



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

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

E-mail: commissioner@mail.nysed.gov
Twitter: @JohnKingNYSED
Tel: (518) 474-5844
Fax: (518) 473-4909

April 5, 2013

Revised

Peter C. Scordo, Superintendent
Elwood Union Free School District
100 Kenneth Avenue
Greenlawn, NY 11740-2900

Dear Superintendent Scordo:

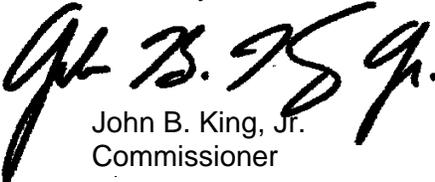
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information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

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

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

Annual Professional Performance Reviews: 2012-13

Created Thursday, May 03, 2012

Updated Monday, March 18, 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 : 580401020000

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

580401020000

1.2) School District Name: ELWOOD UFSD

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

ELWOOD UFSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

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 Thursday, May 03, 2012
Updated Monday, March 18, 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 Gr. K, Renaissance Learning, Inc.
1	State-approved 3rd party assessment	STAR Early Literacy Enterprise Gr. 1, Renaissance Learning, Inc
2	State-approved 3rd party assessment	STAR Early Literacy Enterprise Gr. 2, Renaissance Learning, Inc

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>The SLOs for K-3 ELA will utilize State approved 3rd party assessments. For grade 3, the STAR assessment will be used as a pretest and targets will be set for the 3rd Grade State Assessment. The same assessments will be used across all classrooms in the same grade level. Individual growth targets will be set by the district based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. See Appendix HEDI Small Class.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>A K, 1, 2 teacher who achieves a highly effective rating (86 to 100%) will be well above the district standard of the percentage of students who meet their individual target. (See HEDI Small Class) A Grade 3 teacher who achieves a highly effective rating (95 to 100%) will be well above the district standard of the percentage of students who meet their individual target. (See HEDI First 20)</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>A K, 1, 2 teacher who achieves an effective rating (41 to 85%) will be above the district standard of the percentage of students who meet their individual target. (See HEDI Small Class) A Grade 3 teacher who achieves an effective rating (68 to 94%) will be above the district standard of the percentage of students who meet their individual target. (See HEDI First 20)</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>A K, 1, 2 teacher who achieves a developing rating (11 to 40%) will be below the district standard of the percentage of students who meet their individual target. (See HEDI Small Class) A Grade 3 teacher who achieves a developing rating (33 to 67%) will be below the district standard of the percentage of students who meet their individual target. (See HEDI First 20)</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>A K, 1, 2 teacher who achieves an ineffective rating (0 to 10%) will be well below the district standard of the percentage of students who meet their individual target. (See HEDI Small Class) A Grade 3 teacher who achieves an ineffective rating (0 to 32%) will be well below the district standard of the percentage of students who meet their individual target. (See HEDI First 20)</p>

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	STAR MATH Enterprise Gr. K, Renaissance Learning, Inc
1	State-approved 3rd party assessment	STAR MATH Enterprise Gr. 1, Renaissance Learning, Inc

2	State-approved 3rd party assessment	STAR MATH Enterprise Gr. 2, Renaissance Learning, Inc
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	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.	Individual growth targets will be set by the district based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. (For 3rd grade it will be a class-wide target.) Grades K-2: The growth needed is the percentage of students who meet their individual target by class. See Appendix HEDI Small Class. Grade3: The growth needed is the percentage of students who meet the collective 3rd Grade target (all 3rd Graders). See Appendix HEDI First 20.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A K, 1, 2 teacher who achieves a highly effective rating (86 to 100%) will be well above the district standard of the percentage of students who meet their individual target. (See HEDI Small Class) A Grade 3 teacher who achieves a highly effective rating (95 to 100%) will be well above the district standard of the percentage of students who meet their individual target. (See HEDI First 20)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A K, 1, 2 teacher who achieves an effective rating (41 to 85%) will be above the district standard of the percentage of students who meet their individual target. (See HEDI Small Class) A Grade 3 teacher who achieves an effective rating (68 to 94%) will be above the district standard of the percentage of students who meet their individual target. (See HEDI First 20)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A K, 1, 2 teacher who achieves a developing rating (11 to 40%) will be below the district standard of the percentage of students who meet their individual target. (See HEDI Small Class) A Grade 3 teacher who achieves a developing rating (33 to 67%) will be below the district standard of the percentage of students who meet their individual target. (See HEDI First 20)
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A K, 1, 2 teacher who achieves an ineffective rating (0 to 10%) will be well below the district standard of the percentage of students who meet their individual target. (See HEDI Small Class) A Grade 3 teacher who achieves an ineffective rating (0 to 32%) will be well below the district standard of the percentage of students who meet their individual target. (See HEDI First 20)

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	Elwood Developed Grade 6 Science Final Exam
7	District, regional or BOCES-developed assessment	Elwood Developed Grade 7 Science Final Exam
	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.	Grade-wide growth targets will be set by the district based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. Growth targets will be set based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher who achieves a highly effective rating (95 to 100%) will be well above the district standard of the percentage of students who meet the grade wide target for all. See Appendix HEDI First 20.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher who achieves an effective rating (68 to 94%) will be above the district standard of the percentage of students who meet the grade wide target for all. See Appendix HEDI First 20.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher who achieves a developing rating (33 to 67%) will be below the district standard of the percentage of students who meet the grade wide target for all. See Appendix HEDI First 20
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher who achieves an ineffective rating (0 to 32%) will be well below the district standard of the percentage of students who meet the grade wide target for all. See Appendix HEDI First 20

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
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6	District, regional or BOCES-developed assessment	Elwood Developed Grade 6 Social Studies Final Exam
7	District, regional or BOCES-developed assessment	Elwood Developed Grade 7 Social Studies Final Exam
8	District, regional or BOCES-developed assessment	Elwood Developed Grade 8 Social Studies Final Exam

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.	Individual growth targets will be set based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. See Appendix HEDI First 20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher who achieves a highly effective rating (95 to 100%) will be well above the district standard of the percentage of students who meet their individual target. See Appendix HEDI First 20
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher who achieves an effective rating (68 to 94%) will be above the district standard of the percentage of students who meet their individual target. See Appendix HEDI First 20
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher who achieves a developing rating (33 to 67%) will be below the district standard of the percentage of students who meet their individual target. See Appendix HEDI First 20
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher who achieves an ineffective rating (0 to 32%) will be well below the district standard of the percentage of students who meet their individual target. See Appendix HEDI First 20

2.6) High School Social Studies Regents Courses

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

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

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

Social Studies Regents Courses		Assessment
Global 2	Regents assessment	Regents assessment

American History	Regents assessment	Regents assessment
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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.	Individual growth targets will be set by the district based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. See Appendix HEDI First 20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher who achieves a highly effective rating (95 to 100%) will be well above the district standard of the percentage of students who meet their individual target. See Appendix HEDI First 20
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher who achieves an effective rating (68 to 94%) will be above the district standard of the percentage of students who meet their individual target. See Appendix HEDI First 20
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher who achieves a developing rating (33 to 67%) will be below the district standard of the percentage of students who meet their individual target. See Appendix HEDI First 20
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher who achieves an ineffective rating (0 to 32%) will be well below the district standard of the percentage of students who meet their individual target. See Appendix HEDI First 20

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	Individual growth targets will be set by the district based on the pretest of the students assigned to the teacher.
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<p>this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. See Appendix HEDI First 20.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>A teacher who achieves a highly effective rating (95 to 100%) will be well above the district standard of the percentage of students who meet their individual target. See Appendix HEDI First 20</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>A teacher who achieves an effective rating (68 to 94%) will be above the district standard of the percentage of students who meet their individual target. See Appendix HEDI First 20</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>A teacher who achieves a developing rating (33 to 67%) will be below the district standard of the percentage of students who meet their individual target. See Appendix HEDI First 20</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>A teacher who achieves an ineffective rating (0 to 32%) will be well below the district standard of the percentage of students who meet their individual target. See Appendix HEDI First 20</p>

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Individual growth targets will be set by the district based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. See Appendix HEDI First 20.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>A teacher who achieves a highly effective rating (95 to 100%) will be well above the district standard of the percentage of students who meet their individual target. See Appendix HEDI First 20</p>

Effective (9 - 17 points) Results meet District goals for similar students.	A teacher who achieves an effective rating (68 to 94%) will be above the district standard of the percentage of students who meet their individual target. See Appendix HEDI First 20
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher who achieves a developing rating (33 to 67%) will be below the district standard of the percentage of students who meet their individual target. See Appendix HEDI First 20
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher who achieves an ineffective rating (0 to 32%) will be well below the district standard of the percentage of students who meet their individual target. See Appendix HEDI First 20

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	State approved 3rd party assessment	STAR Reading Enterprise Gr. 9, Renaissance Learning, Inc.
Grade 10 ELA	State approved 3rd party assessment	STAR Reading Enterprise Gr. 10, Renaissance Learning, Inc.
Grade 11 ELA	Regents assessment	NYS ELA Regents

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Individual growth targets will be set by the district based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. See Appendix HEDI First 20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher who achieves a highly effective rating (95 to 100%) will be well above the district standard of the percentage of students who meet their individual target. See Appendix HEDI First 20
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher who achieves an effective rating (68 to 94%) will be above the district standard of the percentage of students who meet their individual target. See Appendix HEDI First 20
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher who achieves a developing rating (33 to 67%) will be below the district standard of the percentage of students who meet their individual target. See Appendix HEDI First 20

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

A teacher who achieves an ineffective rating (0 to 32%) will be well below the district standard of the percentage of students who meet their individual target. See Appendix HEDI First 20

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
K - non core by teacher roster	State-approved 3rd party assessment	STAR Early Literacy Enterprise Gr. K, Renaissance Learning, Inc.
Grade 1 - non core by teacher roster	State-approved 3rd party assessment	STAR Early Literacy Enterprise Gr. 1, Renaissance Learning, Inc.
Grade 2 - non core by teacher roster	State-approved 3rd party assessment	STAR Early Literacy Enterprise, Gr. 2, Renaissance Learning, Inc.
Grade 3 - non core	State Assessment	ELA 3 NY State Assessment
Grade 4 - non core	State Assessment	ELA 4 NY State Assessment
Grade 5 - non core	State Assessment	ELA 5 NY State Assessment
Grade 6 - non core	State Assessment	ELA 6 - NY State Assessment
Grade 7 - non core	State Assessment	ELA 7 - NY State Assessment
Grade 8 - non core	State Assessment	ELA 8 - NY State Assessment
Grade 9 - non core	State Assessment	ELA Regents
Grade 10 - non core	State Assessment	ELA Regents
Grade 11 - non core	State Assessment	ELA Regents
Grade 12 - non core	State Assessment	STAR Reading Enterprise, Gr. 12, Renaissance Learning, Inc.
non core Reading;Sp Ed; ELL; Speech ; AIS ELA by teacher roster	State Assessment	ELA 3-8- NY State Assessment
Sp Ed math and science : AIS math	State Assessment	NY State Assessment - Math 3-8
LOTE	District, Regional or BOCES-developed	Long Island Regionally Developed FLAC Checkpoint A,B and C
12th Grade Social Studies	State-approved 3rd party assessment	STAR Reading Enterprise Gr. 12, Renaissance Learning, Inc.

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

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

Individual growth targets will be set by the district based on the pretests of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. See

Appendix HEDI First 20.

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

A teacher who achieves a highly effective rating (95 to 100%) will be well above the district standard of the percentage of students who meet their individual target. See Appendix HEDI First 20

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

A teacher who achieves an effective rating (68 to 94%) will be above the district standard of the percentage of students who meet their individual target. See Appendix HEDI First 20

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

A teacher who achieves a developing rating (33 to 67%) will be below the district standard of the percentage of students who meet their individual target. See Appendix HEDI First 20

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

A teacher who achieves an ineffective rating (0 to 32%) will be well below the district standard of the percentage of students who meet their individual target. See Appendix HEDI First 20

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/5364/124697-TXEttx9bQW/HEDI small class-1st 20.pdf

2.12) Locally Developed Controls

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

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

Prior student performace will be used to make adjustments for those teachers of students with disabilities and ELL. The academic history of these students along with historical performance will be used to set ranges.

The Elwood school district will form a committee of teachers and administrators to analyze past performance and academic history for state and district developed assessments in order to recommend appropriate targets to the district APPR administrative/teacher committee.

For district developed assessments where no historical data exists, a committee will recommend appropriate targets to the district APPR administrative/teacher committee.

For STAR assessments we will utilize the student growth percentile target as determined by STAR.

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)

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR Reading Enterprise Gr. 4, Renaissance Learning, Inc.
5	4) State-approved 3rd party assessments	STAR Reading Enterprise Gr. 5, Renaissance Learning, Inc.

6	4) State-approved 3rd party assessments	STAR Reading Enterprise Gr. 6, Renaissance Learning, Inc.
7	4) State-approved 3rd party assessments	STAR Reading Enterprise Gr. 7, Renaissance Learning, Inc.
8	4) State-approved 3rd party assessments	STAR Reading Enterprise Gr. 8, Renaissance Learning, Inc.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The same assessment will be used across all classrooms in the same grade level. The percentage of students grade-wide meeting the achievement target set by the district will be converted to a scale score of 0 to 15. The negotiated scale is in Appendix as HEDI Second 15. Teachers can achieve all scale points from 0 to 15.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves a highly effective rating (95 to 100%) will be well above the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 15.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves an effective rating (65 to 94%) will meet the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 15.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves a developing rating (33 to 64%) will be below the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 15.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves an ineffective rating (0 to 32%) will be well below the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 15.

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 Gr. 4, Renaissance Learning, Inc.
5	4) State-approved 3rd party assessments	STAR Math Enterprise Gr. 5, Renaissance Learning, Inc.
6	4) State-approved 3rd party assessments	STAR Math Enterprise Gr. 6, Renaissance Learning, Inc.

7	4) State-approved 3rd party assessments	STAR Math Enterprise Gr. 7, Renaissance Learning, Inc.
8	4) State-approved 3rd party assessments	STAR Math Enterprise Gr. 8, Renaissance Learning, Inc.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The same assessment will be used across all classrooms in the same grade level. The percentage of students grade-wide meeting the achievement target set by the district will be converted to a scale score of 0 to 15. The negotiated scale is in Appendix as HEDI Second 15. Teachers can achieve all scale points from 0 to 15.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves a highly effective rating (95 to 100%) will be well above the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 15.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves an effective rating (65 to 94%) will meet the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 15.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves a developing rating (33 to 64%) will be below the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 15.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves an ineffective rating (0 to 32%) will be well below the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 15.

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.

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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., Gr. K, Renaissance Learning, Inc.
1	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise, Gr. 1, Renaissance Learning System, Inc.
2	4) State-approved 3rd party assessments	STAR Reading Enterprise, Gr. 2, Renaissance Learning, Inc.
3	4) State-approved 3rd party assessments	STAR Reading Enterprise, Gr. 3, Renaissance Learning, Inc.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The same assessment will be used across all classrooms in the same grade level. The percentage of students grade-wide meeting the achievement target set by the district will be converted to a scale score of 0 to 20. The negotiated scale is in Appendix as HEDI Second 20. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves a highly effective rating (95 to 100%) will be well above the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 20.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves an effective rating (65 to 94%) will meet the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 20.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves a developing rating (33 to 64%) will be below the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 20.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves an ineffective rating (0 to 32%) will be well below the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 20.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Elwood-developed Math K Assessement

1	5) District, regional, or BOCES–developed assessments	Elwood-developed Math Grade 1 Assessment
2	4) State-approved 3rd party assessments	STAR Math Enterprise Gr. 2, Renaissance Learning, Inc.
3	4) State-approved 3rd party assessments	STAR Math Enterprise Gr. 3, Renaissance Learning, Inc.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The same assessment will be used across all classrooms in the same grade level. The percentage of students grade-wide meeting the achievement target set by the district will be converted to a scale score of 0 to 20. The negotiated scale is in Appendix as HEDI Second 20. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves a highly effective rating (95 to 100%) will be well above the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 20.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves an effective rating (65 to 94%) will meet the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 20.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves a developing rating (33 to 64%) will be below the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 20.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves an ineffective rating (0 to 32%) will be well below the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 20.

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 Math Enterprise, Gr. 6, Renaissance Learning, Inc.
7	6(ii) School wide measure computed locally	STAR Math Enterprise, Gr. 7, Renaissance Learning, Inc.

8	6(ii) School wide measure computed locally	STAR Math Enterprise, Gr. 8, Renaissance Learning, Inc.
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For Grades 6-8 Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The same assessment will be used across all classrooms in the same grade level. The percentage of students grade-wide meeting the achievement target set by the district will be converted to a scale score of 0 to 20. The negotiated scale is in Appendix as HEDI Second 20. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves a highly effective rating (95 to 100%) will be well above the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 20.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves an effective rating (65 to 94%) will meet the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 20.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves a developing rating (33 to 64%) will be below the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 20.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves an ineffective rating (0 to 32%) will be well below the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 20.

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 Gr. 6, Renaissance Learning, Inc.
7	6(ii) School wide measure computed locally	STAR Reading Enterprise Gr. 7, Renaissance Learning, Inc.
8	6(ii) School wide measure computed locally	STAR Reading Enterprise Gr. 8, Renaissance Learning, Inc.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The same assessment will be used across all classrooms in the same grade level. The percentage of students grade-wide meeting the achievement target set by the district will be converted to a scale score of 0 to 20. The negotiated scale is in Appendix as HEDI Second 20. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves a highly effective rating (95 to 100%) will be well above the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 20.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves an effective rating (65 to 94%) will meet the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 20.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves a developing rating (33 to 64%) will be below the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 20.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves an ineffective rating (0 to 32%) will be well below the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 20.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	STAR Reading Enterprise, Gr. 9, Renaissance Learning, Inc.
Global 2	6(ii) School wide measure computed locally	Global History and Geography Regents
American History	6(ii) School wide measure computed locally	US History Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The same assessment will be used across all classrooms in the same grade level. The percentage of students grade-wide meeting the achievement target set by the district will be converted to a scale score of 0 to 20. The negotiated scale is in Appendix as HEDI Second 20. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves a highly effective rating (95 to 100%) will be well above the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 20.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves an effective rating (65 to 94%) will meet the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 20.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves a developing rating (33 to 64%) will be below the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 20.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves an ineffective rating (0 to 32%) will be well below the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 20.

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	Living Environment Regents
Earth Science	6(ii) School wide measure computed locally	Earth Science Regents
Chemistry	6(ii) School wide measure computed locally	Chemistry Regents
Physics	6(ii) School wide measure computed locally	Physics Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The same assessment will be used across all classrooms in the same grade level. The percentage of students grade-wide meeting the achievement target set by the district will be converted to a scale score of 0 to 20. The negotiated scale is in Appendix as HEDI Second 20.
---	--

	Teachers can achieve all scale points from 0 to 20.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves a highly effective rating (95 to 100%) will be well above the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 20.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves an effective rating (65 to 94%) will meet the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 20.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves a developing rating (33 to 64%) will be below the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 20.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves an ineffective rating (0 to 32%) will be well below the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 20.

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	Algebra 1 Regents
Geometry	6(ii) School wide measure computed locally	Geometry Regents
Algebra 2	6(ii) School wide measure computed locally	Algebra 2 Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The same assessment will be used across all classrooms in the same grade level. The percentage of students grade-wide meeting the achievement target set by the district will be converted to a scale score of 0 to 20. The negotiated scale is in Appendix as HEDI Second 20. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves a highly effective rating (95 to 100%) will be well above the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 20.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves an effective rating (65 to 94%) will meet the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 20.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves a developing rating (33 to 64%) will be below the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 20.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves an ineffective rating (0 to 32%) will be well below the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 20.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	ELA Regents
Grade 10 ELA	6(ii) School wide measure computed locally	ELA Regents
Grade 11 ELA	6(ii) School wide measure computed locally	ELA Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The same assessment will be used across all classrooms in the same grade level. The percentage of students grade-wide meeting the achievement target set by the district will be converted to a scale score of 0 to 20. The negotiated scale is in Appendix as HEDI Second 20. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves a highly effective rating (95 to 100%) will be well above the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 20.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves an effective rating (65 to 94%) will meet the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 20.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves a developing rating (33 to 64%) will be below the district standard of the percentage of students who meet their achievement target. See

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

A teacher who achieves an ineffective rating (0 to 32%) will be well below the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 20.

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
ESL K-12	6(ii) School wide measure computed locally	STAR Reading Enterprise, K-12, Renaissance Learning, Inc.
Speech K-12	6(ii) School wide measure computed locally	STAR Reading Enterprise, K-12, Renaissance Learning, Inc.
All other ELA courses	6(ii) School wide measure computed locally	STAR Reading Enterprise, K-12, Renaissance Learning, K-12
All other Science courses	6(ii) School wide measure computed locally	STAR Math Enterprise, 9-12, Renaissance Learning, Inc.
All other Social Studies courses	6(ii) School wide measure computed locally	STAR Reading Enterprise, 9-12, Renaissance Learning, Inc.
All other Math courses	6(ii) School wide measure computed locally	STAR Math Enterprise 9-12, Renaissance Learning, Inc.
Non Regents World Languages	6(ii) School wide measure computed locally	STAR Reading Enterprise, 9-12, Renaissance Learning, Inc.
Regents World Languages	6(ii) School wide measure computed locally	STAR Reading Enterprise, 9-12, Renaissance Learning, Inc.
All Business courses	6(ii) School wide measure computed locally	STAR Reading Enterprise, 9-12, Renaissance Learning, Inc.
All Tech Courses	6(ii) School wide measure computed locally	STAR Math Enterprise, 9-12, Renaissance Learning, Inc.
All Art courses	6(ii) School wide measure computed locally	STAR Reading Enterprise, K-12, Renaissance Learning, Inc.
All Music courses	6(ii) School wide measure computed locally	STAR Reading Enterprise, K-12, Renaissance Learning, Inc.
All PE and Health courses	6(ii) School wide measure computed locally	STAR Reading Enterprise, K-12, Renaissance Learning, Inc.
All Family and Consumer Science courses	6(ii) School wide measure computed locally	STAR Reading Enterprise, 9-12, Renaissance Learning, Inc.
Library K-12	6(ii) School wide measure computed locally	STAR Reading Enterprise, K-12, Renaissance Learning, Inc.
Reading K-12	6(ii) School wide measure computed locally	STAR Reading Enterprise, K-12, Renaissance Learning, Inc.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The same assessment will be used across all classrooms in the same grade level. The percentage of students grade-wide meeting the achievement target set by the district will be converted to a scale score of 0 to 20. The negotiated scale is in Appendix as HEDI Second 20. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	A teacher who achieves a highly effective rating (95 to 100%) will be well above the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 20.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves an effective rating (65 to 94%) will meet the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 20.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves a developing rating (33 to 64%) will be below the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 20.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher who achieves an ineffective rating (0 to 32%) will be well below the district standard of the percentage of students who meet their achievement target. See Appendix HEDI Second 20.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/124698-y92vNseFa4/3.13 HEDI Second 20.pdf

3.14) Locally Developed Controls

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

Prior student performance will be used to make adjustments for those teachers of students with disabilities and ELL. The academic history of these students along with historical performance will be used to set ranges.

The Elwood school district will form a committee of teachers and administrators to analyze past performance and academic history for state and district developed assessments in order to recommend appropriate targets to the district APPR administrative/teacher committee.

For district developed assessments where no historical data exists, a committee will recommend appropriate targets to the district APPR administrative/teacher committee.

For STAR assessments we will utilize the student growth percentile target as determined by STAR.

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.

For those teachers teaching multiple different courses the percentage will be proportionally calculated and one score will result.

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 Thursday, May 03, 2012

Updated Monday, March 18, 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

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
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	20

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Each element within the four domains of the Danielson rubric will receive a weighting. Using the four domains and twenty two components, each teacher will receive a score of one to four for each component. Within each domain each section will be averaged to develop four domain scores. Domain 1 score will be multiplied by 11; domain 2 by 10; domain 3 by 16; domain 4 by 8. The sum of the four domain scores will give the teacher a score between 45 and 180. Use the HEDI Other 60 to arrive at the 0-60 score. We understand the composite score must be reported in whole numbers.

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

assets/survey-uploads/5091/124700-eka9yMJ855/signed HEDI other measures.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	A teacher who achieves a highly effective rating will be well above the NYS Teaching Standards. (see HEDI attachment)
Effective: Overall performance and results meet NYS Teaching Standards.	A teacher who achieves an effective rating will be above the NYS Teaching Standards. (see HEDI attachment)
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A teacher who achieves a developing rating will be below the NYS Teaching Standards. (see HEDI attachment)
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A teacher who achieves an ineffective rating will be well below the NYS Teaching Standards. (see HEDI attachment)

Provide the ranges for the 60-point scoring bands.

Highly Effective	58.5-60
Effective	56.5-58.46
Developing	50.14-56.36
Ineffective	0-47.83

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- Both
-

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?

-
- Both
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Thursday, May 03, 2012

Updated Friday, March 08, 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	58.5 ---60.0
Effective	56.5---58.46
Developing	50.14---56.36
Ineffective	0.0---47.83

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Thursday, May 03, 2012

Updated Friday, March 08, 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/5265/124702-Df0w3Xx5v6/APPR - TIP.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:

See attachment D --Addendum to APPR which identifies the timelines associated with the evaluation process.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The principals will serve as the lead evaluators for the teachers in the Elwood Union Free School District. The district has selected and received agreement with the Elwood Teachers Alliance to utilize the Danielson 2007, Framework for Teaching Rubric. As lead evaluators our principals will continue to participate in ongoing training that is offered by BOCES and the district. These sessions have targeted the key elements that are required for the certification as a lead evaluator. The district provides professional development to principals at its monthly administrative meetings and at several half-day afterschool training sessions for all evaluators.

The district has devoted much of its time with administrative staff to enhance their working knowledge of the New York State Standards; the State Reporting System; the development of local assessments; the Common Core Standards; and the use of growth and value added models. The district has also made a concerted effort to offer training in the area of evidence based observations. The district will continue to require lead evaluators to attend BOCES and district sponsored training which will target the following elements that are required for certification as a lead evaluator: the New York State Teaching Standards; growth models for student achievement; evidence based observations that are aligned to the Danielson 2007 rubric; artifacts of teacher practices such as lesson plans; use of the STAR Renaissance assessments; use of the state-wide instructional reporting system; the generation of scores for each subcomponent of the composite effectiveness score; and the evaluation of teachers of English Language Learners and Students with Disabilities.

In order to enhance and ensure inter-rater reliability, the district contracted with TeachScape to participate in their Framework for Teacher Proficiency System (FFTPS). Each principal and administrator will be responsible to complete all components of the FFTPS. The FFTPS involves each administrator watching a video showing a classroom lesson and gathering evidence. At the end of the video, the evidence is evaluated using the rubric. At monthly administrator meetings, principals and administrators will then compare the evidence each gathered and their evaluation using the rubric. The discussion focuses on similarities and differences to teach everyone to gather appropriate evidence and apply the rubric accurately and consistently.

As part of their ongoing training, the Assistant Superintendent, the Superintendent and the Principals will conduct a minimum of two classroom visits with each principal using Danielson 2007 Rubric during the 2012-2013 school year and will compare the evidence that was collected from each visitation and the alignment to the rubric. This data will be used to determine inter-rater reliability and to provide evidence to the assistant superintendent that the principal has met the qualifications for lead evaluator.

The evidence of all the training will be presented to the Board of Education who will certify that each principal is highly qualified to be the lead evaluator for the teachers' evaluations. The Board will re-certify the lead evaluators each school year after reviewing the ongoing training they have received.

The RIT network team has participated in the following training:

- ~ Bringing the Common Core to Life" - 1/2 day*
- ~ CCSS Shifts in Instruction - ELA - 1/2 day*
- ~ CCSS Shifts in Instruction - Math - 1/2 day*
- ~ School Based Inquiry/Data Driven Instruction with Paul Bambrick-Santoyo - 1/2 day*
- ~ Teacher Evaluation with Albert Duffy - 2 hours*
- ~ School Based Inquiry Teams - 2 hours*
- ~ Data Driven Instruction - 2 hours*
- ~ Using Formative Assessments Aligned to the Common Core and State Standards - one day*
- ~ BOCES Workshop - SLOs - rules and regulations and samples - 1/2 day*
- ~ Training on STAR Reading and Math*

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Thursday, May 03, 2012
Updated Monday, March 18, 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):

3-5
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
Elementary K-2	State-approved 3rd party assessment	STAR Early Literacy Enterprise and Math Enterprise, Renaissance Learning, Inc.

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.	Individual growth targets will be set by the district based on the pretest of the students in their respective grade levels. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. STAR Renaissance will be the final assessments in K-2, The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. See scale at 7.3.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	The highly effective principal will have 85% or greater of his/her students meet the growth target. See scale at 7.3.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The effective principal will have 70 to 84% of his/her students meet the growth target. See scale at 7.3.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The developing principal will have 55 to 69% of his/her students meet the growth target. See scale at 7.3.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	The ineffective principal will have 0 to 54% of his/her students meet the growth target. See scale at 7.3.

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.

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Thursday, May 03, 2012
Updated Monday, March 18, 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
3-5	(d) measures used by district for teacher evaluation	STAR Reading Enterprise and Math Enterprise, Renaissance Learning, Inc.; and writing prompt with rubric
3-5	(a) achievement on State assessments	NYS Grades 4 and 5 ELA and mathematics assessments
6-8	(d) measures used by district for teacher evaluation	STAR Reading Enterprise and Math Enterprise; and writing prompt with rubric
6-8	(a) achievement on State assessments	NYS Grades 6 through 8 ELA and Mathematics assessments
9-12	(f) % of students with advanced Regents or honors	% of students achieving advanced diploma for four years
9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	four year graduation and drop out rates

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The same assessment will be used in all classrooms in the same grade level and course. The percentage of students meeting the achievement target set by the district on the assessments, graduation and drop out rates,, and achieving a diploma in four years will be converted to a scale score of 0 to 15 points.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or	The principal will be rated highly effective if 85% or greater of his/her students meet the achievement target. See 8.1

achievement for grade/subject.	attachment.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated effective if 70 to 84% of his/her students meet the achievement target. See 8.1 attachment.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated developing if 55 to 69% of his/her students meet the achievement target. See 8.1 attachment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated ineffective if 54% or fewer of his/her students meet the achievement target. See 8.1 attachment.

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.

(No response)

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

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

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

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

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

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

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

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

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

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

with high school grades

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-2	(d) measures used by district for teacher evaluation	STAR Early Literacy Enterprise, Renaissance Learning
K-2	(d) measures used by district for teacher evaluation	STAR Math Enterprise, Renaissance Learning

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The same assessment will be used in all classrooms in the same grade level and course. The percentage of students meeting the achievement target set by the district will be converted to a scale score of 0 to 20 points. See 8.2 Attachment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated highly effective if 85% or greater of his/her students meet the achievement target. See 8.2 Attachment.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated effective if 70 to 84% of his/her students meet the achievement target. See 8.2 Attachment.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated developing if 55 to 69% of his/her students meet the achievement target. See 8.2 Attachment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated ineffective if 54% or fewer of his/her students meet the achievement target. See 8.2 Attachment.

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/5366/124706-T8MIGWUVm1/8.2 APPR Growth Measures.pdf

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.

All assessments for local measures are aligned to the standards for each course of study. Targets will be based on students' prior academic history. All targets will be reviewed by the building principal and the superintendent to ensure that all targets correlate to students' potential and foster improved academic performance. No other controls will be used in setting targets for local measures.

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.

Achievement targets are set for each student. The number of students meeting the target will be divided by the total number of students for whom these targets are set to identify the overall percentage of students meeting the target. The percentage is then converted to a scale score of 0 to 20 or 0 to 15. This method insures proportional accountability based on the percentage of students assessed by each locally selected measure.

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 Thursday, May 03, 2012

Updated Friday, March 08, 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]	60
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
--	---

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The district will use the Multidimensional Principal Performance Rubric and will weigh the six domains as follows: Domain 1 - Shared Vision of Learning 8 points; Domain 2 - School Culture and Instructional Program 16 points; Domain 3 - Safe, Efficient, Effective Learning Environment 15 points; Domain 4 - Community 9 points; Domain 5 - Integrity, Fairness, Ethics 7 points; Domain 6 - Political, Social, Economic, Legal and Cultural Context 5 points. At the beginning of each year, the Principal, Superintendent, and Assistant Superintendent for Curriculum and Instruction will determine what artifacts are appropriate evidence to supplement the onsite observations of the principal. The points will be assessed in the aggregate for each domain rather than reflect the specific element within the domains. Specifically, the evaluator will review all available data and evidence as they reflect the elements in each of the six domains. A principal's performance can be rated at any score point 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.

[assets/survey-uploads/5143/124707-pMADJ4gk6R/9.7 HEDI Rating Categories.pdf](#)

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

Highly Effective: Overall performance and results exceed standards.	A highly effective rating is achieved by demonstrating exemplary performance in the following areas: creating a shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics; and political, social economic, legal and cultural context. The overall composite score for a rating of highly effective will range from 55 to 60 points.
---	---

Effective: Overall performance and results meet standards.	An effective rating is achieved by demonstrating strong performance in the following areas: creating a shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics; and political, social economic , legal and cultural context. The overall composite score for a rating of effective will range from 48 to 54 points.
Developing: Overall performance and results need improvement in order to meet standards.	A developing rating is achieved by demonstrating a need for improvement in performance in the following areas: creating a shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics; and political, social economic , legal and cultural context. The overall composite score for a rating of developing will range from 30 to 47 points.
Ineffective: Overall performance and results do not meet standards.	An ineffective rating is achieved by demonstrating poor performance in the following areas: creating a shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics; and political, social economic , legal and cultural context. The overall composite score for a rating of ineffective will range from 0 to 29 points.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	48-54
Developing	30-47
Ineffective	0-29

9.8) School Visits

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

Probationary Principals

By supervisor	2
By trained administrator	2
By trained independent evaluator	0
Enter Total	4

Tenured Principals

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

10. Composite Scoring (Principals)

Created Thursday, May 03, 2012

Updated Wednesday, September 19, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	55-60
Effective	48-54
Developing	30-47
Ineffective	0-29

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 Thursday, May 03, 2012

Updated Friday, March 08, 2013

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

<assets/survey-uploads/5276/124709-Df0w3Xx5v6/Prin PIP.pdf>

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Timelines for the appeals process are contained in the AddendumsectionAppealing the Results of the Annual PPR, Page 7.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The direct supervisor for the four principals in the district is the Assistant Superintendent for Curriculum and Instruction. She and the Superintendent of Schools will be the lead evaluators for the principals' APPR. The assistant superintendent and superintendent have attended several workshops to gain expertise in the evaluation of the principals for the new APPR. The assistant superintendent attended workshops on principal evaluations offered by Western Suffolk BOCES. The superintendent attended workshops offered by the State Education Department and the New York State Council of School Superintendents. The principals will join the superintendent and assistant superintendent to receive specific training on the Multidimensional Principal Performance Rubric in the fall of 2012. The superintendent and assistant superintendent will attend additional professional development workshops and training as they are scheduled by BOCES, SED, and NYSCOSS.

As part of the ongoing training, the superintendent and assistant superintendent will conduct a minimum of two school visitations of each principal using the Multidimensional Principal Performance Rubric during the 2012-2013 school year. The evidence gathered from the visitations, as well as the artifacts that have been submitted by the principal, will be reviewed independently by each lead evaluator and aligned to the rubric to determine a rating. This process will be used to ensure inter-rater reliability.

The evidence of the training will be presented to the Board of Education who will certify that the superintendent and assistant superintendent are highly qualified. The Board will re-certify both lead evaluators each school year after reviewing the ongoing training they have received.

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 Thursday, May 03, 2012

Updated Wednesday, April 03, 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/5581/124710-3Uqgn5g9Iu/cert 4-3-13.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.

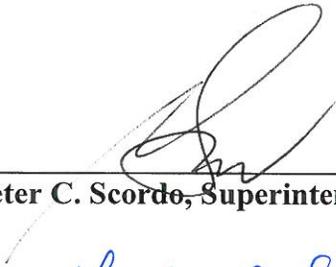
ELWOOD PUBLIC SCHOOLS



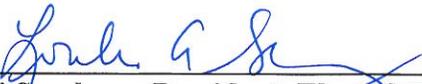
ADDENDUM TO ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN (APPR)

2012-2013

March 18, 2013



Peter C. Scordo, Superintendent of Schools



Lorelei Stephens, President, Elwood Teachers Alliance

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TIMELINE OBSERVATION/EVALUATION PROCESS

NON-TENURED FACULTY -- FIRST YEAR

- A minimum of six observations per year; a minimum three observations per evaluation period (with two evaluation periods per year); at least two of the six are full period, formal announced observations; at least two unannounced observation. (One or two of the observations may be video observations as permitted by the State)
- One mid-year evaluation report – due by **January 30**.
- Artifact submission deadline to the principal – **May 1** (including Stage I self-evaluation report due to administration).
- Stage I evaluation report due to teacher no later than **June 1** (Stage I includes Other Measures plus Local Assessment, if available).
- APPR Composite Form – due to teacher by **September 1** or 20 days after receipt of state scores, whichever is later.
- All observations and evaluation must be signed and returned to administration no later than ten workdays after receipt.

NON-TENURED FACULTY -- SECOND YEAR

- A minimum of four observations per year; two observations per evaluation period (with two evaluation periods per year); at least one unannounced observation.
- One mid-year evaluation report – due by **January 30**.
- Artifact submission deadline to the principal – **May 1** (including Stage I self-evaluation report due to administration).
- Stage I evaluation report due to teacher no later than **June 1** (Stage I includes Other Measures plus Local Assessment, if available).
- APPR Composite Form – due to teacher by **September 1** or 20 days after receipt of state scores, whichever is later.
- All observations and evaluation must be signed and returned to administration no later than ten workdays after receipt.

*Teachers who may not be asked back for a third year will have concerns addressed at a mid-year discussion and be notified of the final decision by **June 1**.*

NON-TENURED FACULTY – THIRD YEAR OR TEACHERS ONLY SERVING A TWO YEAR PROBATIONARY TERM

A minimum of four observations per year; two observations per evaluation period as above with at least one unannounced observation (with two evaluation periods per year)

- One mid-year evaluation report – due by **December 15**.
- Artifact submission deadline to the principal – **March 15** (including Stage I self-evaluation report due to administration).
- Stage I evaluation report due to teacher by **May 1** (Stage I includes Other Measures plus Local Assessment, if available) which includes reference to tenure decision--- see attached tenure evaluation.
- APPR Composite Form – due to teacher by **September 1** or 20 days after receipt of state scores, whichever is later.
- All observations and evaluation must be signed and returned to administration no later than ten workdays after receipt.



TENURED FACULTY

- A minimum of two observations per year, at least one of which must be formal announced and at least one unannounced.
- One formal observation must be conducted within the primary area being evaluated by the growth and local assessment measures.
- Artifact submission deadline to the principal – **May 1** (including Stage I self-evaluation report due to administration).
- Stage I evaluation report due to teacher no later than June **25** (Stage I includes Other Measures plus Local Assessment, if available).
- APPR Composite Form – due to teacher by **September 1** or 20 days after receipt of state scores, whichever is later.
- All observations and evaluation must be signed and returned to administration no later than ten workdays after receipt.

March 13, 2013



GUIDELINES FOR INDIVIDUAL LESSON OBSERVATIONS –
TENURED AND NON-TENURED FACULTY

- The building principal and other members of the administrative staff such as assistant principal, Assistant Superintendent, Superintendent, Director, and Executive Director can act as reviewers for all teachers.
- Guidelines for use of video as an observation tool will be created as part of the Goal Committee beginning in the fall of 2012. The teacher will be provided a copy of the video within 48 hours (two school days).
- Pre- and post-observation conferences are required for all scheduled observations. Unannounced observations, mini observations, learning walks/instructional rounds are permissible, and post-observation conferences may follow. (The decision to conduct a post-observation conference is made by the administrator who conducted the observation; however, a teacher may request a post-observation conference and/or submit comments regarding the observation.)
- Post Observation Conference:
A post-observation conference is normally conducted between three and five working days of each observation, but never later than seven working days after the observation. The purposes for the post-observation conferences are to:
 - Review the lesson(s) with a focus on student learning
 - Reinforce the strengths of the teaching performance
 - Identify areas for improvement
 - Offer specific feedback on classroom management
 - Provide opportunities for self-reflection
 - Guide the teacher toward relevant professional development opportunities.
- A formal written summary of the observation must normally be provided to the teacher within fifteen (15) business days of the observation conference.
- Teachers must sign observation summaries. Copies will be given to them shortly thereafter. A signature does not necessarily mean that he or she agrees with the contents of the summary. It simply means that the teacher is aware of the summary and has been given the opportunity to read and respond to it in writing. If a teacher feels that a written response to the summary is necessary, such responses will be made within fifteen (15) business days of the post-observation conference and will be included in his or her file. Not submitting a written response does not preclude the teacher from raising concerns at some future point within the evaluation process.
- All observation summaries must be shared with the teacher and the building principal.
- Original, signed observation summaries are to be sent to the district office for inclusion in the district personnel file for all teachers.
- Copies of signed observation summaries for all teachers shall be maintained in building personnel files.
- If an evaluation raises serious concerns, individual lesson observations may be referenced in the evaluation with the observation summary attached.
- The time frames referenced above may be extended by mutual agreement of the district and the ETA.

**APPEALING THE RESULTS OF THE ANNUAL
PROFESSIONAL PERFORMANCE REVIEW**

- Appeals shall be limited to those evaluations which have resulted from the Composite Effectiveness Score rating of *developing and ineffective*. Probationary teachers may not appeal.
- A teacher may appeal the annual evaluation to the Superintendent of Schools or his/her designee within fifteen business days of its receipt. The appeal shall be in writing and shall articulate in detail the basis of the appeal. Appeals shall be limited to:
 1. The substance of the annual professional performance review;
 2. The school district's adherence to the standards and methodologies required for such review pursuant to Section 3012(c) of the Education Law;
 3. The adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, and
 4. The school district's issuance and/or implementation of the terms of a Teacher Improvement Plan (TIP).
- Any issue not raised in the written appeal shall be deemed waived.
- The Superintendent of Schools or his/her designee shall render a written determination in response **within fifteen business days** of receipt of the appeal.
- The determination of the Superintendent of Schools or his/her designee as to the substance of the appeal of the annual professional performance review shall not be grievable, arbitrable, nor reviewable in any other forum. Procedural issues relative to the annual professional performance review shall be subject to the grievance machinery of the contract.
- A teacher that receives a rating of *Developing* will submit a written appeal with artifacts to the Superintendent or his designee. Upon review, the Superintendent will make a final decision.
- A teacher who receives a rating of *Ineffective* will submit a written appeal with artifacts, and upon receipt the Superintendent will set up a meeting to hold a discussion.
- Notwithstanding the above, the following additional procedures shall be available for any teacher receiving a rating of *ineffective* for a second consecutive year.
 1. Within fifteen (15) business days, occurring during the school year including summer recess, of the receipt of a teacher's annual evaluation, the teacher may request, in writing, review by the Superintendent of Schools or his/her designee.
 2. The appeal writing shall articulate in detail the basis of the appeal to the Superintendent of Schools or his/her designee. Failure to articulate a particular basis for the appeal in the aforesaid appeal writing shall be deemed a waiver of that claim. The evaluated teacher may only challenge the District's adherence to the parties' annual professional performance review plan adopted pursuant to 8 NYCRR 30-2 and Education Law 3012-c.
 3. The rating of a principal on his or her own APPR should not be admissible as a basis for a teacher to appeal his or her own evaluation. The fact that a principal was rated less than effective should not be a consideration in appeals of a teacher's evaluation completed by that principal.

4. Within fifteen (15) business days of receipt of the appeal (including during the school year and the summer recess period), the Superintendent of Schools or his/her designee shall render an initial determination, in writing, respecting the appeal. Thereafter, the affected teacher may elect review of the appeal papers by an outside expert who shall be mutually selected by the District and the Union from the AAA list. The cost of expert review shall be borne equally by the District and the Union. If the Superintendent's final decision is contrary to the outside expert's decision, the District will reimburse the Union for all costs incurred from the expert review.

The expert may recommend a modification of the rating, along with his/her rationale for the same. Expert review shall be completed within fifteen (15) business days of delivery of the written request for review to the expert. No hearing shall be held, and the expert's report shall be advisory only. The expert's review shall be based solely upon the original appeal, the Superintendent's initial determination, supporting papers submitted by the teacher and/or a response to the appeal by the teacher's evaluator.

The reviewer's written recommendation shall be transmitted to the Superintendent and appellant upon completion. The Superintendent shall consider the written recommendation of the reviewer and shall issue a written decision within fifteen business days thereof. The determination of the Superintendent of Schools, or his/her designee, shall be final and shall not be grievable, arbitrable, nor reviewable in any other forum; however the failure of either party to abide by the above agreed upon process shall be subject to the grievance process.

The parties acknowledge that nothing herein shall prevent the District or the teacher from offering the expert's written review into evidence during a 3020a discharge proceeding based on a "pattern of ineffective teaching or performance" or "pedagogical incompetence" after the appeal process is completed.

- Non-tenured teachers shall not be permitted to appeal any aspect of their annual evaluation, or the school district's issuance and/or implementation of the terms of a teacher improvement plan. Probationary teachers who are rated highly effective, effective, developing or ineffective may elect to submit a written response to their overall rating, which response shall be appended to the APPR evaluation and filed in the teacher's personnel file. Such response shall be filed within fifteen (15) business days, occurring during the school year including summer recess, of the teacher's receipt of the APPR evaluation.
- Tenured teachers who are rated effective, highly effective, developing, or ineffective may elect to submit a written response to their overall rating, which response shall be appended to the APPR evaluation and filed in the teacher's personnel file. Such response shall be filed within fifteen (15) business days, occurring during the school year including summer recess, of the teacher's receipt of the APPR evaluation.
- The time frames referenced above may be extended no more than 60 days by mutual agreement of the district and the ETA.

USE OF APPR EVALUATION IN EMPLOYMENT DECISIONS

Prior to making an employment decision including but not limited to , promotion, retention, tenure determination, and termination, the Superintendent, and or the Board of Education, shall review the affected teacher's annual professional employment review(s), considering said review(s) as significant factor(s) in reaching determinations respecting the aforesaid employment actions. Provided, however, that nothing in this section shall be construed to affect the statutory right of the school district or its board of cooperative educational services to terminate a probationary teacher for statutorily and constitutionally permissible reasons other than the performance of the teacher or principal in the classroom or school, including but not limited to misconduct.

TEACHER PROFESSIONAL DEVELOPMENT

Annual Professional Performance Review (annual evaluation) of teachers shall be a significant factor in teacher professional development. In that regard, each school's principal will use the annual evaluation of each teacher to customize a program of professional development that makes the most sense for the teacher relative to improving the teacher's instructional performance. Professional development designed in response to a teacher evaluation will consider both the appropriate learning goals and the system of support appropriate for attainment of those goals. Opportunities for professional development are categorized into four general areas:

Formal – support or professional learning through formal training and professional development; workshops, action research, etc.

Specialist – staff support such as coaches, mentors, and other teacher or administrator resources.

Curricular – support for the development of curriculum and material resources, such as benchmark assessments or developing thematic units.

Collaborative – learning supported in informal structures, such as collegial community and collaboration in the school and professional learning communities.

Thus, opportunities for a teacher's professional development can be: district-provided professional learning opportunities, school-based team experiences, and individual opportunities provided outside the district. Principals will utilize these varied opportunities based upon the teachers' goals and needs.

ASSESSMENT DEVELOPMENT, SECURITY AND SCORING PROCESS

For the administration of State Assessments, the District follows the scoring procedures as outlined in the School Administrator's Manual, Teacher Directions Manual, Scoring Site Operations Manual, and the NYS Education Department and any other directions or documents required by the New York State Department of Education. These documents detail administration and scoring operations from on-site delivery of students' assessment materials to the conclusion of scoring.

Each building principal maintains test security. This includes inventory upon delivery and secure storage in a safe or vault. All testing materials remain sealed until the dates on which they will be administered. As soon as testing of each booklet is completed, all used and unused test booklets and student answer sheets are collected and securely stored until the official scoring process begins.

The Principals supervise all activities related to the scoring facility. While scoring is in progress, all student test books and answer sheets, as well as scoring materials, are regarded as secure and confidential. When scoring is required by the district, Scoring Leaders monitor the scoring of student responses. Scorers are teachers, retired teachers and substitute teachers, and Scoring Leaders ensure the randomization of test booklets and teachers do not score student test booklets for the students of whom they have a vested interest.

At the conclusion of the official scoring window, test materials are submitted for secure destruction, as directed by NYS Education Department.

For the administration of the local assessment, STAR, along with the writing prompt with rubric, proctoring procedures are those articulated for New York State Assessments. Students and teachers do not see test questions prior to the administration of the test. Scoring is provided by the vendor and is not completed by any district employee.

ELWOOD UFSD TEACHER IMPROVEMENT PLAN

The Teacher Improvement Plan (TIP) is a structured plan designed to identify specific concerns in instruction and outlines a plan of action to address these concerns. The purpose of a TIP is to assist teachers to work to their fullest potential. The TIP provides assistance and feedback to the teacher and establishes a timeline for assessing its overall effectiveness.

A TIP must be initiated whenever a teacher receives a rating of *developing* or *ineffective* in a year-end evaluation. Both the teacher and the administrator meet for an evaluation conference at the end of the school year where the *developing* or *ineffective* evaluation is discussed. A TIP is designed by the building principal and the Superintendent or his/her designee in collaboration with the teacher and the president of the ETA or his/her designee. The TIP must be in place no later than ten days after the date on which teachers are required to report prior to the opening of classes for the school year. An initial conference is held at the beginning of the school year where the TIP is discussed, signed and dated at the beginning of its implementation.

The teacher must be offered the opportunity for a peer mentor from the District's mentor program. An independent, trained evaluator who is a teacher, retired teacher or administrator not employed by the district or retired administrator with a demonstrated record of effectiveness can be scheduled by the Superintendent of Schools to function as a peer mentor. The teacher will select the mentor, with the approval of the Superintendent and the ETA President. The mentor and the teacher will collaborate during the first quarter. During that time, the teacher will be observed by designated members of the leadership team who will concentrate on observing and evaluating goals identified in the TIP. They will meet with the teacher in a timely manner (within 3 school days) to discuss the observations. Written observation summaries will be provided (within 7 school days) and must be signed by both parties. The teacher will have the right to respond to observation summaries and responses will be attached.

After the first quarter of teacher/mentor collaboration, the administration will assess the effectiveness of the intervention and the level of improvement. Based on that assessment, the TIP may be adjusted appropriately and quarterly meetings among all parties will continue. At the end of the year, if the TIP goals are met, it will terminate. The culmination of the TIP will be communicated in writing to the teacher. Both parties will sign the TIP at the end of the school year.

If the teacher is again rated as *developing* or *ineffective*, a new plan will be developed by the teacher and the building principal in collaboration with the ETA for the subsequent school year.

The TIP must consist of the following components:

- I. **SPECIFIC AREAS FOR IMPROVEMENT:** Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the teacher to accomplish during the period of the Plan.
- II. **EXPECTED OUTCOMES OF THE TIP:** Identify specific recommendations for what the teacher is expected to do to improve in the identified areas. Delineate specific, realistic, achievable activities for the teacher.
- III. **RESOURCES:** Administrators will help identify specific resources available to assist the teacher to improve performance. Examples: colleagues; courses; workshops; peer visits; materials; etc. The teacher must reach out to colleagues (ex. mentor) and other support personnel to seek resources and guidance.
- IV. **RESPONSIBILITIES:** Identify responsible administrator(s) and steps to be taken by administrator(s) throughout the Plan. Identify steps to be taken by the teacher throughout the Plan. Examples: peer review, observation of other teachers, professional development, classroom observations of the teacher; supervisory conferences between the teacher and administrator(s); written reports and/or evaluations; etc.
- V. **EVIDENCE OF ACHIEVEMENT:** Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the teacher is successful, partially successful or unsuccessful in efforts to improve performance. The teacher is responsible to conduct continual self-assessments. He/she can ask colleagues to help with their assessment.
- VI. **TIMELINE:** Provide a specific Timeline for implementation of the various components of the TIP and for the final completion of the TIP. Identify the dates for preparation of written documentation regarding the completion of the Plan.

Sample Components of a Teacher Improvement Plan (TIP)

I. TARGETED GOALS: AREAS FOR IMPROVEMENT

1. Domain 1 -- Planning and Preparation
2. Domain 2 -- Classroom Environment
3. Domain 3 -- Instruction
4. Domain 4 -- Professional Responsibilities
5. Student Achievement

II. EXPECTED OUTCOMES

List of specific expectations related to targeted goals identified in Section I

III. RECOMMENDED ACTIVITIES

List of specific activities related to target goals identified in Section I

- A. Observe colleagues identified by Principal
- B. Attend workshops related to targeted goals
- C. Meetings with designated members of the administration on a defined schedule
- D. Self-reflection
- E. Re-education at the university level

IV. RECOMMENDED RESOURCES

1. Identify the lead evaluator who has oversight of the TIP
2. List specific materials, people, workshop to be used to support the TIP
3. Identify the instrument or rubrics used to monitor progress
4. Danielson video or online PD (*Educational Impact or ASCD*)

V. EVIDENCE OF ACHIEVEMENT

1. Identify how progress will be measured and assessed
2. Specify next steps to be taken based upon progress or lack thereof

VI. TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES

1. Identify dates for classroom observations consistent with APPR Plan.
2. Identify dates for progress meetings with administrators related to each identified targeted goal.
3. Identify dates for quarterly assessment of overall progress.

TEACHER VERIFICATION PROCEDURE

The Elwood School District follows the New York State guidelines, policies, and regulations to verify each teacher of record.

INTER-RATER RELIABILITY

The district will provide those responsible for conducting an evaluation with training in inter-rater reliability. This training will be provided no later than December and April of each school year. Evaluators will be recertified by the Superintendent and Board of Education after the conclusion of the second session.

ELWOOD PUBLIC SCHOOLS

INTERVIEW PROTOCOL FOR A PRE-OBSERVATION (PLANNING) CONFERENCE

Teacher _____ Date _____
Grade _____ Subject _____ School _____
Department _____ Course _____ Period _____ Time: _____

- 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 as a large group? Provide 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?**

ELWOOD PUBLIC SCHOOLS

INTERVIEW PROTOCOL FOR A POST-OBSERVATION (REFLECTION) CONFERENCE

Teacher _____ Date _____
Grade _____ Subject _____ School _____
Department _____ Course _____ Period _____ Time: _____

- 1. In general, how successful was the lesson? Did the students learn what you intended them to learn? How do you know?**

- 2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?**

- 3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?**

- 4. Did you depart from your plan? If so, how and why?**

- 5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources). To what extent were they effective?**

- 6. If you had a chance to teach this lesson again to the same group of students, what would you do differently?**

ELWOOD PUBLIC SCHOOLS

**OBSERVATION REPORT OF PERFORMANCE EFFECTIVENESS
(CLASSROOM TEACHERS)**

Teacher _____ Date _____
Grade _____ Subject _____ School _____

Summary:

I – Ineffective D – Developing E – Effective HE – Highly Effective N/A – Not Applicable or Observed

Domain 1: Planning and Preparation	I	D	E	HE	N/A
1a: Demonstrating Knowledge of Content and Pedagogy					
1b: Demonstrating Knowledge of Students					
1c: Setting Instructional Outcomes					
1d: Demonstrating Knowledge of Resources					
1e: Designing Coherent Instruction					
1f: Designing Student Assessment					

Domain 1 Comments/Suggestions:

Domain 2: The Classroom Environment	I	D	E	HE	N/A
2a: Creating an Environment of Respect and Rapport					
2b: Establishing a Culture for Learning					
2c: Managing Classroom Procedures					
2d: Managing Student Behavior					
2e: Organizing Physical Space					

Domain 2 Comments/Suggestions:

Domain 3: Instruction	I	D	E	HE	N/A
3a: Communicating with Students					
3b: Using Questioning and Discussion Techniques					
3c: Engaging Students in Learning					
3d: Using Assessment in Instruction					
3e: Demonstrating Flexibility and Responsiveness					

Domain 3 Comments/Suggestions:

Domain 4: Professional Responsibilities	I	D	E	HE	N/A
4a: Reflecting on Teaching					
4b: Maintaining Accurate Records					
4c: Communicating with Families					
4d: Contributing to the School and District					
4e: Growing and Developing Professionally					
4f: Demonstrating Professionalism					

Domain 4 Comments/Suggestions:

Overall Administrator Rating: <i>(circle)</i>	Ineffective	Developing	Effective	Highly Effective
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Strengths of the Lesson:

Areas for Improvement:

Comments and Performance Level:

Please be advised that if you receive an Ineffective or Developing rating, you are at risk for requiring a teacher improvement plan if your composite score is below 75.

Appraiser _____ Title _____

Appraiser's Signature _____ Date _____

Teacher's Signature _____ Date _____

(Teacher's signature indicates knowledge of content, but not necessarily agreement. If desired, the teacher has the right to respond to the evaluation and to have that response appended hereto) RESPONSE APPENDED: YES _____ NO _____

- Distribution:
- | | |
|--|---|
| <input type="checkbox"/> Superintendent | <input type="checkbox"/> Teacher |
| <input type="checkbox"/> Principal | <input type="checkbox"/> Personnel File |
| <input type="checkbox"/> Assistant Principal | |

ELWOOD PUBLIC SCHOOLS

**STAGE I SUMMATIVE EVALUATION REPORT OF PERFORMANCE EFFECTIVENESS
(CLASSROOM TEACHERS)**

Teacher _____ Date _____
 Grade _____ Subject _____ School _____

I – Ineffective D – Developing E – Effective HE – Highly Effective

A. Domain 1: Planning and Preparation	Self-Evaluation				Supervisor Evaluation			
	I	D	E	HE	I	D	E	HE
1a: Demonstrating Knowledge of Content and Pedagogy								
1b: Demonstrating Knowledge of Students								
1c: Setting Instructional Outcomes								
1d: Demonstrating Knowledge of Resources								
1e: Designing Coherent Instruction								
1f: Designing Student Assessment								

Domain 1 Teacher Comments:

Domain 1 Supervisor Comments/Suggestions:

$A = \frac{\quad}{11} \times 11 = \quad$ <p align="center"><i>(Average 1a to 1f)</i></p>
--

B. Domain 2: The Classroom Environment	Self-Evaluation				Supervisor Evaluation			
	I	D	E	HE	I	D	E	HE
2a: Creating an Environment of Respect and Rapport								
2b: Establishing a Culture for Learning								
2c: Managing Classroom Procedures								
2d: Managing Student Behavior								
2e: Organizing Physical Space								

Domain 2 Teacher Comments:

Domain 2 Supervisor Comments/Suggestions:

$B = \frac{\quad}{10} \times 10 = \quad$ <p align="center"><i>(Average 2a to 2e)</i></p>
--

C. Domain 3: Instruction	Self-Evaluation				Supervisor Evaluation			
	I	D	E	HE	I	D	E	HE
3a: Communicating with Students								
3b: Using Questioning and Discussion Techniques								
3c: Engaging Students in Learning								
3d: Using Assessment in Instruction								
3e: Demonstrating Flexibility and Responsiveness								
Domain 3 Teacher Comments:								
Domain 3 Supervisor Comments/Suggestions:								
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> $C = \frac{\quad}{\quad} \times 16 = \underline{\quad}$ <i>(Average 3a to 3e)</i> </div>								

D. Domain 4: Professional Responsibilities	Self-Evaluation				Supervisor Evaluation			
	I	D	E	HE	I	D	E	HE
4a: Reflecting on Teaching								
4b: Maintaining Accurate Records								
4c: Communicating with Families								
4d: Contributing to the School and District								
4e: Growing and Developing Professionally								
4f: Demonstrating Professionalism								
Domain 4 Teacher Comments:								
Domain 4 Supervisor Comments/Suggestions:								
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> $D = \frac{\quad}{\quad} \times 8 = \underline{\quad}$ <i>(Average 4a to 4f)</i> </div>								

Overall Administrator Rating: $\frac{\quad}{A} + \frac{\quad}{B} + \frac{\quad}{C} + \frac{\quad}{D} = \frac{\quad}{\quad}$	Ineffective 0 - 49.99	Developing 50 - 56.49	Effective 56.5 - 58.49	Highly Effective 58.5 - 60
Local Measures	0 - 2	3 - 8	9 - 17	18 - 20

Comments Regarding Overall Performance Level:

Supervisor _____ Title _____

Supervisor's Signature _____ Date _____

Teacher's Signature _____ Date _____

(Teacher's signature indicates knowledge of content, but not necessarily agreement. If desired, the teacher has the right to respond to the evaluation and to have that response appended hereto) RESPONSE APPENDED: YES _____ NO _____

- Distribution:
- Superintendent
 - Principal
 - Assistant Principal
 - Teacher
 - Personnel File

Note: Each element within the four domains of the Danielson 2011 rubric will receive a weighting for Highly Effective, Effecting, Developing and Ineffective. Using the four domains and twenty two components, each teacher will receive a score of one to four for each component. Within each domain each section will be averaged to develop four domain scores. Domain 1 score will be multiplied by 11; domain 2 by 10; domain 3 by 16; domain 4 by 8. The sum of the four domain scores will give the teacher a score between 45 and 180. Use the HEDI C to arrive at the 0-60 score.

ELWOOD PUBLIC SCHOOLS

**APPR COMPOSITE FORM
(CLASSROOM TEACHERS)**

Teacher _____ Date _____
 Grade _____ Subject _____ School _____

Overall Administrative Rating	_____ <i>out of 60</i>
Local Measures	_____ <i>out of 20</i>
State Growth Measure	_____ <i>out of 20</i>
Final APPR Score	_____
Performance Level	

Additional Comments Regarding Final Performance Level:

Supervisor _____ Title _____

Supervisor's Signature _____ Date _____

Teacher's Signature _____ Date _____

(Teacher's signature indicates knowledge of content, but not necessarily agreement. If desired, the teacher has the right to respond to the evaluation and to have that response appended hereto) RESPONSE APPENDED: YES _____ NO _____

- Distribution:*
- Superintendent
 - Principal
 - Assistant Principal
 - Teacher
 - Personnel File

Elwood Union Free School District
Teacher Improvement Plan
Goals to improve teacher performance

Teacher _____ Subject/Grade _____

Administrator _____ School _____ Date _____

Specific behaviors to be changed – check those that apply.

1. Domain 1 -- Planning and Preparation:

Demonstrating knowledge of content and pedagogy

-
-

Demonstrating knowledge of students

-
-

Setting instructional outcomes

-
-

Demonstrating knowledge of resources

-
-

Designing coherent instruction

-
-

Designing student assessments

-
-

a. What evidence will demonstrate the teacher has changed?

-
-
-

b. What is the time frame the change must occur?

-
-

A

c. Are there intermediate benchmarks that will indicate progress? When should these occur?

-
-
-

2. Domain 2 -- The Classroom Environment:

__ Creating an environment of respect and rapport

-
-

__ Establishing a culture of learning

-
-

__ Managing classroom procedures

-
-

__ Managing student behavior

-
-

__ Organizing physical space

-
-

a. What evidence will demonstrate the teacher has changed?

-
-
-
-

b. What is the time frame the change must occur?

-
-
-

c. Are there intermediate benchmarks that will indicate progress? When should these occur?

-
-
-

3. Domain 3 -- Instruction:

__ Communicating with students

-
-

__ Using questioning and discussion techniques

-
-

__ Engaging students in learning

-
-

__ Using assessment in instruction

-
-

__ Demonstrating flexibility and responsiveness

-
-

a. What evidence will demonstrate the teacher has changed?

-
-
-
-
-

b. What is the time frame the change must occur?

-
-
-

c. Are there intermediate benchmarks that will indicate progress? When should these occur?

-
-
-

d. What are the differentiated activities that will take place to improve instruction (if appropriate)?

-
-
-

4. Domain 4 -- Professional Responsibilities:

__ Reflecting on teaching

-
-

__ Maintaining accurate records

-
-

__ Communicating with families

-
-

__ Participating in a professional community

-
-

__ Growing and developing professionally

-
-

__ Showing professionalism

-
-

a. What evidence will demonstrate the teacher has changed?

-
-
-

b. What is the time frame the change must occur?

-
-
-

c. Are there intermediate benchmarks that will indicate progress? When should these occur?

-
-
-

5. What evidence is there to demonstrate student achievement is improving?

-
-

11

6. What recommendations, requirements, and/or suggestions have been given to the teacher?

-
-
-
-
-

7. What resources have been provided to the teacher?

-
-
-
-

8. Who will support the teacher and monitor progress in the change effort?

-
-
-
-

9. Record of meetings, observations, conferences, professional development related to improving teacher performance. (Collected by the principal and/or supervisor)

ACTIVITY	DATE	NOTE (if necessary)

10. Signatures of teacher, principal, supervisor. Indicates awareness of plan to help teacher improve.

POSITION	SIGNATURE	DATE
Teacher		
ETA Representative		
Principal		
Supervisor (if applicable)		

A copy of this T.I.P. must be submitted to the Superintendent of Schools

HEDI Second 15

Locally Selected HEDI Ranges for Value Added 0-15 Scores

HEDI	Min	Max
0	0	8
1	9	16
2	17	32
3	33	38
4	39	44
5	45	50
6	51	56
7	57	64
8	65	68
9	69	73
10	74	77
11	78	82
12	83	88
13	89	94
14	95	98
15	99	100

Ineffective

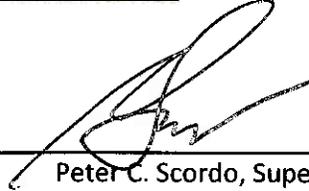
Developing

Effective

Highly Effective

9/14/12

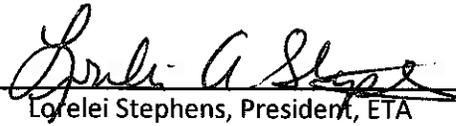
Date



Peter C. Scordo, Superintendent

9/14/12

Date



Lorelei Stephens, President, ETA

HEDI Second 20

HEDI	Min	Max	
0	0	10	
1	11	21	<i>Ineffective</i>
2	22	32	
3	33	43	
4	44	48	
5	49	52	<i>Developing</i>
6	53	56	
7	57	60	
8	61	64	
9	65	68	
10	69	72	
11	73	76	
12	77	79	<i>Effective</i>
13	80	82	
14	83	85	
15	86	88	
16	89	91	
17	92	94	
18	95	96	<i>Highly Effective</i>
19	97	98	
20	99	100	
Teachers			



 Date

 Peter C. Scordo, Superintendent of Schools

 Date



 Lorelei Stephens, President, ETA



HEDI Other Measures 60

Assumptions:

Domain 1	44 points	1-4 rubric with a multiple of 11
Domain 2	40 points	1-4 rubric with a multiple of 10
Domain 3	64 points	1-4 rubric with a multiple of 16
Domain 4	<u>32 points</u>	1-4 rubric with a multiple of 8
Total	180 points	

45	0.00
46	2.17
47	4.35
48	6.52
49	8.70
50	10.87
51	13.04
52	15.22
53	17.39
54	19.57
55	21.74
56	23.91
57	26.09
58	28.26
59	30.43
60	32.61
61	34.78
62	36.96
63	39.13
64	41.30
65	43.48
66	45.65
67	47.83

Ineffective

68	50.14
69	50.28
70	50.42
71	50.57
72	50.71
73	50.85
74	50.99
75	51.13
76	51.27
77	51.41
78	51.55
79	51.70
80	51.84
81	51.98
82	52.12
83	52.26
84	52.40
85	52.54
86	52.68
87	52.83
88	52.97
89	53.11
90	53.25
91	53.39
92	53.53
93	53.67
94	53.82
95	53.96
96	54.10
97	54.24
98	54.38
99	54.52
100	54.66
101	54.80
102	54.95
103	55.09
104	55.23
105	55.37
106	55.51
107	55.65
108	55.79
109	55.93
110	56.08
111	56.22
112	56.36

Developing

113	56.50
114	56.54
115	56.59
116	56.63
117	56.67
118	56.72
119	56.76
120	56.80
121	56.85
122	56.89
123	56.93
124	56.98
125	57.02
126	57.07
127	57.11
128	57.15
129	57.20
130	57.24
131	57.28
132	57.33
133	57.37
134	57.41
135	57.46
136	57.50
137	57.54
138	57.59
139	57.63
140	57.67
141	57.72
142	57.76
143	57.80
144	57.85
145	57.89
146	57.93
147	57.98
148	58.02
149	58.07
150	58.11
151	58.15
152	58.20
153	58.24
154	58.28
155	58.33
156	58.37
157	58.41
158	58.46

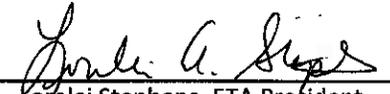
Effective

159	58.50
160	58.57
161	58.64
162	58.71
163	58.79
164	58.86
165	58.93
166	59.00
167	59.07
168	59.14
169	59.21
170	59.29
171	59.36
172	59.43
173	59.50
174	59.57
175	59.64
176	59.71
177	59.79
178	59.86
179	59.93
180	60.00

Highly Effective



Peter C. Scordo, Superintendent



Lorelei Stephens, ETA President

9/10/12

Date

HEDI Small Class

HEDI	Min	Max
0	0	1
1	2	5
2	6	10
3	11	15
4	16	20
5	21	25
6	26	30
7	31	35
8	36	40
9	41	45
10	46	50
11	51	55
12	56	60
13	61	65
14	66	70
15	71	75
16	76	80
17	81	85
18	86	90
19	91	95
20	96	100

Ineffective

Developing

Effective

Highly Effective

3/15/13

Date



Peter C. Scordo, Superintendent of Schools

3/13/13

Date



Lorelei Stephens, President, ETA



HEDI First 20

HEDI	Min	Max
0	0	10
1	11	21
2	22	32
3	33	43
4	44	48
5	49	53
6	54	58
7	59	63
8	64	67
9	68	71
10	72	75
11	76	79
12	80	82
13	83	85
14	86	88
15	89	90
16	91	92
17	93	94
18	95	96
19	97	98
20	99	100
District 1		

Ineffective

Developing

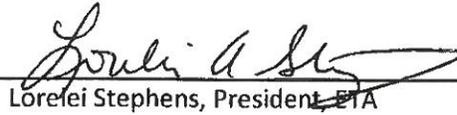
Effective

Highly Effective

9/14/12
Date


Peter C. Scordo, Superintendent

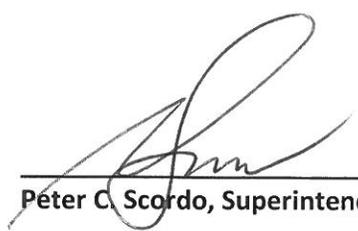
9/14/12
Date


Lorelei Stephens, President, ETA

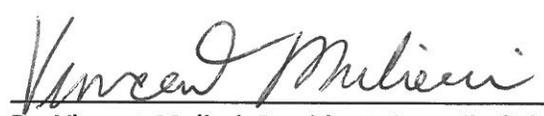
**APPR Growth Measures and Local Measures
Point Scale Conversion**

15 Point Scale		
HEDI	Scale Point	% Meeting Target
Highly Effective	15	93-100
	14	85-92
Effective	13	83-84
	12	80-82
	11	78-79
	10	75-77
	9	72-74
	8	70-71
Developing	7	67-69
	6	64-66
	5	61-63
	4	58-60
	3	55-57
Ineffective	2	41-54
	1	21-40
	0	0-20

3/15/13
Date


Peter C. Scordo, Superintendent of Schools

3/14/13
Date


Dr. Vincent Mulieri, President, Council of Elwood Administrators



**APPR Growth Measures and Local Measures
Point Scale Conversion**

20 Point Scale		
HEDI	Scale Point	% Meeting Target
Highly Effective	20	96-100
	19	91-95
	18	85-90
Effective	17	82-84
	16	80-81
	15	78-79
	14	76-77
	13	74-75
	12	73
	11	72
	10	71
Developing	9	70
	8	68-69
	7	65-67
	6	62-64
	5	59-61
	4	57-58
Ineffective	3	55-56
	2	41-54
	1	21-40
	0	0-20

9/11/2012
Date


Peter C. Scordo, Superintendent

9/19/12
Date


Dr. Vincent Mulieri, President, Council of Elwood Administrators

Elwood Union Free School District
Teacher Improvement Plan
Goals to improve teacher performance

Teacher _____ Subject/Grade _____

Administrator _____ School _____ Date _____

Specific behaviors to be changed – check those that apply.

1. Domain 1 -- Planning and Preparation:

___ Demonstrating knowledge of content and pedagogy

-
-

___ Demonstrating knowledge of students

-
-

___ Setting instructional outcomes

-
-

___ Demonstrating knowledge of resources

-
-

___ Designing coherent instruction

-
-

___ Designing student assessments

-
-

a. What evidence will demonstrate the teacher has changed?

-
-
-

b. What is the time frame the change must occur?

-
-
-

- c. Are there intermediate benchmarks that will indicate progress? When should these occur?
-
-
-

2. Domain 2 -- The Classroom Environment:

___ Creating an environment of respect and rapport

-
-

___ Establishing a culture of learning

-
-

___ Managing classroom procedures

-
-

___ Managing student behavior

-
-

___ Organizing physical space

-
-

- a. What evidence will demonstrate the teacher has changed?
-
-
-
-

- b. What is the time frame the change must occur?
-
-
-

- c. Are there intermediate benchmarks that will indicate progress? When should these occur?
-
-
-

3. Domain 3 -- Instruction:

__ Communicating with students

-
-

__ Using questioning and discussion techniques

-
-

__ Engaging students in learning

-
-

__ Using assessment in instruction

-
-

__ Demonstrating flexibility and responsiveness

-
-

a. What evidence will demonstrate the teacher has changed?

-
-
-
-
-

b. What is the time frame the change must occur?

-
-
-

c. Are there intermediate benchmarks that will indicate progress? When should these occur?

-
-
-

4. Domain 4 -- Professional Responsibilities:

___ Reflecting on teaching

-
-

___ Maintaining accurate records

-
-

___ Communicating with families

-
-

___ Participating in a professional community

-
-

___ Growing and developing professionally

-
-

___ Showing professionalism

-
-

a. What evidence will demonstrate the teacher has changed?

-
-
-

b. What is the time frame the change must occur?

-
-
-

c. Are there intermediate benchmarks that will indicate progress? When should these occur?

-
-
-

5. What evidence is there to demonstrate student achievement is improving?

-
-

6. What recommendations, requirements, and/or suggestions have been given to the teacher?

-
-
-
-
-

7. What resources have been provided to the teacher?

-
-
-
-

8. Who will support the teacher and monitor progress in the change effort?

-
-
-
-

9. Record of meetings, observations, conferences, professional development related to improving teacher performance. (Collected by the principal and/or supervisor)

ACTIVITY	DATE	NOTE (if necessary)

10. Signatures of teacher, principal, supervisor. Indicates awareness of plan to help teacher improve.

POSITION	SIGNATURE	DATE
Teacher		
ETA Representative		
Principal		
Supervisor (if applicable)		

A copy of this T.I.P. must be submitted to the Superintendent of Schools

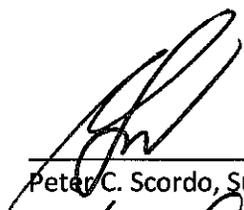
HEDI Rating Categories

Multidimensional Principal Performance Rubric (MPPR)

Domain	Title	Points	Evidence
1	Shared Vision of Learning	8	Assessment of Principal Leadership and Management
2	School Culture and Instructional Program	16	Assessment of Principal Leadership and Management
3	Safe, Efficient, Effective Learning Environment	15	Assessment of Principal Leadership and Management
4	Community	9	Assessment of Principal Leadership and Management
5	Integrity, Fairness, Ethics	7	Assessment of Principal Leadership and Management
6	Political, Social, Economic, Legal and Cultural Context	5	Assessment of Principal Leadership and Management

9/11/2012
Date

9/19/12
Date


Peter C. Scordo, Superintendent of Schools


Dr. Vincent Mulieri, Council of Elwood Administrators

Principal Improvement Plan

The **Principal Improvement Plan (PIP)** is a structured plan designed to identify specific concerns in instruction and outlines a plan of action to address these concerns. The purpose of a PIP is to assist principals to work to their fullest potential. The PIP provides assistance and feedback to the principal and establishes a timeline for assessing its overall effectiveness.

A PIP must be initiated whenever a principal receives a rating of *developing or ineffective* in a year-end evaluation. The PIP must be in place no later than 15 school days following the start of the student instructional year or 15 days after the District's receipt of the state scores, whichever is later. Prior to its implementation, the PIP will be signed and dated by all parties. The area or areas in need of improvement will be drawn from the evaluation criteria contained in the agreed-upon rubric and goals. The attached forms will be used during the PIP plan.

A PIP shall be designed by the principal and the superintendent in collaboration with the president of the *Association* or his/her designee with any differences to be resolved by a consensus determination. (The association president will be notified when the district notifies the principal of an ineffective or developing rating.)

The Principal must be offered the opportunity for a volunteer peer mentor chosen from the Association. The principal will select the mentor, with the approval of the Superintendent and the Association President. All dealings between the mentor and principal will be confidential. If there are no suitable mentors and/or no volunteers from the Association, the District shall offer an outside mentor to the Principal.

A statement of differentiated activities to support improvement shall be developed by the Superintendent of Schools or Assistant Superintendent after consultation with the Principal on the PIP and may include, but shall not be limited to: working with mentors, in-service training, education conferences and reference to professional writings based upon scientific research, collaboration with administrative colleagues. All costs associated with the aforementioned shall be borne by the District.

The Principal will have the opportunity to make suggestions regarding activities which support improvement. Said suggestions are subject to the approval of the Superintendent of Schools.

No later than November 15th the Superintendent shall meet with the Building Principal on the PIP to discuss and assess the building principal's progress and provide written feedback to the principal regarding his/her progress on the PIP; on or before February 15th the Superintendent shall again meet with the Building Principal on the PIP to discuss and assess the building principal's progress and provide written feedback to the principal regarding his/her progress on the PIP; on or before April 15th the Superintendent shall again meet with the Building Principal on the PIP to discuss and assess the building principal's progress and provide written feedback to the principal regarding his/her progress on the PIP. If at any time, the Superintendent believes that the goals have been met by the principal, he/she shall sign a written acknowledgement of attainment.

In addition to the above meetings with the Superintendent, the building principal shall meet with the Assistant Superintendent in charge of Curriculum periodically throughout the school year in order to discuss and assess the building principal's progress on the PIP and to be provided written feedback regarding his/her progress on the PIP. All meetings shall be documented on the attached form.

If at the end of the year the PIP goals are met or the administrator is rated "effective," the PIP will terminate.

If the principal is rated as *developing or ineffective* for any school year in which a PIP was in effect, a new plan will be developed by the principal and the Superintendent in collaboration with the Association adhering to the requirements contained herein with any additional measures in that subsequent school year following the guidelines below.

The Principal Improvement Plan set forth herein will be used only for principals rated ineffective or developing in the 2012-13 school years and its use shall **sunset** for all evaluations completed after the 2012-13 school years. The parties agree to begin to renegotiate all aspects of the PIP no later than February 1, 2013.

Any PIP plan created for the 2012-13 school year must consist of the following components:

- I. **SPECIFIC AREAS FOR IMPROVEMENT**: Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the principal to accomplish during the period of the Plan.
- II. **EXPECTED OUTCOMES OF THE PIP**: Identify specific recommendations for what the principal is expected to do to improve in the identified areas. Delineate specific, realistic, achievable activities for the principal.
- III. **RESPONSIBILITIES**: Identify steps to be taken by Superintendent and the principal throughout the Plan. Examples: school visits by the Superintendent; supervisory conferences between the principal and Superintendent; written reports and/or evaluations, etc.
- IV. **RESOURCES/ACTIVITIES**: Identify specific resources available to assist the principal to improve performance. Examples: colleagues; courses; workshops; peer visits; materials; etc.
- V. **EVIDENCE OF ACHIEVEMENT**: Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the principal is successful, partially successful or unsuccessful in efforts to improve performance.
- VI. **TIMELINE**: Provide a specific Timeline for implementation of the various components of the PIP and for the final completion of the PIP. Identify the dates for preparation of written documentation regarding the completion of the Plan and finalize the dates as to required meetings and/or school visits, and/or workshops, etc.

COMPONENTS OF A PRINCIPAL IMPROVEMENT PLAN

I. TARGETED GOALS: AREAS FOR IMPROVEMENT

1. Student Performance and/or Engagement
2. Supervision of Staff
3. Fiscal Management
4. Community Relations

II. EXPECTED OUTCOMES

List of specific expectations related to targeted goals identified in Section I

III. RECOMMENDED RESOURCES/ACTIVITIES

1. List of specific activities related to targeted goals identified in Section I
2. List specific materials, people, workshop to be used to support the PIP
3. Identify the instrument or rubrics used to monitor progress
4. Danielson video or online PD (*Educational Impact or ASCD*)

IV. EVIDENCE OF ACHIEVEMENT

1. Identify how progress will be measured and assessed
2. Specify next steps to be taken based upon progress or lack thereof

V. TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES

1. Identify dates for school visitations consistent with APPR Plan
2. Identify dates for progress meetings with Superintendent related to each identified targeted goal
3. Identify dates for quarterly assessment of overall progress

Superintendent

Date

Principal

Date

PRINCIPAL IMPROVEMENT PLAN

AREA(S) OF IMPROVEMENT	STRATEGIES THE PRINCIPAL WILL USE TO IMPROVE	SPECIFIC RESOURCES TO BE MADE AVAILABLE TO HELP	PROPOSED MEASUREMENTS & TIMELINE FOR IMPROVEMENT
VISION OF LEARNING			
SCHOOL CULTURE; INSTRUCTIONAL PROGRAM			
LEARNING ENVIRONMENT			
COMMUNITY RELATIONS			
INTEGRITY, FAIRNESS, ETHICS			
CULTURAL COURTESY			
COLLABORATION			

Separate sheets may be attached for each Area of Improvement in order to complete the required information.

Principal Signature _____ Date _____

Assistant Supt. Signature _____ Date _____

Superintendent Signature _____ Date _____

**PRINCIPAL IMPROVEMENT PLAN
PROGRESS RECORD FORM**

	Summary of Meeting (Superintendent or Asst. Supt.)	SIGN-OFF BY BOTH PARTIES
Meeting #1 Date _____		_____ _____
Meeting #2 Date _____		_____ _____
Meeting #3 Date _____		_____ _____
Meeting #4 Date _____		_____ _____
Meeting #5 Date _____		_____ _____
Meeting #6 Date _____		_____ _____
Meeting #7 Date _____		_____ _____

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

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

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

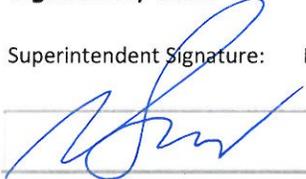
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

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

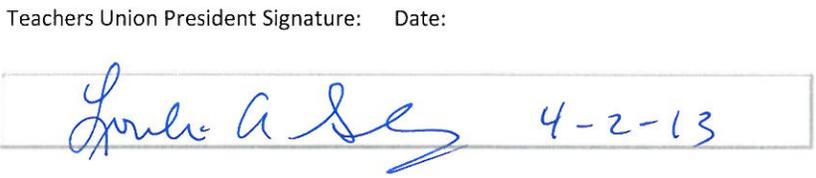
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals 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: 4.2.13



Teachers Union President Signature: Date:



Administrative Union President Signature: Date:



Board of Education President Signature: Date: 4-2-13

