED Standard	ELEMENTS	DOMAIN 4: PROFESSIONAL RESPONSIBILITIES (12 PTS)	UNSATISFACTORY (1)	BASIC (2)	PROFICIENT (3.6)	DISTINGUISHED (4)
7, 5	4-A	Reflecting on Teaching				
6	4-B	Maintaining Accurate Records				
6	4-C	Communicating with Families				
7	4-D	Participating in a Professional Community				
7	4-E	Growing and Developing Professionally				
6	4-F	Showing Professionalism				

Staff Member: _____

APPR Administrator: _____

Date: _____

For the 2012-13 school year, NYS APPR requires that school districts create an early warning system to notify at risk staff before the end of the school year.

This letter serves to notify you that your overall rubric score of _____ puts you at risk of obtaining a composite score in the Ineffective or Developing range. In the Dryden School District, any staff member receiving less than 45 points on the local rubric will be required to develop a Teacher Improvement Plan (TIP) regardless of the composite score received from the state.

Your score requires that a TIP be prepared and implemented as soon as practicable, but no later than 10 school days from the opening of classes. You will need to meet with your administrator to set dates for the development of a plan. TIP development meetings occurring outside of the regular academic calendar year will be compensated (up to a maximum of two hours) based on the current direct pay in-service rate.

APPR Plan (Teachscape-based) Appeals Form

- Submit the signed and completed form to the Superintendent of Schools and the Association President within thirty (30) school days of receiving an Ineffective rating you are appealing
- Please review the appeals process found in the APPR Memorandum of Agreement and review the timelines for filing an appeal

1. Appeal Information *Only an overall rating (composite score) of Ineffective may be appealed*

By submitting this appeal form, I request the APPR Appeal Committee review the evidence attached to determine if the ineffective rating should be affirmed or overturned.

Member Name (please print): _____

Member Title: _____ Member Building: _____

2. Type of Appeal (check box that applies)

Procedural Appeal

Explanation of why member believes APPR process was flawed. Please include APPR language that member believes was violated (may attach additional sheet if necessary).

Substantive Appeal Check domain(s) being appealed__

Domain #1 *Component(s)*: _____ Domain #2 *Component(s)*: _____

Domain #3 *Component(s)*: _____ Domain #4 *Component(s)*: _____

<input type="checkbox"/> SLO Appeal
<input type="checkbox"/> State
<input type="checkbox"/> Local

What you believe the rating should have been: ___ Highly Effective ___ Effective ___ Developing

Explanation of why you believe the component(s) selected above should be reviewed (may attach additional sheet if necessary):

Attach the observation(s) being appealed or any supporting documentation for committee review

Annual Professional Performance Review (Teachscape-based)
Dryden Central School District

Teacher Improvement Plan

School Year: _____ Teaching Assignment: _____ Tenure Status: _____

Staff Member: _____
(print name) (signature indicating agreement to plan) (date)

Administrator: _____
(print name) (signature indicating agreement to plan) (date)

<i>Domain Component(s) of Concern with Supporting Evidence:</i>						
<i>Plan for Improvement:</i> (specific outcomes, strategies for growth, evaluation process)						
<i>Timeline:</i> (completed by mid-May)						
Progress Review Meeting Dates:						

Note: If the member and administrator cannot agree on a plan, a meeting will be held with the superintendent who will determine the contents of the plan. The plan will be completed and this form returned to the member no more than ten school days after this meeting.

Evaluation of Plan Completion:

_____ **Satisfactory Completion**

_____ **Incomplete**

_____ **Unsatisfactory:** Growth Demonstrated, TIP to continue with revised goals and timeline

_____ **Unsatisfactory:** In need of intense remediation

Summary

MEMORANDUM OF AGREEMENT

THIS MEMORANDUM OF AGREEMENT is made and entered into this 26th day of November, 2012, by and between **DRYDEN CENTRAL SCHOOL DISTRICT ("DISTRICT") AND THE DRYDEN ADMINISTRATORS' ASSOCIATION ("DAA" OR "ASSOCIATION")**.

RECITALS:

WHEREAS, the Superintendent of Schools and the Dryden Administrators' Association have met to conduct collective negotiations for a new Annual Professional Performance Review (APPR) Plan as required in section 3012-c of the Education Law and the Rules of the Board of Regents as contained within 8 NYCRR ¶30-2; and

WHEREAS, the parties subsequently conducted negotiations concerning the APPR Plan requirements contained in section 3012-c of the Education Law and the Rules of the Board of Regents as contained within 8 NYCRR ¶30-2, and have reached a negotiated agreement to implement the APPR requirements, were fully represented in such deliberations, and had all the terms and conditions herein contained thoroughly explained and fully understand the meaning thereof; and

NOW, THEREFORE, in consideration of the mutual undertakings and covenants herein contained, the parties stipulate and agree that the following terms and conditions shall set forth the agreements between them and shall be APPR Plan for the Dryden Central School District:

**ARTICLE I
INTRODUCTION**

The information contained within this document, referred to as the Dryden Central School District's Annual Professional Performance Review (APPR) Plan for Principal, was developed in accordance with Education Law §3012-c, Sections 30-2 and 100.2(o) of the Rules and Regulations of the Commissioner of Education to enhance professional effectiveness and positively impact our total school environment.

The intent of the APPR is to provide a process which facilitates improvement of instructional practices; encourages work toward personal, professional and district goals; recognizes and promotes professional growth; and focuses efforts on student-centered excellence in teaching and learning.

In the 2012-2013 school year, the law applies to all classroom principals and building principals.

**ARTICLE II
GENERAL CONDITIONS**

2.1 **Modifications to Negotiated Agreement.** Effective on the date this Agreement is approved and executed by both parties, this Agreement shall supersede any provision of the collective bargaining agreement between the District and the Dryden Administrators' Association pertaining to the observation and evaluation of principals.

2.2 Nothing in this APPR Plan shall abrogate the rights of the Dryden Central School District, its Board of Education and Superintendent of Schools to:

Identify and implement additional or different criteria for the evaluation of principals, or principals or other individuals subject to the requirements of Education Law §3012-c, its amendments and implementing rules and regulations;

Discontinue the employment of a probationary principal or in accordance with Education Law §§3012 and 3031 or restrict or limit the discretion of the Superintendent of Schools or Board of Education in making a determination on the status of a probationary principal, principal or administrator and/or to deny tenure;

Apply the requirements of Education Law §3012-c, its amendments and implementing rules and regulations; or

Discontinue this APPR Plan and the provisions of this Agreement should Education Law §3012-c, its amendments and implementing rules and regulations be repealed or modified so that the APPR Plan is no longer required or is voluntary.

2.3 The inclusion of the APPR Plan elements in this memorandum that are not required subjects of negotiations shall not constitute a waiver of the right of the Superintendent of Schools and Board of Education to: (1) decline to negotiate such elements and/or (2) to make unilateral decisions and changes with respect to such elements. The inclusion of such elements in this memorandum is for informational purposes only and any decisions or actions with respect to such elements shall not be subject to the appeal procedures contained within this memorandum.

2.4 Test Integrity. The District will ensure that no principal shall score or administer any examination where the principal has a vested outcome in the results of that examination (used to determine the principal's composite score, or any part thereof). The District will house assessments in a secure location until the time when the assessment will be administered to students. To the extent possible, local assessments will be regionally developed.

The District's Principals are responsible for ensuring that all security requirements set forth in the SED Administrative Manuals are strictly followed for NYS Assessments administered in the district. The established protocols for storage, distribution, and administration of the assessments prohibit the possible dissemination to students before administration of the assessments.

The Principals are also responsible for organizing scoring procedures in order to ensure that district scorers are trained to score the assessments and that they have no vested interest in the outcome of the assessments they score and to ensure that students have no knowledge of assessment tasks.

ARTICLE III PRINCIPAL EVALUATION

Preliminary Statement

3.1 This provision shall apply only to the title of principal and all provisions of this article will be applicable to both tenured and selected portions will apply to probationary principals. No ineffective rating which is based on the principal's performance in the 2012-13 school year shall be utilized in the expedited Education Law §3020-a process outlined in §§ 3012-c and section 3020-a.

3.2 Should the §3012-c of the Education Law or the regulations regarding §3012-c be amended or change from what was enacted, this agreement shall be renegotiated to be consistent with further changes in law or regulation.

3.3 It is acknowledged that nothing within section 3012-c or its implementing regulations shall be construed to affect the statutory right of the school district to terminate a probationary principal for statutorily and constitutionally permissible reason other than the performance of the principal in the school, including but not limited to misconduct.

ISLLC (2008) Leadership Standards

3.4 The professional performance review plan for principals is based on the NYS ISLLC Standards (see appendix for complete set of *ISLLC Standards* and the accompanying performance indicators):

- **Vision, Mission, and Goals:** An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders;
- **Teaching and Learning:** An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;
- **Managing Organizational Systems and Safety:** An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment;
- **Collaborating with Families and Stakeholders:** An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources;
- **Ethics and Integrity:** An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner; and
- **The Education System:** An education leader ensures the success of all students by influencing interrelated systems of political, economic, legal and cultural contexts affecting education to advocate for their principals' and students' needs.

Evaluator

- 3.5 The Superintendent or designee shall be the Lead Evaluator for all principals.
- 3.6 All observational evidence shall be collected by the Lead Evaluator or Evaluator.
- 3.7 It is imperative for the principal's APPR that the evaluator certification adhere to the following NYSED standards.
- 3.8 ISLLC 2008 Leadership Standards.
- 3.9 Evidence-based observation techniques.

- 3.10 Application and use of the student growth and value-added growth model.
- 3.11 Application and use of State-approved principal rubrics to use.
- 3.12 Application and use of any assessment tools to be used in principal evaluation, (e.g. portfolios, surveys, goals).
- 3.13 Application and use of any State-approved locally developed measures of student achievement.
- 3.14 Use of the Statewide Instructional Reporting System.
- 3.15 The scoring methodology used by the district.
- 3.16 Specific considerations in evaluating teachers and principals of English language.
- 3.17 Ensure inter-rater reliability for the principal evaluation system.

District Assurances

3.18. In order to implement the principal's Annual Professional Performance Review (APPR) the district agrees to document to the principal the following New York State requirements, (8 NYCRR §30-2.3 (b) annually.

- 3.18.1 Verification of the teachers including their tenure status.
- 3.18.2 Describe the process to be used for reporting to SED the individual subcomponent scores and the total composite effectiveness score.
- 3.18.3 Describe the assessment development (if applicable), security, and scoring processes utilized by the district.
- 3.18.4 Name(s) of principal evaluator(s).
- 3.18.5 The principal will acknowledge receipt of the above items in writing.

**ARTICLE IV
PRINCIPAL EFFECTIVENESS**

4.1 Annual professional performance reviews shall differentiate principal effectiveness using a composite effectiveness score. Based on the principal's composite effectiveness score a principal shall be rated as either:

Highly Effective	91-100
Effective	75-90
Developing	65-74
Ineffective	0-64

Level	Achievement Growth Measures	Local assessment of growth or achievement	Other Measures (principal standards)*
Highly Effective	Results are well-above state average for similar students. (Or district goals if no state test).	Results are well-above District adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results exceed District leadership standards.
Effective	Results meet state average for similar students. (Or district goals if no state test).	Results meet District adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results meet District leadership standards.
Developing	Results are below state average for similar students. (Or district goals if no state test).	Results are below District adopted expectations for growth or achievement for grade/subject.	Overall performance and results need improvement in order to meet District leadership standards.
Ineffective	Results are well-below state average for similar students (or district goals if no state test).	Results are well-below District adopted expectations for growth or achievement for grade/subject.	Overall performance and results do not meet District leadership standards.

* Note: District standards meet or exceed ISLLC 2008 standards.

4.2 The composite score is determined as follows:

Value-Added Model

Student Growth Measures	25 points
Locally Selected Measures	15 points
Multiple Measures of Principal Effectiveness	60 points

OR

No Value-Added Model

Student Growth Measures	20 points
Locally Selected Measures	20 points
Multiple Measures of Principal Effectiveness	60 points

A. *Student Growth Measures*

The 20 or 25 points for student growth measures shall be the state provided score. Principals with 30%-100% of their students covered by State growth measures will receive a growth score from the State for the full Growth subcomponent of their evaluation.

B. *Student Learning Objectives*

For principals in buildings that do not have at least 30% of their students covered by State provided growth measures, their growth score will be based on Student Learning Objectives (“SLO”). A Principal’s growth SLO will be based on school wide student results.

All SLOs shall include the following elements: Student population; Learning content; Interval of instructional time; Evidence; Baseline; Target and HEDI criteria; and Rationale.

The SLO process to be used shall consist of District developed pre-tests administered by each teacher in the building at the beginning of the class (no later than the end of the 4th week of the course) and a District developed final examination (where State ELA and Math assessments are not available) that will be administered at the end of the course.

After the pre-test is administered and scored, a class average using those currently on the class roster will be calculated and the range of scores will be determined. From this baseline data, the Principal in consultation with the teacher will develop the target score for that class. The target score shall be developed no later than the end of the 6th week of the course. After the District developed final examination (where State ELA and Math assessments are not available) is administered and scored, the total number of all students in the building meeting the target for their respective class shall be determined. A

percentage of students in the building meeting the target will be determined by dividing the number of students meeting the target by the number of students tested. The following will be used to determine points achieved by a Principal:

Highly Effective	81% - 100% of students meet SLO target	18-20 points
Effective	65% - 80% of students meet SLO target	9-17 points
Developing	50% - 64% of students meet SLO target	3-8 points
Ineffective	Less than 50% of students meet SLO target	0-2 points

The state assessment goal of 80% will be considered an effective rating equivalent for principals. The score is converted to points in the following table for non-value added model:

HEDI Level	HEDI Point Score Range	Achievement %	Points
Highly Effective	18-20	91-100%	20
		85-90%	19
		81-84%	18
Effective	9-17	78-80%	17
		76-77%	16
		74-75%	15
		72-73%	14
		71%	13
		70%	12
		69%	11
		67-68%	10
		65-66%	9
		Developing	3-8
61-62%	7		
59-60%	6		
57-58%	5		
55-56%	4		
53-54%	3		
Ineffective	0-2	51-52%	2
		48-50%	1
		0-47%	0

The state assessment goal of 80% will be considered an effective rating equivalent for principals. The score is converted to points in the following table for value added model:

HEDI Level	HEDI Point Score Range	Achievement %	Points
Highly Effective	22-25	95-100%	25
		90-94%	24
		85-89%	23
		81-84%	22
Effective	10-21	79-80%	21
		77-78%	20
		75-76%	19
		73-74%	18
		71-72%	17
		69-70%	16
		68%	15
		67%	12
Developing	3-9	66%	11
		65%	10
		63-64%	9
		61-62%	8
		59-60%	7
		57-58%	6
		55-56%	5
Ineffective	0-2	54%	4
		53%	3
		51-52%	2
		48-50%	1
		0-47%	0

C. *Locally Selected Measures of Student Achievement*

20% of the composite effectiveness score is based on State assessments or other locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner (decreased to 15% upon implementation of value-added growth model).

C.1 *K-3 Elementary Local Assessment applies to all K-3 elementary principals*

The elementary principal’s local assessment measure will be an achievement value based on the K-3 principal’s SLO. Each principal will select the percent of achievement based on the population characteristics of his/her respective schools and the goals of the district. Once the local assessment goal has been set the breakdown of the points awarded will be as follows:

The percentage goal selected will be considered an effective rating equivalent and the principal would receive seventeen (17) points on a non-value added model or thirteen (13) points on a value-added model. For every half (1/2) percentage point above the goal an additional one (1) point would be added to the respective effective score until the maximum respective score is attained. For every one (1) percentage point below the targeted goal that is attained, one half (1/2) point would be deducted from the respective effective goal value until the lowest value of zero (0) is attained.

Table illustrates the scoring for the non-value-added model.

% Of Students Meeting SLO Target	Points For Local Measure
91-100	20
80-90	19
76-79	18
75	17
74	16
73	15
72	14
71	13
70	12
69	11
67-68	10
65-66	9
60-64	8
58-59	7
56-57	6
54-55	5
52-53	4
50-51	3
33-49	2
17-32	1
0-16	0

C.2 K-5 Elementary Local Assessment applies to all K-5 elementary principals

The elementary principal's local assessment measure will be an achievement goal of 80% proficiency of all fourth grade students on the State assessment in science. The local assessment goal shall have the HEDI points awarded as follows:

The percentage goal selected will be considered an effective rating equivalent and the principal would receive seventeen (17) points on a non-value added model or thirteen (13) points on a value-added model. For every half (1/2) percentage point above the goal an additional one (1) point would be added to the respective effective score until the maximum respective score is attained. For every one (1) percentage point below the targeted goal that is attained, one half (1/2) point would be deducted from the respective effective goal value until the lowest value of zero (0) is attained.

Table illustrates the scoring for the non-value-added model.

Achievement Goal - 80% of 4th grade students will achieve proficiency in the 4th grade state assessment in science.	
Achievement %	Points
83%-100%	20.0
82%	19.0
81%	18.0
80%	17.0
78-79%	16.0
76-77%	15.0
74-75%	14.0
72-73%	13.0
70-71%	12.0
68-69%	11.0
66-67%	10.0
65%	9.0
63-64%	8.0
61-62%	7.0
59-60%	6.0
57-58%	5.0
55-56%	4.0
53-54%	3.0
51-52%	2.0
49-50%	1.0
0%-48%	0

The following table illustrates the scoring for the value-added model.

Achievement Goal - 80% of 4th grade students will achieve proficiency in the 4th grade state assessment in science	
Achievement %	Points
91%-100%	15.0
81-90%	14.0
78-80%	13.0
76-77%	12.0
74-75%	11.0
72-73%	10.0
70-71%	9.0
68-69%	8.0
66-67%	7.0
64-65%	6.0
63%	5.0
61-62%	4.0
59-60%	3.0
57-58%	2.0
55-56%	1.0
0%-54%	0

C.3 Middle School Local Assessment – Middle School principal

The Middle School principal’s local assessment measure achievement goal will be 80% proficiency of all eighth grade students on the State assessment in science. The local assessment goal shall have the HEDI points awarded as follows:

The percentage goal selected will be considered an effective rating equivalent and the principal would receive seventeen (17) points on a non-value added model or thirteen (13) points on a value-added model. For every half (1/2) percentage point above the goal an additional one (1) point would be added to the respective effective score until the maximum respective score is attained. For every one (1) percentage point below the targeted goal that is attained, one half (1/2) point would be deducted from the respective effective goal value until the lowest value of zero (0) is attained.

Table illustrates the scoring for the non-value-added model.

Achievement Goal - 80% of 8th grade students will achieve proficiency in the 8th grade state assessment in science.	
83%-100%	20.0
82%	19.0
81%	18.0
80%	17.0
78-79%	16.0
76-77%	15.0
74-75%	14.0
72-73%	13.0
70-71%	12.0
68-69%	11.0
66-67%	10.0
65%	9.0
63-64%	8.0
61-62%	7.0
59-60%	6.0
57-58%	5.0
55-56%	4.0
53-54%	3.0
51-52%	2.0
49-50%	1.0
0%-48%	0

The following table illustrates the scoring for the value-added model.

Achievement Goal - 80% of 8th grade students will achieve proficiency in the 8th grade state assessment in science.	
Achievement %	Points
Achievement %	Points
91%-100%	15.0
81-90%	14.0
78-80%	13.0
76-77%	12.0
74-75%	11.0
72-73%	10.0
70-71%	9.0
68-69%	8.0
66-67%	7.0
64-65%	6.0
63%	5.0
61-62%	4.0
59-60%	3.0
57-58%	2.0
55-56%	1.0
0%-54%	0

C.4 High School Local Assessment – applies to High School principal

The High School principal’s local assessment measure achievement goal will be 80% proficiency of all eleventh grade students on the State regents in English. The local assessment goal shall have the HEDI points awarded as follows:

The percentage goal selected will be considered an effective rating equivalent and the principal would receive seventeen (17) points on a non-value added model or thirteen (13) points on a value-added model. For every half (1/2) percentage point above the goal an additional one (1) point would be added to the respective effective score until the maximum respective score is attained. For every one (1) percentage point below the targeted goal that is attained, one half (1/2) point would be deducted from

the respective effective goal value until the lowest value of zero (0) is attained.

Table illustrates the scoring for the non-value-added model.

Achievement Goal - 80% of 11th grade students will achieve proficiency in the 11th grade state regents in English.	
83%-100%	20.0
82%	19.0
81%	18.0
80%	17.0
78-79%	16.0
76-77%	15.0
74-75%	14.0
72-73%	13.0
70-71%	12.0
68-69%	11.0
66-67%	10.0
65%	9.0
63-64%	8.0
61-62%	7.0
59-60%	6.0
57-58%	5.0
55-56%	4.0
53-54%	3.0
51-52%	2.0
49-50%	1.0
0%-48%	0

The following table illustrates the scoring for the value-added model.

Achievement Goal - 80% of 11th grade students will achieve proficiency in the 11th grade state regents in English.	
Achievement %	Points
91%-100%	15.0
81-90%	14.0
78-80%	13.0

Achievement Goal - 80% of 11th	
76-77%	12.0
74-75%	11.0
72-73%	10.0
70-71%	9.0
68-69%	8.0
66-67%	7.0
64-65%	6.0
63%	5.0
61-62%	4.0
59-60%	3.0
57-58%	2.0
55-56%	1.0
0%-54%	0

D. Rubric

Based on its inclusion on the SED-approved list of rubrics, the LCI Multidimensional rubric will be the State approved principal's practice rubric and will be the basis for all formal evaluations by the Lead Evaluator. Principals shall be evaluated annually on the entire rubric in a holistic manner.

Any training needed for the proper implementation of the Multidimensional rubric will be completed during the months of July and August, if practical, otherwise as soon as possible. No formal observations will be done except as permitted by law, regulation or SED guidance.

The Lead Evaluator will determine the appropriateness for each major component of the rubric and the relevance weighting of the components to reflect the needs of the district insuring that the total value for the components is one hundred percent (100%). The Lead Evaluator will notify the principal of any weighting.

The Lead Evaluator and the principal will review each element of the rubric's major domains/components as to the appropriateness of the rubric element relative to the principal's control of the item. If the element is deemed not appropriate for the principal then it shall not be used in the determining the final rubric score of the APPR for the principal.

Artifacts which are to support the rubric will be detailed between the Lead Evaluator and the individual principal.

E. Multiple Measures of Effectiveness / Scoring of Observations

The remaining 60% (or 60 out of the total 100 point composite score) of the composite effectiveness score shall be based on observations of principals conducted by the Superintendent of Schools.

Procedures governing observations are set forth under “Timely Provisions of Feedback.” Observations shall be scored in a weighted manner. Indicators not observed will not be scored. At the conclusion of the school year, the Principal shall add up the total scores and divide by the number of indicators evaluated over the course of the school year. This weighted score (between 1 and 4) shall then be converted to points earned on the HEDI scale according to the following chart:

The scoring of the practice rubric shall be calculated on the basis of one (1) to four (4) points for each element of the rubric as follows:

Rating	Rubric Point Value
Highly effective score	4
Effective	3
Developing	2
Ineffective	1

If any items are not applicable that item will not be used in the divisor to determine the final rubric score. The scoring will be determined by summing all the point values for each applicable element in the rubric and dividing the sum of the score by the total number of applicable elements in the rubric.

Example - A principal’s score is to be based on fifty-eight (58) of the possible sixty (60) elements of the rubric. The principal is awarded:

Highly Effective (4) on five (5) elements for a total of twenty (20) points;

Effective (3) on forty (40) elements for a total of one-hundred-twenty (120) points;

Developing (2) on fourteen (14) elements for a total of twenty-eight (28).

The sum score of all the element scores is one-hundred-sixty-eight (168). That sum is divided by the fifty-eight (58) elements used in the rubric for a rubric raw score of two-and-nine-tenths (2.90).

Artifacts which are to support the rubric will be detailed between the Lead Evaluator and the individual principal.

Rating Scale – HEDI

The New York State rating scale and associated composite scores for a principal’s evaluation is:

The following table indicates the source of scores comprising the final composite score for the non-value added State Assessment:

Level	State Growth Measure	Local Assessment	Other Sixty (60) Point Measure		Overall Composite Score
			Evaluator’s Rubric Raw Score	Converted rubric raw score to HEDI score	
Highly Effective	18-20	18-20	3.51-4.0	59-60	91-100
Effective	9-17	9-17	2.51-3.50	57-58	75-90
Developing	3-8	3-8	1.51-2.50	50-56	65-74
Ineffective	0-2	0-2	1.0-1.50	0-49	0-64

The following table indicates the source of scores comprising the final composite score for the value added State Assessment:

Level	Value Added Measure	Local Assessment	Other Sixty (60) Point Measure		Overall Composite Score
			Evaluator’s Rubric Raw Score	Converted rubric raw score to HEDI score	
Highly Effective	22-25	14-15	3.51-4.0	59-60	91-100
Effective	10-21	8-13	2.51-3.50	57-58	75-90
Developing	3-9	3-7	1.51-2.50	50-56	65-74
Ineffective	0-2	0-2	1-1.50	0-49	0-64

The following conversion scale to take the rubric raw score based on four (4) to the HEDI value ranges is based on the concept that if the majority of the elemental scores received is Ineffective the score should be ineffective, similarly if the majority of the elemental scores received is Developing, Effective or Highly Effective than the overall converted score should reflect the respective classification. It is assumed that a principal receiving greater

than 1.6 would have had to receive a greater number of Developing scores than Ineffective scores and so on with the other HEDI areas, therefore the following ranges are derived.

HEDI Level	HEDI Point Score Range	Calculated Rubric Score	Converted score for Other Measures of Effectiveness
Highly Effective	59-60	3.76-4.00	60
		3.51-3.75	59
Effective	57-58	3.26-3.50	58
		2.51-3.25	57
Developing	50-56	2.40-2.50	56
		2.25-2.39	55
		2.10-2.24	54
		1.95-2.09	53
		1.80-1.94	52
		1.65-1.79	51
		1.51-1.64	50
Ineffective	0-49	1.49-1.50	49
		1.48	48
		1.47	47
		1.46	46
		1.45	45
		1.44	44
		1.43	43
		1.42	42
		1.41	41
		1.40	40
		1.39	39
		1.38	38
		1.37	37
		1.36	36
		1.35	35
		1.34	34
		1.33	33
1.32	32		
1.31	31		
1.30	30		
1.29	29		
1.28	28		
1.27	27		
1.26	26		
1.25	25		

HEDI Level	HEDI Point Score Range	Calculated Rubric Score	Converted score for Other Measures of Effectiveness
		1.24	24
		1.23	23
		1.22	22
Ineffective (cont'd)		1.21	21
		1.20	20
		1.19	19
		1.18	18
		1.17	17
		1.16	16
		1.15	15
		1.14	14
		1.13	13
		1.12	12
		1.11	11
		1.10	10
		1.09	9
		1.08	8
		1.07	7
		1.06	6
		1.05	5
		1.04	4
		1.03	3
		1.02	2
		1.01	1
		1.00	0

F. Professional Development

Professional development objectives for the principal will be based on the evaluation, in addition to school and/or district priorities.

G. Timely Provision of Feedback

Principals shall be observed and evaluated by the Superintendent of Schools or his/her designee. The Superintendent will evaluate and score principals in a holistic manner covering the entire rubric using the jointly developed observation forms based on the approved rubric.

There will be at least three (3) observations of each principal. Two (2) observation dates will be collaboratively agreed between the Lead Evaluator and the principal, one (1) visit will be unannounced.

Each announced observation will be at least thirty (30) minutes and will consist of a pre and post observation meeting.

One of the announced observations will involve meetings between the Lead Evaluator and the principal to review the principal's work on his/her teachers' APPRs, to date. The principal or his/her designee will be responsible for two (2) formal teacher observations for tenured teachers and generally no more than three (3) formal teacher observations for probationary teachers, although the principal or his/her designee may perform more observations at their discretion or at the direction of the Superintendent of Schools. The Lead Evaluator's announced observation of the principal will be to review at least one of the two evaluations the principal or his/her designee is required to complete.

If the district negotiates for more than a minimum of two (2) formal teacher observations for tenured teachers or a minimum three (3) formal teacher observations for probationary teachers, the district will be responsible for the additional observations. The principal's teachers' APPRs will be reviewed for application of the teachers' practice rubric, areas of improvement noted, constructive feedback given, required forms if any, and any follow-up with the teacher. This announced observation is to occur by the mid-year point of the school year. This review of the principal's work on teachers' APPR is worth 20 points out of the 60 points for the Other Measures of Effectiveness.

The unannounced observation must be declared to the principal and if there are specific areas to be reviewed those areas will be discussed. There will be a post observation meeting detailing the results of the unannounced observation. The unannounced observation shall be completed by March 31st of each year.

It is imperative that the principal receive constructive feedback from the Lead Evaluator. Constructive feedback will be sent to the principal in writing within ten (10) school days of each of the Lead Evaluator's post observation conferences.

Constructive feedback will minimally consist of a copy of the practice rubric with the Lead Evaluator's scores and comments detailing the Lead Evaluator's observation. Artifacts that were to be presented by the principal will be delineated on the rubric form.

Any areas of needed improvement will be identified by the Lead Evaluator in writing.

If the principal disagrees with the observation he/she will be allowed to create a written rebuttal to any areas of disagreement which will be submitted to the Lead Evaluator, attached to the observation in question and may be used in an appeal.

The principal's signature on the observation shall not constitute agreement with the results of the observation, and will not disallow the observation from becoming part of any future appeal proceedings involving that observation.

All three (3) formal observations will be completed no later than May 31 of each year.

ARTICLE VI EVALUATOR TRAINING

6.1 The Superintendent will ensure that he/she and any evaluators of principals have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The District will utilize BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluator training will include training on:

- (1) The ISLLC Leadership 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;
- (4) Application and use of the principal or principal rubric(s), including training on the effective application of such rubrics to observe a principal or principal's practice;
- (5) Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom principals or building principals, including but not limited to, structured portfolio reviews; student, parent, principal and/or community surveys; professional growth goals and school improvement goals, etc.;
- (6) Application and use of any locally selected measures of student achievement used by the district evaluate its principals or principals;
- (7) Use of the Statewide Instructional Reporting System;
- (8) The scoring methodology 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 principal's or principal's overall rating and their subcomponent ratings; and

- (9) Specific considerations in evaluating principals and principals of English language learners and students with disabilities.
- (10) Initial training will consist of a minimum of six hours. Additional training and annual re-certification will consist of a minimum of six hours which will focus on the observation process and inter-rater reliability.

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

ARTICLE VII DATA LINKAGE

7.1 Working with the Central New York Regional Information Center the Dryden Central School District will provide all of the data elements described by SED. Data will be submitted to the SED through the portal each year. This information includes a comprehensive course catalog, assessment scores, student enrollment information, and evaluation component score.

The District shall provide accurate data to the State Education Department in a format and timeline prescribed by the Commissioner. The District shall also provide access to principals so they may verify the student rosters assigned at the beginning of each school year and prior to the administration of State assessments.

The designated Data Coordinator shall be in charge of collecting the required data, overseeing changes in and maintenance of the local data management systems, and ensuring the accuracy of the data. The Data Coordinator shall have the authority to assign tasks and deadlines, as required.

The Data Coordinator shall be responsible for reporting to the SED the individual subcomponent scores and the total composite effectiveness score for each covered classroom principal in the District, and shall do so in a format and timeline prescribed by the Commissioner.

ARTICLE VIII PRINCIPAL IMPROVEMENT PLANS

8.1 If a principal's performance is evaluated as "ineffective" or "developing", the Superintendent shall be required to develop a Principal Improvement Plan (PIP) in consultation with the principal. Such Plan will be shared with and implemented within ten (10) work days of the start of the school year within which the Plan will be applied. The Plan shall include, but not be limited to, an identification of the areas in need of improvement, a timeline for achieving

improvement, suggestions for improvement, support to be provided, and measurable outcomes to be evaluated.

8.2 The procedures outlined in this Plan will also be used for any and all appeals of Principal Improvement Plans that are issued in accordance with the annual professional performance review plan. Appeals related to the issuance of an improvement plan are limited to issues regarding compliance with the requirements prescribed in applicable law and regulations for the issuance of improvement plans, and must be initiated within ten (10) school days of the alleged failure of the District to comply with such requirements.

8.3 The PIP shall be designed as follows:

The PIP must be completed in writing.

The PIP shall articulate what professional assistance the school district shall provide to the principal, including the possible assignment of a mentor, enrollment at conferences or professional development workshops or trainings, or provide additional administrative support to promote the principal's successful completion of the improvement plan.

All three areas comprising the composite score, (State Assessment, Local Assessment and Other Measures of Effectiveness) must be included in the PIP if applicable.

Area(s) for improvement within the OME must be clearly linked to the rubric.

Once all area(s) have been listed, specific deficiencies must be detailed.

Remedial improvements must be detailed with sufficient specificity so that the principal's course of action is clear and measurable.

Extra support to be given to the principal must be clearly specified.

The minimum period for the PIP is the end of the school year in which the PIP is created.

The supervisor/evaluator must meet minimally, monthly, with the principal to review the PIP and the progress noted to date. At the meeting, the principal shall be provided with a written report reflecting his/her progress toward the articulated goals. Additional meetings may be held if deemed necessary by the Lead Evaluator or the Principal. Constructive and positive feedback must be the goal of the supervisor/evaluator in handling the PIP.

A formal, final meeting shall be held within ten (10) school days of the completion of the improvement plan.

Within ten (10) school days of the final meeting, the Lead Evaluator shall issue a final written summative assessment delineating progress made with an opportunity for comments by the principal.

- 8.4 The forms to be used for a PIP are attached to this APPR.
- 8.5 The district agrees that a tenured principal who receives an ineffective rating on the HEDI scale and successfully completes the school-year-long Principal Improvement Plan, who is subsequently rated ineffective in the school year following the school year during which the successful completion of the PIP is done, will be placed on a subsequent PIP for the following school year.
- 8.6 In the event of continued unsatisfactory performance, the Superintendent of Schools shall review the APPR composite score and other criteria before taking any action in a circumstance where a tenured principal receives an composite score of ineffective on the HEDI rating in a school year, then successfully completes an assigned PIP and thereafter receives another composite score of ineffective on the HEDI rating and completes successfully another PIP.

**ARTICLE IX
PROCEDURES FOR APPEALING AN ANNUAL PROFESSIONAL
PERFORMANCE REVIEW**

9.1 To the extent a principal wishes to challenge his/her performance review and/or improvement plan (PIP) under the new APPR system; the District has developed an appeals procedure. A principal who receives an effectiveness composite score rating of “ineffective” may appeal his/her performance review. Ratings of “highly effective”, “effective” or “developing” cannot be appealed.

9.2 This appeals procedure does not diminish the authority of the School Board to terminate probationary principals during their probationary period. While the APPR shall be a “significant factor” in tenure and other employment decisions, nothing herein requires an appeal be exhausted before a tenure determination can be made. In addition, appeal procedures shall not cause a principal to acquire tenure when an evaluation appeal is pending.

9.3 In accordance with the law, for purposes of disciplinary proceedings under Education Law 3020-a, a “pattern” of ineffective teaching or performance shall be defined as two consecutive annual ineffective ratings received by a principal through the APPR process.

9.4 In order to implement the requirements of N.Y. Education Law §3012-c, the District and the Association hereby agree as follows:

- A. Where and to the extent applicable, the Annual Professional Performance Review of classroom principals shall be a significant factor for employment decisions and principal development, and will be subject to any procedures, which may in the future be

negotiated by the District and the Association.

- B. A unit member holding the position of classroom principal may appeal only the substance of the Annual Professional Performance Review, the District's adherence to the standards and methodologies required for such review, and the District's compliance with its procedures for conducting the Annual Professional Performance Review, or its issuance and/or implementation of the terms of the Principal Improvement Plan.

9.5 Only tenured principals may file an appeal at Level 1 and Level 2. Non-tenured principals will have the right to add a response to the annual evaluation, which will be kept in his/her personnel file with the annual evaluation and may initiate a Level 1 appeal only. Only "ineffective" ratings may be appealed. A principal may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

9.6 The principal bringing an appeal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing that there is no substantial evidence upon which to base the District's conclusion.

9.7 **Level 1.** Such appeal must be submitted in writing to the Superintendent. The writing must explain in detail the specific basis for the appeal, and provide any documents in support of the appeal. The appeal must be submitted within ten (10) school days of the principal's receipt of the final Annual Professional Performance Review or Principal Improvement Plan, or other act under this section, which is the subject of the appeal, or it is deemed waived. Within fifteen (15) school days, the Superintendent shall provide the principal with a written response.

9.8 **Level 2.** A tenured principal may appeal the Superintendent's Level 1 written response by filing an appeal in writing within fifteen (15) school days of receipt of the Superintendent's Level 1 written response. The written appeal shall include all materials in support of the appeal at the time it is submitted. Upon receipt of the written appeal, the appeal shall be referred to the District Superintendent of Schools of the T-S-T BOCES who shall designate a hearing officer within ten (10) school days. The hearing officer shall be provided with a copy of the written appeal and any written response from the Superintendent. The hearing officer shall render a decision based on the written submissions, this APPR Plan and memorandum of agreement, and Education Law §3012-c and any implementing regulations. The hearing officer shall issue a written decision within thirty (30) days after receiving such written appeal. The hearing officer's decision shall be final, binding, and unreviewable.

ARTICLE X AVAILABILITY OF DISTRICT'S APPR PLAN

10.1 The District will file with SED, by regular mail, its APPR Plan, and revisions to the Plan, not later than September 10 of each school year. In addition, the District will make its Plan available to employees and members of the public by placing an electronic copy of the Plan on

its website. The District will also provide notice of the availability of its Plan in its District newsletter during each school year.

**ARTICLE XI
MISCELLANEOUS PROVISIONS**

11.1 In the event of a conflict between the provisions contained within this memorandum and those established in Education Law §3012-c, rules promulgated by the Board of Regents, regulations promulgated by the Commissioner of Education or federal statutory or regulatory requirements relating to principal evaluation or performance, such federal statute and regulations shall govern.

11.2 In the event there is a conflict between the provisions contained within this Agreement and the collective bargaining agreement between the parties, the terms and conditions contained in this Agreement shall supersede and prevail.

11.3 If any provision of this Agreement or any application of the agreement to any employee or group of employees shall be found contrary to law, or would tend to impinge upon or reduce in any way the duties or responsibilities of the Board of Education as defined in Section 1709, 1711, or other sections of the Education Law pertaining to the duties and responsibilities of the Board of Education, then such provision or application shall not be deemed valid or subsisting, except to the extent permitted by law, but all other provisions or applications will continue.

11.4 This Agreement shall be in effect from July 1, 2012, through August 30, 2013. The parties agree that they shall meet in July and August 2013 to discuss and negotiate changes to this APPR Plan. If a final APPR Plan is not mutually agreed to by the parties prior to September 1, 2013, then the terms and conditions contained in this Agreement shall be followed by the parties.

FOR THE DISTRICT:

Sandra R. Sherwood

Superintendent of Schools

Dated: November 26, 2012

FOR THE DAA:

Andrew L. Ryan

President

Dated: 11/26/12, 2012

Principal Improvement Plan

NAME _____ SCHOOL _____

SCHOOL YEAR _____

Rubric Domain: _____ Rubric Element _____

State Assessment _____ Local Assessment _____

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

Duplicate as necessary

Definition of the terms used on the Principal's Improvement Plan:

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

Desired Outcomes-The Lead Evaluator will provide specific success driven outcome/goal statements

Activities to Support the Achievement of the Desired Outcomes-The Lead Evaluator will list the activities that the principal should engage in to meet the desired outcomes.

Timeline for Completion-The Lead Evaluator will meet with the Principal monthly to assess the progress of the Principal. If at any time the Lead Evaluator determines that a goal has been met, it will be noted on the attached chart.

Resources to be provided by the District-The Lead Evaluator will list the resources that will be provided to assist the Principal in achieving the desired outcomes.

Evidence to Support Achievement of Goal-The Lead Evaluator and the Principal will mutually decide what items will be presented in support of goal attainment.

Was Desired Outcome Achieved (Y/N date)—The Lead Evaluator will indicate on the chart when specific outcome has been met.

Principal – Local Student Learning Objective Chart

K-3 Elementary Local Assessment applies to all K-3 elementary principals

The elementary principal’s local assessment measure will be an achievement target based on the K-3 principal’s SLO developed with the superintendent. The achievement target will be developed based on baseline data for the K-3 students. The achievement target will be set for each student in the building. Once the local assessment goal has been set, the principal’s score will be based upon the percentage of students meeting the achievement target as follows:

Table illustrates the scoring for the non-value-added model.

% Of Students Meeting SLO Target	Points For Local Measure
91-100	20
80-90	19
76-79	18
75	17
74	16
73	15
72	14
71	13
70	12
69	11
67-68	10
65-66	9
60-64	8
58-59	7
56-57	6
54-55	5
52-53	4
50-51	3
33-49	2
17-32	1
0-16	0

K-5 Elementary Local Assessment applies to all K-5 elementary principals

The elementary principal's local assessment measure will be an achievement goal of 80% proficiency of all fourth grade students on the State assessment in science. Proficiency means a score of level 3 or above. Based upon the percentage of students reaching proficiency, a principal will receive a HEDI score as follows:

Table illustrates the scoring for the non-value-added model.

Achievement Goal - 80% of 4th grade students will achieve proficiency in the 4th grade state assessment in science.	
Achievement %	Points
83%-100%	20.0
82%	19.0
81%	18.0
80%	17.0
78-79%	16.0
76-77%	15.0
74-75%	14.0
72-73%	13.0
70-71%	12.0
68-69%	11.0
66-67%	10.0
65%	9.0
63-64%	8.0
61-62%	7.0
59-60%	6.0
57-58%	5.0
55-56%	4.0
53-54%	3.0
51-52%	2.0
49-50%	1.0
0%-48%	0

The following table illustrates the scoring for the value-added model.

Achievement Goal - 80% of 4th grade students will achieve proficiency in the 4th grade state assessment in science	
Achievement %	Points
91%-100%	15.0
81-90%	14.0
78-80%	13.0
76-77%	12.0
74-75%	11.0
72-73%	10.0
70-71%	9.0
68-69%	8.0
66-67%	7.0
64-65%	6.0
63%	5.0
61-62%	4.0
59-60%	3.0
57-58%	2.0
55-56%	1.0
0%-54%	0

Middle School Local Assessment – Middle School principal

The Middle School principal’s local assessment measure achievement goal will be 80% proficiency of all eighth grade students on the State assessment in science. Proficiency means a score of level 3 or above. Based upon the percentage of students reaching proficiency, a principal will receive a HEDI score as follows:

Table illustrates the scoring for the non-value-added model.

Achievement Goal - 80% of 8th grade students will achieve proficiency in the 8th grade state assessment in science.	
83%-100%	20.0
82%	19.0
81%	18.0
80%	17.0
78-79%	16.0
76-77%	15.0
74-75%	14.0
72-73%	13.0
70-71%	12.0
68-69%	11.0
66-67%	10.0
65%	9.0
63-64%	8.0
61-62%	7.0
59-60%	6.0
57-58%	5.0
55-56%	4.0
53-54%	3.0
51-52%	2.0
49-50%	1.0
0%-48%	0

The following table illustrates the scoring for the value-added model.

Achievement Goal - 80% of 8th grade students will achieve proficiency in the 8th grade state assessment in science.	
Achievement %	Points
Achievement %	Points
91%-100%	15.0
81-90%	14.0
78-80%	13.0
76-77%	12.0
74-75%	11.0
72-73%	10.0
70-71%	9.0
68-69%	8.0
66-67%	7.0
64-65%	6.0
63%	5.0
61-62%	4.0
59-60%	3.0
57-58%	2.0
55-56%	1.0
0%-54%	0

High School Local Assessment – applies to High School principal

The High School principal’s local assessment measure achievement goal will be 80% proficiency of all eleventh grade students on the State regents in English. Proficiency means a score of 65 or above. Based upon the percentage of students reaching proficiency, a principal will receive a HEDI score as follows:

Table illustrates the scoring for the non-value-added model.

Achievement Goal - 80% of 11th grade students will achieve proficiency in the 11th grade state regents in English.	
83%-100%	20.0
82%	19.0
81%	18.0
80%	17.0
78-79%	16.0
76-77%	15.0
74-75%	14.0
72-73%	13.0
70-71%	12.0
68-69%	11.0
66-67%	10.0
65%	9.0
63-64%	8.0
61-62%	7.0
59-60%	6.0
57-58%	5.0
55-56%	4.0
53-54%	3.0
51-52%	2.0
49-50%	1.0
0%-48%	0

The following table illustrates the scoring for the value-added model.

Achievement Goal - 80% of 11th grade students will achieve proficiency in the 11th grade state regents in English.	
Achievement %	Points
91%-100%	15.0
81-90%	14.0
78-80%	13.0
76-77%	12.0
74-75%	11.0
72-73%	10.0
70-71%	9.0
68-69%	8.0
66-67%	7.0
64-65%	6.0
63%	5.0
61-62%	4.0
59-60%	3.0
57-58%	2.0
55-56%	1.0
0%-54%	0

Principal – Local Student Learning Objective Chart

K-3 Elementary Local Assessment applies to all K-3 elementary principals

The elementary principal’s local assessment measure will be an achievement target based on the K-3 principal’s SLO developed with the superintendent. The achievement target will be developed based on baseline data for the K-3 students. The achievement target will be set for each student in the building. Once the local assessment goal has been set, the principal’s score will be based upon the percentage of students meeting the achievement target as follows:

Table illustrates the scoring for the non-value-added model.

% Of Students Meeting SLO Target	Points For Local Measure
91-100	20
80-90	19
76-79	18
75	17
74	16
73	15
72	14
71	13
70	12
69	11
67-68	10
65-66	9
60-64	8
58-59	7
56-57	6
54-55	5
52-53	4
50-51	3
33-49	2
17-32	1
0-16	0

K-5 Elementary Local Assessment applies to all K-5 elementary principals

The elementary principal's local assessment measure will be an achievement goal of 80% proficiency of all fourth grade students on the State assessment in science. Proficiency means a score of level 3 or above. Based upon the percentage of students reaching proficiency, a principal will receive a HEDI score as follows:

Table illustrates the scoring for the non-value-added model.

Achievement Goal - 80% of 4th grade students will achieve proficiency in the 4th grade state assessment in science.	
Achievement %	Points
83%-100%	20.0
82%	19.0
81%	18.0
80%	17.0
78-79%	16.0
76-77%	15.0
74-75%	14.0
72-73%	13.0
70-71%	12.0
68-69%	11.0
66-67%	10.0
65%	9.0
63-64%	8.0
61-62%	7.0
59-60%	6.0
57-58%	5.0
55-56%	4.0
53-54%	3.0
51-52%	2.0
49-50%	1.0
0%-48%	0

The following table illustrates the scoring for the value-added model.

Achievement Goal - 80% of 4th grade students will achieve proficiency in the 4th grade state assessment in science	
Achievement %	Points
91%-100%	15.0
81-90%	14.0
78-80%	13.0
76-77%	12.0
74-75%	11.0
72-73%	10.0
70-71%	9.0
68-69%	8.0
66-67%	7.0
64-65%	6.0
63%	5.0
61-62%	4.0
59-60%	3.0
57-58%	2.0
55-56%	1.0
0%-54%	0

Middle School Local Assessment – Middle School principal

The Middle School principal’s local assessment measure achievement goal will be 80% proficiency of all eighth grade students on the State assessment in science. Proficiency means a score of level 3 or above. Based upon the percentage of students reaching proficiency, a principal will receive a HEDI score as follows:

Table illustrates the scoring for the non-value-added model.

Achievement Goal - 80% of 8th grade students will achieve proficiency in the 8th grade state assessment in science.	
83%-100%	20.0
82%	19.0
81%	18.0
80%	17.0
78-79%	16.0
76-77%	15.0
74-75%	14.0
72-73%	13.0
70-71%	12.0
68-69%	11.0
66-67%	10.0
65%	9.0
63-64%	8.0
61-62%	7.0
59-60%	6.0
57-58%	5.0
55-56%	4.0
53-54%	3.0
51-52%	2.0
49-50%	1.0
0%-48%	0

The following table illustrates the scoring for the value-added model.

Achievement Goal - 80% of 8th grade students will achieve proficiency in the 8th grade state assessment in science.	
Achievement %	Points
Achievement %	Points
91%-100%	15.0
81-90%	14.0
78-80%	13.0
76-77%	12.0
74-75%	11.0
72-73%	10.0
70-71%	9.0
68-69%	8.0
66-67%	7.0
64-65%	6.0
63%	5.0
61-62%	4.0
59-60%	3.0
57-58%	2.0
55-56%	1.0
0%-54%	0

High School Local Assessment – applies to High School principal

The High School principal’s local assessment measure achievement goal will be 80% proficiency of all eleventh grade students on the State regents in English. Proficiency means a score of 65 or above. Based upon the percentage of students reaching proficiency, a principal will receive a HEDI score as follows:

Table illustrates the scoring for the non-value-added model.

Achievement Goal - 80% of 11th grade students will achieve proficiency in the 11th grade state regents in English.	
83%-100%	20.0
82%	19.0
81%	18.0
80%	17.0
78-79%	16.0
76-77%	15.0
74-75%	14.0
72-73%	13.0
70-71%	12.0
68-69%	11.0
66-67%	10.0
65%	9.0
63-64%	8.0
61-62%	7.0
59-60%	6.0
57-58%	5.0
55-56%	4.0
53-54%	3.0
51-52%	2.0
49-50%	1.0
0%-48%	0

The following table illustrates the scoring for the value-added model.

Achievement Goal - 80% of 11th grade students will achieve proficiency in the 11th grade state regents in English.	
Achievement %	Points
91%-100%	15.0
81-90%	14.0
78-80%	13.0
76-77%	12.0
74-75%	11.0
72-73%	10.0
70-71%	9.0
68-69%	8.0
66-67%	7.0
64-65%	6.0
63%	5.0
61-62%	4.0
59-60%	3.0
57-58%	2.0
55-56%	1.0
0%-54%	0

Teacher Improvement Plan

School Year: _____ Teaching Assignment: _____ Tenure Status: _____

Staff Member: _____
(print name) (signature indicating agreement to plan) (date)

Administrator: _____
(print name) (signature indicating agreement to plan) (date)

Domain Component(s) of Concern with Supporting Evidence:

Plan for Improvement: (specific outcomes, strategies for growth, evaluation process, resources)

Timeline: (completed by mid-May)

Progress Review Meeting Dates:

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Note: If the member and administrator cannot agree on a plan, a meeting will be held with the superintendent who will determine the contents of the plan. The plan will be completed and this form returned to the member no more than ten school days after this meeting.

Evaluation of Plan Completion:

_____ **Satisfactory Completion**

_____ **Incomplete**

_____ **Unsatisfactory:** Growth Demonstrated, TIP to continue with revised goals and timeline

_____ **Unsatisfactory:** In need of intense remediation

Summary:

Dryden Principal Improvement Plan

NAME _____ **SCHOOL** _____

SCHOOL YEAR _____

Rubric Domain: _____ **Rubric Element** _____

State Assessment _____ **Local Assessment** _____

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

Duplicate as necessary

Definition of the terms used on the Principal's Improvement Plan:

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

Desired Outcomes-The Lead Evaluator will provide specific success driven outcome/goal statements

Activities to Support the Achievement of the Desired Outcomes-The Lead Evaluator will list the activities that the principal should engage in to meet the desired outcomes.

Timeline for Completion-The Lead Evaluator will meet with the Principal monthly to assess the progress of the Principal. If at any time the Lead Evaluator determines that a goal has been met, it will be noted on the attached chart.

Resources to be provided by the District-The Lead Evaluator will list the resources that will be provided to assist the Principal in achieving the desired outcomes.

Evidence to Support Achievement of Goal-The Lead Evaluator and the Principal will mutually decide what items will be presented in support of goal attainment.

Was Desired Outcome Achieved (Y/N date)—The Lead Evaluator will indicate on the chart when specific outcome has been met.

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:

Sandra R. Shewood 8/12/2013

Teachers Union President Signature: Date:

Cynthia Waterman 8/12/2013

Administrative Union President Signature: Date:

Andrew L. Ryan 8/12/13

Board of Education President Signature: Date:

Laura L. Motta 8, 12, 2013