



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
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Albany, New York 12234

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January 14, 2013

Donald Ogilvie, Superintendent
Erie One BOCES
355 Harlem Road
West Seneca, NY 14224

Dear Superintendent Ogilvie:

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

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

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

Annual Professional Performance Reviews: 2012-13

Created Tuesday, June 12, 2012

Updated Monday, January 14, 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 :

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

149100000000

1.2) School District Name:

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

Erie 1 BOCES

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Erie 1 BOCES-developed Grade K ELA Assessment
1	District, regional, or BOCES-developed assessment	Erie 1 BOCES-developed Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	Erie 1 BOCES-developed Grade 2 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Targets will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring bands listed below will be utilized to determine the number of points assigned to teachers. Using data results from district developed pre-assessments, targets for the final assessment will be established for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "HEDI Scoring Bands for Growth SLO - Teachers" (attached).
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will receive a rating of Effective when 61-80% of the students meet their individual targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Developing when 41-60% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Ineffective when 0-40% of the students meet their individual targets.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Erie 1 BOCES-developed Grade K Math Assessment
1	District, regional, or BOCES-developed assessment	Erie 1 BOCES-developed Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	Erie 1 BOCES-developed Grade 2 Math Assessment
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Targets will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring bands listed below will be utilized to determine the number of points assigned to teachers. Using data results from district developed pre-assessments, targets for the final
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assessment will be established for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "HEDI Scoring Bands for Growth SLO - Teachers" (attached).

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

Teachers will receive a rating of Effective when 61-80% of the students meet their individual targets.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

Teachers will receive a rating of Developing when 41-60% of the students meet their individual targets.

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).

Teachers will receive a rating of Ineffective when 0-40% of the students meet their individual targets.

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	Erie 1 BOCES-developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Erie 1 BOCES-developed Grade 7 Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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

Targets will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring bands listed below will be utilized to determine the number of points assigned to teachers. Using data results from district developed pre-assessments, targets for the final assessment will be established for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "HEDI Scoring Bands for Growth SLO - Teachers" (attached).

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will receive a rating of Effective when 61-80% of the students meet their individual targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Developing when 41-60% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Ineffective when 0-40% of the students meet their individual targets.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Erie 1 BOCES-developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Erie 1 BOCES-developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Erie 1 BOCES-developed Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Targets will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring bands listed below will be utilized to determine the number of points assigned to teachers. Using data results from district developed pre-assessments, targets for the final assessment will be established for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "HEDI Scoring Bands for Growth SLO - Teachers" (attached).
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 61-80% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 41-60% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 0-40% of the students meet their individual targets.

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	Erie 1 BOCES-developed Grade 9 Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Targets will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring bands listed below will be utilized to determine the number of points assigned to teachers. Using data results from district developed pre-assessments, targets for the final assessment will be established for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "HEDI Scoring Bands for Growth SLO - Teachers" (attached).
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 61-80% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 41-60% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 0-40% of the students meet their individual targets.

2.7) High School Science Regents Courses

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

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

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

Chemistry	Regents Assessment	Regents assessment
Physics	Regents Assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Targets will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring bands listed below will be utilized to determine the number of points assigned to teachers. Using data results from district developed pre-assessments, targets for the final assessment will be established for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "HEDI Scoring Bands for Growth SLO - Teachers" (attached).
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 61-80% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 41-60% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 0-40% of the students meet their individual targets.

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Targets will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring bands
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listed below will be utilized to determine the number of points assigned to teachers. Using data results from district developed pre-assessments, targets for the final assessment will be established for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "HEDI Scoring Bands for Growth SLO - Teachers" (attached).

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 61-80% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 41-60% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 0-40% of the students meet their individual targets.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Erie 1 BOCES-developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Erie 1 BOCES-developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS Regents ELA Grade 11 Assessment

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

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

Targets will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring bands listed below will be utilized to determine the number of points assigned to teachers. Using data results from district developed pre-assessments, targets for the final assessment will be established for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "HEDI Scoring Bands for Growth SLO - Teachers" (attached).

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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 0-40% of the students meet their individual targets.

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
Career and Technical Education 1 Year Programs	District, Regional or BOCES-developed	Erie 1 BOCES-developed CTE subject-specific Assessments
Career and Technical Education 2 Year Programs - Year 1	District, Regional or BOCES-developed	Erie 1 BOCES-developed CTE subject-specific Assessments
Career and Technical Education 2 Year Programs - Year 2	State-approved 3rd party assessment	SED-Approved Grades 10-12 NOCTI Assessments: Apparel and Textile Production and Merchandising, Architectural Drafting, Automotive Technician Core, Carpentry, Computer Networking Fundamentals, Computer Programming, Collision Repair Technology, Cosmetology, Commercial Foods, Criminal Justice, Early Childhood Education and Care-Basic, Electrical Construction Technology, Electronics, Nail Specialty, Nursing Assistant, Pre-engineering/Engineering Technology, Television Production, Welding
Art	District, Regional or BOCES-developed	Erie 1 BOCES-developed Grades 6-12 Art Assessments
LOTE	District, Regional or BOCES-developed	Erie 1 BOCES-developed Grades 7-12 LOTE Assessments
Physical Education	District, Regional or BOCES-developed	Erie 1 BOCES-developed Grades 6-12 Physical Education Assessments
Health	District, Regional or BOCES-developed	Erie 1 BOCES-developed Grades 6-12 Health Assessments
All other teachers not named above	District, Regional or BOCES-developed	Erie 1 BOCES-developed Grades K-12 subject-specific Assessments

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.	Targets will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring bands listed below will be utilized to determine the number of points assigned to teachers. Using data results from district developed pre-assessments, targets for the final assessment will be established for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "HEDI Scoring Bands for Growth SLO - Teachers" (attached).
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Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 61-80% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 41-60% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 0-40% of the students meet their individual targets.

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/5364/141789-TXEttx9bQW/HEDI Scoring Bands for Growth SLO - Teachers.pdf

2.12) Locally Developed Controls

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

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

Not Applicable

2.13) Teachers with more than one growth measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI rating and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Common branch teacher

with state-provided value-added measures for both ELA and Math in 4th grades; Middle school math teacher with both 7th and 8th grade math courses.)

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Thursday, May 31, 2012

Updated Monday, January 14, 2013

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 4 ELA Assessment
5	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 5 ELA Assessment

6	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 6 ELA Assessment
7	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 7 ELA Assessment
8	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 8 ELA Assessment

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.	Measures and the associated assessments in this section will be used to measure student achievement. All teachers will share the same HEDI structure from "Local Achievement Measure - Teachers" (attached). 13 "Effective" points will be earned for achieving the target exactly. 81-100% of students meeting their target will result in a highly effective score. 61-80% of students meeting their target will result in an effective score. 41-60% of students meeting their target will result in a developing score. 0-40% of students meeting their target will result in an ineffective score.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students meeting their target will result in a highly effective score.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61-80% of students meeting their target will result in an effective score.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-60% of students meeting their target will result in a developing score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-40% of students meeting their target will result in an ineffective score.

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	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 4 Math Assessment
5	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 5 Math Assessment

6	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 6 Math Assessment
7	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 7 Math Assessment
8	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 8 Math Assessment

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.	Measures and the associated assessments in this section will be used to measure student achievement. All teachers will share the same HEDI structure from "Local Achievement Measure - Teachers" (attached). 13 "Effective" points will be earned for achieving the target exactly. 81-100% of students meeting their target will result in a highly effective score. 61-80% of students meeting their target will result in an effective score. 41-60% of students meeting their target will result in a developing score. 0-40% of students meeting their target will result in an ineffective score.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students meeting their target will result in a highly effective score.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61-80% of students meeting their target will result in an effective score.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-60% of students meeting their target will result in a developing score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-40% of students meeting their target will result in an ineffective score.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/137261-rhJdBgDruP/Local Achievement Measure - Erie 1 BOCES Teachers.pdf

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade K ELA Assessment
1	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 1 ELA Assessment
2	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 2 ELA Assessment
3	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 3 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Measures and the associated assessments in this section will be used to measure student achievement. All teachers will share the same HEDI structure from "Local Achievement Measure - Teachers" (attached). 13 "Effective" points will be earned for achieving the target exactly. 81-100% of students meeting their target will result in a highly effective score. 61-80% of students meeting their target will result in an effective score. 41-60% of students meeting their target will result in a developing score. 0-40% of students meeting their target will result in an ineffective score.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students meeting their target will result in a highly effective score.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61-80% of students meeting their target will result in an effective score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-60% of students meeting their target will result in a developing score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-40% of students meeting their target will result in an ineffective score.

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	Erie 1 BOCES-developed Grade K Math Assessment
1	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 1 Math Assessment
2	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 2 Math Assessment
3	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 3 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Measures and the associated assessments in this section will be used to measure student achievement. All teachers will share the same HEDI structure from "Local Achievement Measure - Teachers" (attached). 13 "Effective" points will be earned for achieving the target exactly. 81-100% of students meeting their target will result in a highly effective score. 61-80% of students meeting their target will result in an effective score. 41-60% of students meeting their target will result in a developing score. 0-40% of students meeting their target will result in an ineffective score.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students meeting their target will result in a highly effective score.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61-80% of students meeting their target will result in an effective score.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	41-60% of students meeting their target will result in a developing score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-40% of students meeting their target will result in an ineffective score.

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
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6	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 6 Science Assessment
7	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 7 Science Assessment
8	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 8 Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Measures and the associated assessments in this section will be used to measure student achievement. All teachers will share the same HEDI structure from "Local Achievement Measure - Teachers" (attached). 13 "Effective" points will be earned for achieving the target exactly. 81-100% of students meeting their target will result in a highly effective score. 61-80% of students meeting their target will result in an effective score. 41-60% of students meeting their target will result in a developing score. 0-40% of students meeting their target will result in an ineffective score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students meeting their target will result in a highly effective score.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61-80% of students meeting their target will result in an effective score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-60% of students meeting their target will result in a developing score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-40% of students meeting their target will result in an ineffective score.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 6 Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 7 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 8 Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Measures and the associated assessments in this section will be used to measure student achievement. All teachers will share the same HEDI structure from "Local Achievement Measure - Teachers" (attached). 13 "Effective" points will be earned for achieving the target exactly. 81-100% of students meeting their target will result in a highly effective score. 61-80% of students meeting their target will result in an effective score. 41-60% of students meeting their target will result in a developing score. 0-40% of students meeting their target will result in an ineffective score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students meeting their target will result in a highly effective score.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61-80% of students meeting their target will result in an effective score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-60% of students meeting their target will result in a developing score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-40% of students meeting their target will result in an ineffective score.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES-developed assessments	Erie 1 BOCES-developed Grade 9 Global 1 Assessment
Global 2	5) District, regional, or BOCES-developed assessments	Erie 1 BOCES-developed Grade 10 Global 2 Assessment
American History	5) District, regional, or BOCES-developed assessments	Erie 1 BOCES-developed Grade 11 American History Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Measures and the associated assessments in this section will be used to measure student achievement. All teachers will share the same HEDI structure from "Local Achievement Measure - Teachers" (attached). 13 "Effective" points will be earned for achieving the target exactly. 81-100% of students meeting their target will result in a highly effective score. 61-80% of students meeting their target will result in an effective score. 41-60% of students meeting their target will result in a developing score. 0-40% of students meeting their target will result in an ineffective score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students meeting their target will result in a highly effective score.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61-80% of students meeting their target will result in an effective score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-60% of students meeting their target will result in a developing score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-40% of students meeting their target will result in an ineffective score.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES-developed assessments	Erie 1 BOCES-developed Grade 10 Living Environment Assessment
Earth Science	5) District, regional, or BOCES-developed assessments	Erie 1 BOCES-developed Grade 9 Earth Science Assessment
Chemistry	5) District, regional, or BOCES-developed assessments	Erie 1 BOCES-developed Grade 11 Chemistry Assessment
Physics	5) District, regional, or BOCES-developed assessments	Erie 1 BOCES-developed Grade 12 Physics Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Measures and the associated assessments in this section will be used to measure student achievement. All teachers will share the same HEDI structure from "Local Achievement Measure - Teachers" (attached). 13 "Effective" points will be earned for achieving the target exactly. 81-100% of students meeting their target will result in a highly effective score. 61-80% of students meeting their target will result in an effective score. 41-60% of students meeting their target will result in a developing score. 0-40% of students meeting their target will result in an ineffective score.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students meeting their target will result in a highly effective score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61-80% of students meeting their target will result in an effective score.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-60% of students meeting their target will result in a developing score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-40% of students meeting their target will result in an ineffective score.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES-developed assessments	Erie 1 BOCES-developed Grade 9 Algebra 1 Assessment
Geometry	5) District, regional, or BOCES-developed assessments	Erie 1 BOCES-developed Grade 11 Geometry Assessment
Algebra 2	5) District, regional, or BOCES-developed assessments	Erie 1 BOCES-developed Grade 10 Algebra 2 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Measures and the associated assessments in this section will be used to measure student achievement. All teachers will share the same HEDI structure from "Local Achievement Measure - Teachers" (attached). 13 "Effective" points will be earned for achieving the target exactly. 81-100% of students meeting their target will result in a highly effective score. 61-80% of students meeting their target will result in an effective score. 41-60% of students meeting their target will result in a developing score. 0-40% of students meeting their target will result in an ineffective score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students meeting their target will result in a highly effective score.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61-80% of students meeting their target will result in an effective score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-60% of students meeting their target will result in a developing score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-40% of students meeting their target will result in an ineffective score.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 10 ELA Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Erie 1 BOCES-developed Grade 11 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Measures and the associated assessments in this section will be used to measure student achievement. All teachers will share the same HEDI structure from "Local Achievement Measure - Teachers" (attached). 13 "Effective" points will be earned for achieving the target exactly. 81-100% of students meeting their target will result in a highly effective score. 61-80% of students meeting their target will result in an effective score. 41-60% of students meeting their target will result in a developing score. 0-40% of students meeting their target will result in an ineffective score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students meeting their target will result in a highly effective score.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61-80% of students meeting their target will result in an effective score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-60% of students meeting their target will result in a developing score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-40% of students meeting their target will result in an ineffective score.

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Career and Technical Education 1 Year Programs	5) District/regional/BOCES-developed	Erie 1 BOCES-developed CTE subject-specific Assessments
Career and Technical Education 2 Year Programs - Year 1	5) District/regional/BOCES-developed	Erie 1 BOCES-developed CTE subject-specific Assessments
Career and Technical Education Programs 2 Year Programs - Year 2	4) State-approved 3rd party	SED-Approved Grades 10-12 NOCTI Assessments: Apparel and Textile Production and Merchandising, Architectural Drafting, Automotive Technician Core, Carpentry, Computer Networking Fundamentals, Computer Programming, Collision Repair Technology, Cosmetology, Commercial Foods, Criminal Justice, Early Childhood Education and Care-Basic, Electrical Construction Technology, Electronics, Nail Specialty, Nursing Assistant, Pre-engineering/Engineering Technology, Television Production, Welding
Art	5) District/regional/BOCES-developed	Erie 1 BOCES-developed Grades 6-12 Art Assessments

LOTE	5) District/regional/BOCES– eveloped	Erie 1 BOCES-developed Grades 7-12 LOTE Assessments
Physical Education	5) District/regional/BOCES– eveloped	Erie 1 BOCES-developed Grades 6-12 Physical Education Assessments
Health	5) District/regional/BOCES– eveloped	Erie 1 BOCES-developed Grades 6-12 Health Assessments
All other teachers not named above	5) District/regional/BOCES– eveloped	Erie 1 BOCES-developed Grades K-12 subject-specific Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Measures and the associated assessments in this section will be used to measure student achievement. All teachers will share the same HEDI structure from "Local Achievement Measure - Teachers" (attached). 13 "Effective" points will be earned for achieving the target exactly. 81-100% of students meeting their target will result in a highly effective score. 61-80% of students meeting their target will result in an effective score. 41-60% of students meeting their target will result in a developing score. 0-40% of students meeting their target will result in an ineffective score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	81-100% of students meeting their target will result in a highly effective score.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61-80% of students meeting their target will result in an effective score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-60% of students meeting their target will result in a developing score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-40% of students meeting their target will result in an ineffective score.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/137261-y92vNseFa4/Local Achievement Measure - Erie 1 BOCES Teachers.pdf

3.14) Locally Developed Controls

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

Not Applicable

3.15) Teachers with More Than One Locally Selected Measure

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

Erie 1 BOCES will combine multiple locally selected measures by assessing each locally selected measure separately, calculating the point value (0-15 or 0-20), then averaging the point values proportionately based on the number of students assessed in each measure.

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 31, 2012

Updated Monday, January 14, 2013

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	50
One or more observation(s) by trained independent evaluators	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	10

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Other Measures of Teacher Effectiveness Sub-component – 60 Points

Teacher scores within this sub-component shall be based on multiple measures aligned with the New York State Teaching Standards. The Danielson Framework for Teaching Rubric (2011 Revised Edition) will be used to assess teachers' performance under this sub-component. The Erie 1 BOCES Pre-observation conference form (Appendix B2), the Post-observation conference form (Appendix B3) and the Walkthrough Observation Report (Appendix D) are forms locally developed to support the use of the Danielson Rubric and allow for the assignment of points for those components of the Danielson Rubric for which evidence can be obtained outside of classroom observations. The information below describes the process for assessing the Other Measures of Teacher Effectiveness. The attached documents detail the process as well as alignment to the Danielson 2011 Framework and to the NYS Teaching Standards. All

components within the Danielson Rubric have been maintained in this process.

Observations – Tenured Teachers

Tenured teachers can earn up to 35 points out of the 60 based on a formal observation in accordance with this section. Tenured teachers will receive a minimum of one (1) announced formal observation.

Formal observation (announced):

Classroom observations shall be conducted by certified District administrators. Evidence gathered during the formal classroom observation will be used to assess the teacher's performance on components observed within each domain of the rubric, and shall be worth up to thirty-five (35) points.

Components observed within each domain of the rubric shall be rated using the following scale:

- I – Ineffective 1 pt*
- D- Developing 2 pts*
- E- Effective 3 pts*
- HE- Highly Effective 4 pts*

The forms associated with this process are Appendix Items C1 (worksheet) and C2 (Teacher Observation Conversion Chart) within the attached "Erie 1 BOCES – Other Measure of Effectiveness for Teachers" document.

Each formal classroom observation shall be preceded by a Pre-observation conference between the teacher and the evaluator. Evidence from these Pre- and Post-observation conferences shall be worth up to ten (10) additional points out of the 60 possible points.

Teachers will complete the Pre-Observation Conference form (B2) and the Post-Observation Conference form (B3). Responses to the questions on these forms shall be rated using the following scale:

- No Response 0*
- I – Ineffective .25 pt*
- D- Developing .50 pt*
- E- Effective .75 pt*
- HE- Highly Effective 1 pt*

The forms associated with this process are Appendix Items B1 (Conference Meetings Rubric), B2 (Pre-Observation Conference), and B3 (Post Observation Conference) within the attached "Erie 1 BOCES – Other Measure of Effectiveness for Teachers" document.

Walkthrough observation (unannounced):

Evidence from the walk-through observation shall be worth up to fifteen (15) points. The form associated with this process is Appendix Item D (Walkthrough Observation Report) within the attached "Erie 1 BOCES – Other Measure of Effectiveness for Teachers" document.

The information provided in the attached chart (Erie 1 BOCES Alignment Documentation) demonstrates the alignment of the Erie 1 BOCES Pre-Observation Conference form (Appendix B2), Post-Observation Conference form (Appendix B3), and Walkthrough Observation Report (Appendix D) to the Danielson 2011 Framework (Domain and Component) and to the NYS Teaching Standards.

Observations – Non-Tenured Teachers

Non-tenured teachers will receive a minimum of one (1) announced formal observation, one (1) unannounced formal observation. Points earned by non-tenured teachers on the basis of formal classroom observations will be based on an average of points received in the two (2) observations, and shall be worth up to thirty-five (35) points.

Formal observations (one announced, and one unannounced):

Classroom observations shall be conducted by certified District administrators. Evidence gathered during the formal classroom observations will be used to assess the teacher's performance on components observed within each domain of the rubric.

Components observed within each domain of the rubric shall be rated using the following scale:

I – Ineffective 1 pt
D- Developing 2 pts
E- Effective 3 pts
HE- Highly Effective 4 pts

The forms associated with this process are Appendix Items C1 (worksheet) and C2 (Teacher Observation Conversion Chart) within the attached "Erie 1 BOCES – Other Measure of Effectiveness for Teachers" document.

Each announced formal classroom observation shall be preceded by a Pre-observation conference between the teacher and the evaluator. Evidence from these Pre- and Post-observation conferences shall be worth up to ten (10) points.

Teachers will complete the Pre-Observation Conference form (B2) and the Post-Observation Conference form (B3). Responses to the questions on these forms shall be rated using the following scale:

No Response 0
I – Ineffective .25 pt
D- Developing .50 pt
E- Effective .75 pt
HE- Highly Effective 1 pt

The forms associated with this process are Appendix Items B1 (Conference Meetings Rubric), B2 (Pre-Observation Conference), and B3 (Post Observation Conference) within the attached "Erie 1 BOCES – Other Measure of Effectiveness for Teachers" document. Also for Non-tenured teachers, following the unannounced formal classroom observation, a Post-observation conference between the teacher and the evaluator will be held. No points shall be assigned based on this Post-observation conference.

Walkthrough observation (announced):

Evidence from the walk-through observation shall be worth up to fifteen (15) points. The form associated with this process is Appendix Item D (Walkthrough Observation Report) within the attached "Erie 1 BOCES – Other Measure of Effectiveness for Teachers" document.

The information provided in the attached chart (Erie 1 BOCES Alignment Documentation) demonstrates the alignment of the Erie 1 BOCES Pre-Observation Conference form (Appendix B2), Post-Observation Conference form (Appendix B3), and Walkthrough Observation Report (Appendix D) to the Danielson 2011 Framework (Domain and Component) and to the NYS Teaching Standards.

Tenured and Non-tenured Teachers: Unless otherwise required by applicable law, regulation, rule or court order, the minimum and maximum scoring ranges for the "Other Measures of Teacher Effectiveness" subcomponent shall be as follows:

0 - 14 Ineffective
15 - 32 Developing
33 – 50 Effective
51 – 60 Highly Effective

Note: When the points for the Other Measures of Teacher Effectiveness are added to the points from the state growth and locally developed measures, if a teacher's total Composite Effectiveness Score reflects a decimal, the score will be rounded up to the next whole number or rounded down. For example, a teacher whose points total 76.6 out of 100 would receive a 77 total Composite Effectiveness Score; a teacher whose points total 76.2 out of 100 would receive a 76 total Composite Effectiveness Score.

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/5091/137267-eka9yMJ855/Erie 1 BOCES Other Measures of Effectiveness for Teachers.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.	The teacher exceeds the standards and applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning. Teachers will receive a rating of Highly Effective for the "other measures" sub-component when they earn a final average score between 51-60.
Effective: Overall performance and results meet NYS Teaching Standards.	The teacher applies relevant instructional practices that have a positive impact on student learning. Teachers will receive a rating of Effective for the "other measures" sub-component when they earn a final average score between 33-50.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased. Teachers will receive a rating of Developing for the "other measures" sub-component when they earn a final average score between 15-32.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The practices are not being used or need reconsideration because they are not having their intended effects on student learning. Teachers will receive a rating of Ineffective for the "other measures" sub-component when they earn a final average score between 0-14.

Provide the ranges for the 60-point scoring bands.

Highly Effective	51 - 60
Effective	33 - 50
Developing	15 - 32
Ineffective	0 - 14

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

Created Tuesday, June 12, 2012

Updated Monday, January 14, 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	51 - 60
Effective	33 - 50
Developing	15 - 32
Ineffective	0 - 14

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 Tuesday, June 12, 2012

Updated Monday, January 14, 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/5265/141845-Df0w3Xx5v6/Teacher Improvement Plan.pdf](assets/survey-uploads/5265/141845-Df0w3Xx5v6/Teacher%20Improvement%20Plan.pdf)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeal Process

1. The appeal process for a teacher's APPR is only available to a teacher who received an overall total composite effectiveness score of ineffective or developing.

2. A unit member may appeal the:

- a. Substance of the Annual Professional Performance Review (APPR);
- b. District's adherence to the standards and methodologies required for such review;
- c. District's compliance with applicable locally negotiated procedures for conducting the APPR;
- d. District's issuance and/or implementation of the terms of the Teacher Improvement Plan;
- e. District's adherence to regulations of the Commissioner of Education applicable to such review.

3. Such appeal must be submitted in writing to the administrator developing and implementing the APPR or Teacher Improvement Plan. The written submission must explain in detail the specific basis for the appeal. The appeal, based on one or more of the grounds listed in section 2 above, must be submitted within seven (7) school days of the issuance of the APPR or Teacher Improvement Plan, or it is deemed waived. Along with his or her written appeal, the unit member may submit copies of any supporting documentation or written materials specific to the point(s) of disagreement and relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is initially filed shall not be considered.

4. Within seven (7) school days of receipt of the appeal, the administrator conducting the APPR or Teacher Improvement Plan shall submit a written determination on the merits of the appeal. The District administrator's response shall include copies of any and all additional documents or written materials that he or she considered in reaching a decision. The absence of a determination shall be deemed a denial of the appeal.

5. If the member received an "ineffective" or "developing" rating and disagrees with the administrator's determination of the appeal, the teacher may submit a copy of the appeal, the determination, and a written statement explaining in detail the basis for disagreement within seven (7) school days either directly to the District Superintendent or to the Director of Human Resources who will convene a Labor-Management Panel to review the appeal. The Labor-Management Panel will consist of three (3) members of the EPEA as chosen by the unit president or designee and two (2) District representatives as chosen by the District Superintendent or designee but excluding the District Superintendent, the evaluating administrator and the unit member appealing his or her APPR or Teacher Improvement Plan as part of the Panel. The Labor-Management Panel shall provide the unit member with the opportunity to meet with the Panel within ten (10) school days of the date the teacher's request was received, and shall render a final recommendation on the appeal within seven (7) school days after the date on which the unit member was provided the opportunity to meet with the Panel. This recommendation will be delivered by the unit president to the District Superintendent who will make the final determination of the appeal within ten (10) school days upon receipt of the recommendation from the Panel.

6. The decision of the District Superintendent (or the decision of the District Administrator if not appealed to the Labor-Management Panel or directly to the District Superintendent) shall be final and binding on all parties. It shall not be subject to any further appeal through any other process including grievance or arbitration contained within Article 3 of the collective bargaining agreement.

7. Unit members may not file more than one appeal regarding the same APPR or Teacher Improvement Plan. All grounds for appealing a particular APPR must be raised with specificity within the initial appeal. Any grounds not raised at the time of the appeal is filed shall be deemed waived.

8. The above appeals procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a unit member's APPR or Teacher Improvement Plan. Unit members may not resort to any other grievance or arbitration procedures contained within the collective bargaining agreement or to any administrative or judicial forum for the resolution of challenges and appeals related to the APPR or Teacher Improvement Plan.

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.

In order to properly train evaluators in the nine elements identified, all evaluators will complete training through the Erie 1 BOCES Instructional Resource Team, which consist of 5 to 10 full-day trainings throughout the year.

In addition, collaborative review and analysis of observation-based evidence and other professional evidence within Danielson's 2011 Rubric will take place during regular monthly administrative council/management team meetings and evaluator training meetings in order to ensure inter-rater reliability.

Lead evaluators and evaluators will utilize authentic evidence gathered during actual teacher observations, they will jointly review 3rd party-provided video lessons, and they will discuss and review the nine criteria areas.

All documentation of training and development activities will be kept on file. Upon gathering ample documentation that evaluators and

lead evaluators have been properly trained, the Superintendent will make the recommendation for the Board of Education to certify each evaluator to conduct evaluations.

The in-district activities outlined and participation in regional meetings and trainings will be ongoing, and documentation of training will continue in order for all evaluators to be re-certified each year.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Thursday, July 26, 2012

Updated Monday, January 14, 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):

3-6
7-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
9-12 Career and Technical Education	District, regional, or BOCES-developed	Erie 1 BOCES-developed 9-12 CTE Assessments
9-12 Career and Technical Education	State-approved 3rd party assessment	SED-Approved Grades 10-12 NOCTI Assessments: Apparel and Textile Production and Merchandising, Architectural Drafting, Automotive Technician Core, Carpentry, Computer Networking Fundamentals, Computer Programming, Collision Repair Technology, Cosmetology, Commercial Foods, Criminal Justice, Early Childhood Education and Care-Basic, Electrical Construction Technology, Electronics, Nail Specialty, Nursing Assistant, Pre-engineering/Engineering Technology, Television Production, Welding
K-12 12:1:1, 8:1:1, 6:1:1	State assessment	NYSAA
3-12 12:1:1, 8:1:1, 6:1:1	State assessment	NYS 3-8 ELA and Math Assessments and NYS Regents Exams: Integrated Algebra, Comprehensive English, Living Environment, Physical Setting/Physics, Algebra 2/Trigonometry, US History and Government, Geometry, Physical Setting/Earth Science, Physical Setting/Chemistry, Global History and Geography
7-12	State assessment	NYS 7-8 ELA and Math Assessments and NYS Regents Exams: Integrated Algebra, Comprehensive English, Living Environment, Physical Setting/Physics, Algebra 2/Trigonometry, US History and Government, Geometry, Physical Setting/Earth Science, Physical Setting/Chemistry, Global History and Geography

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.	Targets for SLOs shall be determined by principals in accordance with guidance from the Commissioner and State Education Department and will be approved by
--	---

applicable supervisors. Regardless of how the target for school or program type is established, the scoring band listed below will be utilized to determine the number of points assigned to principals. Using data results from district developed pre-assessments or State-approved 3rd party assessments, targets for the final assessment will be established for each individual student. Based on the number of students that meet the established targets, principals will be assigned 0-20 points within the HEDI rating categories as identified on the "HEDI Scoring Bands for Growth SLO - Principals" (attached). Where applicable, the SGP/VA for grades 4-8 State ELA and Math will be based on the state-provided score and will be proportionately weighted with the HEDI results from any other additional SLOs.

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).

Principals will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

Principals will receive a rating of Effective when 61-80% of the students meet their individual targets.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

Principals will receive a rating of Developing when 41-60% of the students meet their individual targets.

Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).

Principals will receive a rating of Ineffective when 0-40% of the students meet their individual targets.

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

<assets/survey-uploads/5365/155774-lha0DogRNw/HEDI Scoring Bands for Growth SLO - Principals.pdf>

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.

Based on the diverse student population served by Erie 1 BOCES, targets for Comparable Growth Measures will be set taking into consideration student prior academic history, students with disabilities, English language learners, and students in poverty.

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)

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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
3-6	(d) measures used by district for teacher evaluation	Erie 1 BOCES District-developed grade/subject-specific Assessments used by BOCES for teacher evaluation
7-12	(d) measures used by district for teacher evaluation	Erie 1 BOCES District-developed grade/subject-specific Assessments used by BOCES for teacher evaluation

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.	Measures and the associated assessments in this section will be used to measure student achievement. All principals will share the same HEDI structure from "Local Achievement Measure - Principals" (attached). 13 "Effective" points will be earned for achieving the target exactly. 81-100% of students meeting their target will result in a highly effective score. 61-80% of students meeting their target will result in an effective score. 41-60% of students meeting their target will result in a developing score. 0-40% of students meeting their target will result in an ineffective score.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students meeting their target will result in a highly effective score.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61-80% of student meeting their target will result in an effective score.

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-60% of students meeting their target will result in a developing score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-40% of students meeting their target will result in an ineffective score.

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

(No response)

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

assets/survey-uploads/5366/155776-qBFVOWF7fC/Local Achievement Measure - Erie 1 BOCES Administrators.pdf

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

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

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

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

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

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

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

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

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

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

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

least a 3 on an Advanced Placement examination since entry into the ninth grade)

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
9-12 Career and Technical Education	(d) measures used by district for teacher evaluation	Erie 1 BOCES District-developed 9-12 CTE Assessments used by BOCES for teacher evaluation
9-12 Career and Technical Education	(d) measures used by district for teacher evaluation	SED-Approved Grades 10-12 NOCTI Assessments/course specific used by BOCES for teacher evaluation
K-12, 12:1:1, 8:1:1, 6:1:1	(d) measures used by district for teacher evaluation	Erie 1 BOCES-developed K-12 grade/subject-specific Assessments used by BOCES for teacher evaluation
7-12	(d) measures used by district for teacher evaluation	Erie 1 BOCES-developed 7-12 grade/subject-specific Assessments used by BOCES for teacher evaluation
3-12, 12:1:1, 8:1:1, 6:1:1	(d) measures used by district for teacher evaluation	Erie 1 BOCES-developed 3-12 grade/subject-specific Assessments used by BOCES for teacher evaluation

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.	Measures and the associated assessments in this section will be used to measure student achievement. All principals will share the same HEDI structure from "Local Achievement Measure - Principals" (attached). 13 "Effective" points will be earned for achieving the target exactly. 81-100% of students meeting their target will
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result in a highly effective score. 61-80% of students meeting their target will result in an effective score. 41-60% of students meeting their target will result in a developing score. 0-40% of students meeting their target will result in an ineffective score.

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

81-100% of students meeting their target will result in a highly effective score.

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

61-80% of student meeting their target will result in an effective score.

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

41-60% of students meeting their target will result in a developing score.

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

0-40% of students meeting their target will result in an ineffective score.

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/5366/155776-T8MIGWUVm1/Local Achievement Measure - Erie 1 BOCES Administrators.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.

Not Applicable

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.

Erie 1 BOCES will combine multiple locally selected measures by assessing each locally selected measure separately, calculating the point value (0-15 or 0-20), then averaging the point values proportionately based on the number of students assessed in each 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, July 26, 2012

Updated Monday, January 14, 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
---	----

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.

60% of each principal's performance evaluation will be based on the Multidimensional Rubric. Specifically, each principal will be give a score of 1-4 on each observed element in the rubric (1=Ineffective, 2=Developing, 3=Effective, 4=Highly Effective).

For each observation (1 announced and 1 unannounced), the total score from the six domains and the "Other: Goal Setting and Attainment" section of the rubric will be averaged to determine the principal's rubric score between 1 and 4. This averaged rubric score will then be converted using the HEDI score (0 to 30) as indicated in the attached worksheet and conversion chart.

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/5143/155778-pMADJ4gk6R/MPPR Worksheet and Conversion Chart.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.	Principals will receive a rating of Highly Effective for the "Other Measures" sub-component when they earn a final average rubric score between 3.6 and 4.0, as identified on the attached conversion chart.
Effective: Overall performance and results meet standards.	Principals will receive a rating of Effective for the "Other Measure" sub-component when they earn a final average rubric score between 2.7 and 3.5, as identified on the attached conversion chart.
Developing: Overall performance and results need improvement in order to meet standards.	Principals will receive a rating of Developing for the "Other Measure" sub-component when they earn a final average rubric score between 1.8 and 2.6, as identified on the attached conversion chart.

Ineffective: Overall performance and results do not meet standards.

Principals will receive a rating of Ineffective for the "Other Measure" sub-component when they earn a final average rubric score between 1.0 and 1.7, as identified on the attached conversion chart.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	51-60
Effective	33-50
Developing	15-32
Ineffective	0-14

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	0
By trained independent evaluator	0
Enter Total	2

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, December 04, 2012

Updated Monday, January 14, 2013

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	51-60
Effective	33-50
Developing	15-32
Ineffective	0-14

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, July 26, 2012

Updated Monday, January 14, 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/5276/155782-Df0w3Xx5v6/Principal Improvement Plan.pdf](assets/survey-uploads/5276/155782-Df0w3Xx5v6/Principal%20Improvement%20Plan.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:

APPR Appeal Process

Erie I BOCES ("BOCES," hereafter), by its District Superintendent of Schools ("District Superintendent," hereafter), the Erie I BOCES Administrators Association ("Association," hereafter), by its President, each for good and valuable consideration, hereby agree as follows:

1. *The Association represents certified administrative professionals who provide service in instructional buildings and classrooms served by BOCES and as further defined in the collective bargaining agreement Article 1.01. The following appeal process shall only be available to unit members covered under Education Law Section 3012-c and Subpart 30-2 of the Board of Regents regarding the Annual Professional Performance Review process ("APPR" hereafter). Further, this appeal process is only available to those applicable unit members who achieve an overall APPR composite score rating of "developing" or "ineffective".*
2. *A unit member may appeal only the:*
 - a. *Substance of the Annual Professional Performance Review (APPR);*
 - b. *District's adherence to the standards and methodologies required for such review;*
 - c. *District's compliance with its procedures for conducting the APPR, or the appeal process;*
 - d. *District's issuance and/or implementation of the terms of the Principal/Supervisor Improvement Plan (PIP);*
 - e. *District's adherence to regulations of the Commissioner of Education applicable to such review.*
3. *Such appeal must be submitted in writing to the central office administrator developing and implementing the APPR or Principal/Supervisor Improvement Plan (PIP). The written submission must explain in detail the specific basis for the appeal. The appeal must be submitted within seven school days of the issuance of the APPR or Principal/Supervisor Improvement Plan, or other act under this section which is the subject of the appeal, or it is deemed waived. Along with his or her written appeal, the unit member may submit copies of any supporting documentation or written materials specific to the point(s) of disagreement and relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is initially filed shall not be considered.*
4. *Within seven school days of receipt of the appeal, the central office administrator conducting the APPR or Principal/Supervisor Improvement Plan (PIP) shall submit a written determination on the merits of the appeal. The central office administrator's response shall include copies of any and all additional documents or written materials that he or she considered in reaching a decision. The absence of a determination shall be deemed a denial of the appeal.*
5. *If the member disagrees with the administrator's determination of the appeal, the unit member may submit a copy of the appeal, the determination, and a written statement explaining in detail the basis for disagreement within seven (7) school days either directly to the District Superintendent or to the Director of Human Resources who will convene a Labor-Management Panel to review the appeal. The Labor-Management Panel will consist of three members of the Erie 1 BOCES Administrators Association as chosen by the unit president or designee and two District representatives as chosen by the District Superintendent or designee but excluding the District Superintendent, the evaluating central office administrator and the unit member appealing his or her APPR or Principal/Supervisor Improvement Plan (PIP) as part of the Panel. The Labor-Management Panel shall provide the unit member with the opportunity to meet with the Panel within ten (10) school days of the date the unit member's request was received and shall render a final recommendation on the appeal within seven (7) school days after the date on which the unit member was provided the opportunity to meet with the Panel. This recommendation will be delivered by the unit president to the District Superintendent who will make the final determination of the appeal within ten (10) school days upon receipt of the recommendation from the Panel.*
6. *The decision of the District Superintendent (or the decision of the District central office administrator if not appealed to the Labor-Management Panel or directly to the District Superintendent) shall be final and binding on all parties. It shall not be subject to any further appeal through any other process including grievance or arbitration contained within Article 6 of the collective bargaining agreement.*
7. *Unit members may not file more than one appeal regarding the same APPR or Principal/Supervisor Improvement Plan (PIP). All grounds for appealing a particular APPR or Principal/Supervisor Improvement Plan (PIP) must be raised with specificity within the initial appeal. Any grounds not raised at the time of the appeal is filed shall be deemed waived.*
8. *The above appeals procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a unit member's APPR or Principal/Supervisor Improvement Plan (PIP). Unit members may not resort to any other grievance or arbitration procedures contained within the collective bargaining agreement or to any administrative or judicial forum for the resolution of challenges and appeals related to the APPR or Principal/Supervisor Improvement Plan (PIP).*
9. *Upon request by either the Erie 1 BOCES Administrator or BOCES, this appeal process will be annually reviewed to assess its effectiveness. Any changes will be mutually agreed to in writing by both parties.*

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.

All evaluators completed training through the Erie 1 BOCES Instructional Resource Team and applicable SED webinars. The Instructional Resource Team trainings were modeled after SED's Network Team Institutes and best practices in supervision and evaluation.

The training included all of the state-prescribed components and:

1. The ISLLC 2008 Leadership Standards
2. Evidence based observation
3. Application and use of student growth percentile and value-added growth model data
4. Application and use of the state-approved Multidimensional Principal Performance Rubric
5. Application and use of any assessment tools used to evaluate principals
6. Application and use of state-approved locally selected measures of student achievement
7. Use of the state-wide instructional reporting system
8. Scoring methodology used to evaluate principals
9. State-determined district-wide student growth goal setting process (SLO)
10. Soliciting structured feedback from constituent groups

Lead Evaluator and Evaluator trainings consisted of 7.5 days (53 hours). The Lead Evaluators and Evaluators will participate in ongoing training provided by the Erie 1 BOCES Instructional Resource Team and utilize resources provided by the rubric vendor to ensure inter-rater reliability and maintain certification as a Lead Evaluator and Evaluator.

All documentation of training and development activities will be kept on file. Upon gathering ample documentation that evaluators and lead evaluators have been properly trained, the Superintendent will make the recommendation for the Board of Education to certify each evaluator to conduct evaluations.

The in-district activities outlined and participation in regional meetings and trainings will be ongoing, and documentation of training will continue in order for all evaluators to be re-certified each year.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

11.7) Assurances -- Data Assure that the NYSED will receive accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with this Subpart, in a format and timeline prescribed by the Commissioner.	Checked
--	---------

11.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
11.7) Assurances -- Data Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked

12. Joint Certification of APPR Plan

Created Tuesday, June 12, 2012

Updated Monday, January 14, 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/5581/141881-3Uqgn5g9Iu/APPR Joint Certification - Erie 1 BOCES.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.

ERIE 1 BOCES

HEDI Scoring Bands for Growth SLO

Targets for SLOs shall be determined by teachers in the same grade level/subject or course and approved by building principals/applicable supervisors. Targets will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring band listed below will be utilized to determine the number of points assigned to teachers:

0 - 40%		41 - 60 %		61 - 80%		81 - 100%	
INEFFECTIVE Results are well-below state average for similar students (or District goals if no state test)		DEVELOPING Results are below state average for similar students (or District goals if no state test)		EFFECTIVE Results meet state average for similar students (or District goals if no state test)		HIGHLY EFFECTIVE Results are well-above state average for similar students (or District goals if no state test)	
0	≤14%	3	41%-44%	9	61%-63%	18	81%-85%
1	15-27%	4	45%-48%	10	64%-66%	19	86%-90%
2	28-40%	5	49%-51%	11	67%-68%	20	>90%
		6	52%-54%	12	69%-70%		
		7	55%-57%	13	71%-72%		
		8	58%-60%	14	73%-74%		
				15	75%-76%		
				16	77%-78%		
				17	79%-80%		

Translating Results of Multiple SLOs Into One Overall Rating for Growth Component

The evaluator will assess the results of each SLO separately, arriving at a HEDI rating and point value between 0-20 points. Each SLO must then be weighted proportionately based on the number of students included in all SLOs. This will provide one overall growth component score between 0-20 points. The rating always rounds to the nearest whole number; ≥.5 rounds up and ≤.5 rounds down.

General steps for assessing multiple SLOs
Step 1: Assess results of each SLO separately
Step 2: Weight each SLO proportionately
Step 3: Calculate proportional points for each SLO

Erie 1 BOCES - Teachers

LOCAL - Achievement Score

Teacher Name: _____ Date: _____

Position: _____ School: _____

District H.E.D.I. Scoring Scale

In 2012-13 academic year, each classroom teacher and building principal's annual professional performance review (APPR) will result in a single composite effectiveness score. For the Local Achievement Measure, based on student performance on an end of year assessment, the district has adopted the following H.E.D.I. Scoring Scale to determine the 20 points assigned for meeting the agreed upon target:

		17	79 - 80%				
		16	77 - 78%				
		15	75 - 76%				
		14	73 - 74%	8	58 - 60%		
		13	71 - 72%	7	55 - 57%		
		12	69 - 70%	6	52 - 54%		
20	≥ 91%	11	67 - 68%	5	49 - 51%	2	28 - 40%
19	86 - 90%	10	64 - 66%	4	45 - 48%	1	15 - 27%
18	81 - 85%	9	61 - 63%	3	41 - 44%	0	≤ 14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81 - 100%		61 - 80%		41-60%		0-40%	

I. LOCAL TARGET: *Fill in the Local Achievement Sentence Stem below*

80% of students will score a _____ or higher on the _____ assessment.

II. HISTORICAL DATA TO SUPPORT ACHIEVEMENT TARGET: *Describe at least 2 sources of data to support the Local Achievement Score above.*

Teacher Sign-off

Date

Administrator Sign-off

Date

Erie 1 BOCES - Teachers

LOCAL - Achievement Score (SED Value –Added ONLY)

Teacher Name: _____ Date: _____

Position: _____ School: _____

District H.E.D.I. Scoring Scale

In 2012-13 academic year, each classroom teacher and building principal's annual professional performance review (APPR) will result in a single composite effectiveness score. For the Local Achievement Measure, based on student performance on an end of year assessment, the district has adopted the following H.E.D.I. Scoring Scale to determine the 15 points assigned for meeting the agreed upon target:

				8	58 - 60%		
			13	77 - 80%	7	55 - 57%	
			12	73 - 76%	6	52 - 54%	
			11	69 - 72%	5	49 - 51%	2
15	≥ 91%	10	65 - 68%	4	45 - 48%	1	15 - 27%
14	81 - 90%	9	61 - 64%	3	41 - 44%	0	≤ 14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81 - 100%		61 - 80%		41-60%		0-40%	

I. LOCAL TARGET: *Fill in the Local Achievement Sentence Stem below*

80% of students will score a _____ or higher on the _____ assessment.

II. HISTORICAL DATA TO SUPPORT ACHIEVEMENT TARGET: *Describe at least 2 sources of data to support the Local Achievement Score above.*

Teacher Sign-off

Date

Administrator Sign-off

Date

Achievement Targets

Targets for achievement shall be determined by teachers and will be reviewed and approved for rigor by the principal/applicable supervisor of record. Targets will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring band listed below will be utilized to determine the number of points assigned to teachers:

HEDI Scoring Bands for Achievement

20 Point HEDI Conversion Chart

		17	79 - 80%				
		16	77 - 78%				
		15	75 - 76%				
		14	73 - 74%	8	58 - 60%		
		13	71 - 72%	7	55 - 57%		
		12	69 - 70%	6	52 - 54%		
20	≥ 91%	11	67 - 68%	5	49 - 51%	2	28 - 40%
19	86 - 90%	10	64 - 66%	4	45 - 48%	1	15 - 27%
18	81 - 85%	9	61 - 63%	3	41 - 44%	0	≤ 14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81 - 100%		61 - 80%		41-60%		0-40%	

15 Point HEDI Conversion Chart (**SED Value-Added ONLY**)

				8	58 - 60%		
		13	77 - 80%	7	55 - 57%		
		12	73 - 76%	6	52 - 54%		
		11	69 - 72%	5	49 - 51%	2	28 - 40%
15	≥ 91%	10	65 - 68%	4	45 - 48%	1	15 - 27%
14	81 - 90%	9	61 - 64%	3	41 - 44%	0	≤ 14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81 - 100%		61 - 80%		41-60%		0-40%	

Erie 1 BOCES - Teachers

LOCAL - Achievement Score

Teacher Name: _____ Date: _____

Position: _____ School: _____

District H.E.D.I. Scoring Scale

In 2012-13 academic year, each classroom teacher and building principal's annual professional performance review (APPR) will result in a single composite effectiveness score. For the Local Achievement Measure, based on student performance on an end of year assessment, the district has adopted the following H.E.D.I. Scoring Scale to determine the 20 points assigned for meeting the agreed upon target:

		17	79 - 80%				
		16	77 - 78%				
		15	75 - 76%				
		14	73 - 74%	8	58 - 60%		
		13	71 - 72%	7	55 - 57%		
		12	69 - 70%	6	52 - 54%		
20	≥ 91%	11	67 - 68%	5	49 - 51%	2	28 - 40%
19	86 - 90%	10	64 - 66%	4	45 - 48%	1	15 - 27%
18	81 - 85%	9	61 - 63%	3	41 - 44%	0	≤ 14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81 - 100%		61 - 80%		41-60%		0-40%	

I. LOCAL TARGET: *Fill in the Local Achievement Sentence Stem below*

80% of students will score a _____ or higher on the _____ assessment.

II. HISTORICAL DATA TO SUPPORT ACHIEVEMENT TARGET: *Describe at least 2 sources of data to support the Local Achievement Score above.*

Teacher Sign-off

Date

Administrator Sign-off

Date

Erie 1 BOCES - Teachers

LOCAL - Achievement Score (SED Value –Added ONLY)

Teacher Name: _____ Date: _____

Position: _____ School: _____

District H.E.D.I. Scoring Scale

In 2012-13 academic year, each classroom teacher and building principal's annual professional performance review (APPR) will result in a single composite effectiveness score. For the Local Achievement Measure, based on student performance on an end of year assessment, the district has adopted the following H.E.D.I. Scoring Scale to determine the 15 points assigned for meeting the agreed upon target:

				8	58 - 60%		
		13	77 - 80%	7	55 - 57%		
		12	73 - 76%	6	52 - 54%		
		11	69 - 72%	5	49 - 51%	2	28 - 40%
15	≥ 91%	10	65 - 68%	4	45 - 48%	1	15 - 27%
14	81 - 90%	9	61 - 64%	3	41 - 44%	0	≤ 14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81 - 100%		61 - 80%		41-60%		0-40%	

I. LOCAL TARGET: *Fill in the Local Achievement Sentence Stem below*

80% of students will score a _____ or higher on the _____ assessment.

II. HISTORICAL DATA TO SUPPORT ACHIEVEMENT TARGET: *Describe at least 2 sources of data to support the Local Achievement Score above.*

Teacher Sign-off

Date

Administrator Sign-off

Date

Achievement Targets

Targets for achievement shall be determined by teachers and will be reviewed and approved for rigor by the principal/applicable supervisor of record. Targets will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring band listed below will be utilized to determine the number of points assigned to teachers:

HEDI Scoring Bands for Achievement

20 Point HEDI Conversion Chart

		17	79 - 80%				
		16	77 - 78%				
		15	75 - 76%				
		14	73 - 74%	8	58 - 60%		
		13	71 - 72%	7	55 - 57%		
		12	69 - 70%	6	52 - 54%		
20	≥ 91%	11	67 - 68%	5	49 - 51%	2	28 - 40%
19	86 - 90%	10	64 - 66%	4	45 - 48%	1	15 - 27%
18	81 - 85%	9	61 - 63%	3	41 - 44%	0	≤ 14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81 - 100%		61 - 80%		41-60%		0-40%	

15 Point HEDI Conversion Chart (**SED Value-Added ONLY**)

				8	58 - 60%		
		13	77 - 80%	7	55 - 57%		
		12	73 - 76%	6	52 - 54%		
		11	69 - 72%	5	49 - 51%	2	28 - 40%
15	≥ 91%	10	65 - 68%	4	45 - 48%	1	15 - 27%
14	81 - 90%	9	61 - 64%	3	41 - 44%	0	≤ 14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81 - 100%		61 - 80%		41-60%		0-40%	

Erie 1 BOCES – Other Measure of Effectiveness for Teachers

Erie 1 BOCES Alignment Documentation

The information provided in the chart below demonstrates the alignment of the Erie 1 BOCES Pre-Observation Conference form (Appendix B2), Post-Observation Conference form (Appendix B3), and Walkthrough Observation Report (Appendix D) to the Danielson 2011 Framework (Domain and Component) and to the NYS Teaching Standards.

NYS Teaching Standards	Description	Alignment to the Danielson 2011 Framework (Domain and Component)	Erie 1 BOCES Pre-Observation form (Appendix B2), Post-Observation Conference form (Appendix B3) and Walkthrough Observation Report (Appendix D) alignment to Danielson 2011 Framework and NYS Teaching Standards
Knowledge of Students and Student Learning	Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.	1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning	Pre-Observation Questions: 1, 4, 5 Post-Observation Questions: 2, 3, 4 Walkthrough Statements: Section 1 (Student Behaviors/Engagement) – 1 st , 3 rd & 4 th Section 2 (Teacher Behaviors/Instructional Strategies) – 1 st & 3 rd
Knowledge of Content and Instructional Planning	Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.	1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Selecting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Designing Student Assessments	Pre-Observation Questions: 1, 2, 3, 4, 5, 6 Post-Observation Questions: 1, 2, 4 Walkthrough Statements: Section 1 (Student Behaviors/Engagement) – 1 st & 3 rd Section 2 (Teacher Behaviors/Instructional Strategies) – 1 st , 2 nd & 3 rd

NYS Teaching Standards	Description	Alignment to the Danielson 2011 Framework (Domain and Component)	Erie 1 BOCES Pre-Observation form (Appendix B2), Post-Observation Conference form (Appendix B3) and Walkthrough Observation Report (Appendix D) alignment to Danielson 2011 Framework and NYS Teaching Standards
Instructional Practice	Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.	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	Pre-Observation Questions: 4, 5, 6 Post-Observation Questions: 1, 2, 3, 4 Walkthrough Statements: Section 1 (Student Behaviors/Engagement) – 1 st , 2 nd , 3 rd & 4 th Section 2 (Teacher Behaviors/Instructional Strategies) – 1 st & 3 rd
Learning Environment	Teachers work with all students to create a dynamic learning environment that supports achievement and growth.	2a: Creating and Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 2d: Managing Student Behavior 2e: Organizing Physical Space	Walkthrough Statements: Section 1 (Student Behaviors/Engagement) – 2 nd & 4 th

NYS Teaching Standards	Description	Alignment to the Danielson 2011 Framework (Domain and Component)	Erie 1 BOCES Pre-Observation form (Appendix B2), Post-Observation Conference form (Appendix B3) and Walkthrough Observation Report (Appendix D) alignment to Danielson 2011 Framework and NYS Teaching Standards
Assessment for Student Learning Cont.	Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.	1f: Designing Student Assessments 3d: Using Assessment in Instruction	Pre-Observation Questions: 5, 6 Post-Observation Questions: 1, 3, 4 Walkthrough Statements: Section 1 (Student Behaviors/Engagement) – 1 st , 2 nd , 3 rd & 4 th Section 2 (Teacher Behaviors/Instructional Strategies) – 1 st & 3 rd
Professional Responsibilities and Collaboration	Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.	4a: Reflecting on Teaching 4b: Maintaining Accurate Records 4c: Communicating with Families 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism	Post-Observation Question: 1
Professional Growth	Teachers set informed goals and strive for continuous professional growth.	4e: Growing and Developing Professionally	Post-Observation Questions: 1, 2, 3, 4

Appendix B

Appendix B1

Conference Meetings Rubric

The individual questions/prompts listed on the below grids and included on the following pre-conference form and post-conference form shall receive one of the following ratings and associated points:

No Response (0)

I – Ineffective (.25 pt)

D- Developing (.50 pt)

E- Effective (.75 pt)

HE- Highly Effective (1 pt)

Pre-Conference Form

		Question #1
		Question #2
		Question #3
		Question #4
		Question #5
		Question #6
		Total of 6 Possible

Post-Conference Form

		Question #1
		Question #2
		Question #3
		Question #4
		Total of 4 Possible

Total: _____ /10

Appendix B2

Pre-Observation Conference

Total: _____/6 pts.

Name of Teacher: _____ Grade: _____ Observation Date & Time: _____

Subject: _____ Unit: _____ Evaluation: _____

<p>1. To which part of your curriculum does this lesson refer? How does this learning “fit” in the sequence of learning for this class?</p> <p>2. Briefly describe the students in this class, including those with special needs.</p> <p>3. What are your learning outcomes for this lesson? What do you want the students to understand? How will you assess learning for these outcomes?</p>	<p>4. How will you engage the students in the learning? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets or other materials the students will be using.</p> <p>5. How will you differentiate instruction for different individuals or groups of students in the class?</p> <p>6. How and when will you know whether the students have learned what you intend?</p>
---	---

Please submit to the evaluator three days prior to the pre-observation meeting, along with your lesson plan and any other Supporting materials (handouts, assessments, etc.)

No Response (0) I – Ineffective (.25 pt) D- Developing (.50 pt) E- Effective (.75 pt) HE- Highly Effective (1 pt)

Appendix B3

Post-Observation Conference

Total: _____/4 pts.

Name of Teacher: _____ Date: _____

Observation Date & Time: _____ Evaluation: _____

<p>1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?</p> <p>2. What related artifacts/evidence/samples of student work do you have? What do these reveal about students' levels of engagement and understanding?</p>	<p>3. Did you depart from your plan? If so, how, and why? Comment on different aspects of your instructional delivery (e.g. activities, grouping of students, materials, and resources). To what extent were they effective?</p> <p>4. What assessments were used and how did you interpret the results?</p>
---	--

No Response (0) I – Ineffective (.25 pt) D- Developing (.50 pt) E- Effective (.75 pt) HE- Highly Effective (1 pt)

Appendix C

Appendix C1

HEDI TOTALS

Points Total

Domain 1 Planning and Preparation	Rating				
	I	D	E	H.E.	
1a. Demonstrating Knowledge of Content and Pedagogy	1	2	3	4	
<ul style="list-style-type: none"> · Knowledge of content and structure of the discipline · Knowledge of prerequisite relationships · Knowledge of content-related pedagogy 					
1b. Demonstrating Knowledge of Students	1	2	3	4	
<ul style="list-style-type: none"> · Knowledge of child & adolescent development · Knowledge of the learning process · Knowledge of students' skills, knowledge & language proficiency · Knowledge of students' interests and cultural heritage · Knowledge of students' special needs 					
1c. Selecting Instructional Outcomes	1	2	3	4	
<ul style="list-style-type: none"> · Value, sequence, and alignment · Clarity · Balance · Suitability for diverse students 					
1d. Demonstrating Knowledge of Resources	1	2	3	4	
<ul style="list-style-type: none"> · Resources for classroom use · Resources to extend content knowledge and pedagogy · Resources for students 					
1e. Designing Coherent Instruction	1	2	3	4	
<ul style="list-style-type: none"> · Learning activities · Instructional materials and resources · Instructional groups · Lesson and unit structure 					
1f. Designing Student Assessments	1	2	3	4	
<ul style="list-style-type: none"> · Congruence with instructional outcomes · Criteria and standards · Design of formative assessments · Use for planning 					
Total Points Domain 1:					

Domain 2 The Classroom Environment

	I	D	E	H.E.
2a. Creating an Environment of Respect and Rapport	1	2	3	4

- Teacher interaction with students
- Student interaction with other students

2b. Establishing a Culture for Learning	1	2	3	4
--	---	---	---	---

- Importance of the content
- Expectations for learning and achievement
- Student pride in work

2c. Managing Classroom Procedures	1	2	3	4
--	---	---	---	---

- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties
- Supervision of volunteers and paraprofessionals

2d. Managing Student Behavior	1	2	3	4
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- Expectations
- Monitoring of student behavior
- Response to student misbehavior

2e. Organizing Physical Space	1	2	3	4
--------------------------------------	---	---	---	---

- Safety and accessibility
- Arrangement of furniture and use of physical resources

Total Points Domain 2:					
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Domain 3 Instruction

	I	D	E	H.E.
3a. Communicating with Students	1	2	3	4

- Expectations for Learning
- Directions and procedures
- Explanation of content
- Use of oral and written language

3b. Using Questioning and Discussion Techniques	1	2	3	4
--	---	---	---	---

- Quality of questions
- Discussion techniques
- Student participation

3c. Engaging Students in Learning	1	2	3	4
--	---	---	---	---

- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

3d. Using Assessment in Instruction	1	2	3	4
--	---	---	---	---

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

3e. Demonstrating Flexibility and Responsiveness	1	2	3	4
---	---	---	---	---

- Lesson Adjustment
- Response to students
- Persistence

Total Points Domains 3:					
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Domain 4 Professional Responsibilities

	I	D	E	H.E.
4a. Reflecting on Teaching	1	2	3	4

- Accuracy
- Use in future teaching

4b. Maintaining Accurate Records	1	2	3	4
---	---	---	---	---

- Student completion of assignments
- Student progress in learning
- Non-instructional records

4c. Communicating with Families	1	2	3	4
--	---	---	---	---

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

4d. Participating in a Professional Community	1	2	3	4
--	---	---	---	---

- Relationships with colleagues
- Involvement in a culture of professional inquiry
- Service to the school
- Participation in school and district projects

4e. Growing and Developing Professionally	1	2	3	4
--	---	---	---	---

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

4f. Showing Professionalism	1	2	3	4
------------------------------------	---	---	---	---

- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision Making
- Compliance with school and district regulations

Total Points Domain 4:					
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Total Points (All 4 Domain Totals)

Total Average Score (= total points ÷ total # of components observed)

Conversion Score for Composite

0

- *I Ineffective - 1 pt.
- D Developing - 2 pts.
- E Effective - 3 pts.
- H.E. Highly Effective - 4 pts.

Probationary Teacher Only (Second Formal Observation)

Total Points (All 4 Domain Totals)

Total Average Score (= total points ÷ total # of components observed)

Conversion Score for Composite

Average of Conversion Scores (Formal Observations-Probationary Teachers Only)

0

Appendix C2

TEACHER OBSERVATION CONVERSION CHART		
Total Average Score	Category	Conversion Score for Composite
1		0
1.1		1.2
1.2		2.3
1.3		3.5
1.4		4.6
1.5		5.8
1.6		7
1.7		8.1
1.8		9.3
1.9		10.4
2		11.6
2.1		12.8
2.2		14
2.3		15.1
2.4		16.2
2.5		17.4
2.6		18.6
2.7		19.7
2.8		20.9
2.9		22
3		23.2
3.1		24.4
3.2		25.5
3.3		26.7
3.4		27.8
3.5		29
3.6		30.2
3.7		31.3
3.8		32.5
3.9		33.6
4		35

Appendix D

Walkthrough Observation Report

Total: _____/15 pts.

Name of Teacher: _____

Observation Date & Time _____

Evaluator: _____

Description of Lesson (1pt):

I – Ineffective (.5 pt) D- Developing (1 pt) E- Effective (1.5 pts) HE- Highly Effective (2 pts)

I	D	E	HE	Section 1 : Student Behaviors/Engagement
				Students are actively engaged with concepts relevant to the content of the lesson.
				Students are able to explain what they are learning.
				Students have multiple opportunities to demonstrate understanding through varied, relevant, rigorous activities.
				Students are engaged in appropriate academic and social behaviors.
I	D	E	HE	Section 2 : Teacher Behaviors/Instructional Strategies
				Teacher demonstrates a solid grasp of the content.
				Teacher delivers instruction aligned to a rigorous learning objective.
				Teacher demonstrates strong pedagogical skills, balancing direct instruction with modeling, facilitating and/or coaching students as appropriate.

ERIE 1 BOCES - Principals

HEDI Scoring Bands for Growth SLO

Targets for SLOs shall be determined by principals in accordance with guidance from the Commissioner and State Education Department and will be approved by applicable supervisors. Regardless of how the target for school or program type is established, the scoring band listed below will be utilized to determine the number of points assigned to principals:

0 - 40%		41 - 60 %		61 - 80%		81 - 100%	
INEFFECTIVE Results are well-below state average for similar students (or District goals if no state test)		DEVELOPING Results are below state average for similar students (or District goals if no state test)		EFFECTIVE Results meet state average for similar students (or District goals if no state test)		HIGHLY EFFECTIVE Results are well-above state average for similar students (or District goals if no state test)	
0	≤14%	3	41%-44%	9	61%-63%	18	81%-85%
1	15-27%	4	45%-48%	10	64%-66%	19	86%-90%
2	28-40%	5	49%-51%	11	67%-68%	20	>90%
		6	52%-54%	12	69%-70%		
		7	55%-57%	13	71%-72%		
		8	58%-60%	14	73%-74%		
				15	75%-76%		
				16	77%-78%		
				17	79%-80%		

Translating Results of Multiple SLOs Into One Overall Rating for Growth Component

The evaluator will assess the results of each SLO separately, arriving at a HEDI rating and point value between 0-20 points. Each SLO must then be weighted proportionately based on the number of students included in all SLOs. This will provide one overall growth component score between 0-20 points. The rating always rounds to the nearest whole number; ≥.5 rounds up and ≤.5 rounds down.

General steps for assessing multiple SLOs

Step 1: Assess results of each SLO separately

Step 2: Weight each SLO proportionately

Step 3: Calculate proportional points for each SLO

Erie 1 BOCES - Administrators

LOCAL - Achievement Score

Administrator Name: _____ Date: _____

Position: _____ School: _____

District H.E.D.I. Scoring Scale

In 2012-13 academic year, each classroom teacher and building principal's annual professional performance review (APPR) will result in a single composite effectiveness score. For the Local Achievement Measure, based on student performance on an end of year assessment, the district has adopted the following H.E.D.I. Scoring Scale to determine the 20 points assigned for meeting the agreed upon target:

		17	79 - 80%				
		16	77 - 78%				
		15	75 - 76%				
		14	73 - 74%	8	58 - 60%		
		13	71 - 72%	7	55 - 57%		
		12	69 - 70%	6	52 - 54%		
20	≥ 91%	11	67 - 68%	5	49 - 51%	2	28 - 40%
19	86 - 90%	10	64 - 66%	4	45 - 48%	1	15 - 27%
18	81 - 85%	9	61 - 63%	3	41 - 44%	0	≤ 14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81 - 100%		61 - 80%		41-60%		0-40%	

I. LOCAL TARGET: 80% of students will meet or exceed the locally established and approved achievement targets/scores on the following assessment:

Include: Name of Assessment, Course, and Number of Students

Please attach a roster of included students with the locally established and approved achievement targets/scores to this form for review and approval.

II. HISTORICAL DATA TO SUPPORT ACHIEVEMENT TARGET: *Describe at least 2 sources of data to support the included Local Achievement Scores.*

Administrator Sign-off

Date

Supervisor Sign-off

Date

LOCAL - Achievement Score (SED Value –Added ONLY)

Administrator Name: _____ Date: _____

Position: _____ School: _____

District H.E.D.I. Scoring Scale

In 2012-13 academic year, each classroom teacher and building principal's annual professional performance review (APPR) will result in a single composite effectiveness score. For the Local Achievement Measure, based on student performance on an end of year assessment, the district has adopted the following H.E.D.I. Scoring Scale to determine the 15 points assigned for meeting the agreed upon target:

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		13		77 - 80%		7		55 - 57%							
		12		73 - 76%		6		52 - 54%							
		11		69 - 72%		5		49 - 51%							
15		≥ 91%		10		65 - 68%		4		45 - 48%		2		28 - 40%	
14		81 - 90%		9		61 - 64%		3		41 - 44%		1		15 - 27%	
1		≤ 14%		0		≤ 14%		0		0		0		0	
HIGHLY EFFECTIVE				EFFECTIVE				DEVELOPING				INEFFECTIVE			
81 - 100%				61 - 80%				41-60%				0-40%			

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Supervisor Sign-off

Date

Achievement Targets

Targets for achievement shall be determined by principal and will be reviewed and approved for rigor by the applicable supervisor of record. Targets will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring band listed below will be utilized to determine the number of points assigned to principals/supervisors of record:

HEDI Scoring Bands for Achievement

20 Point HEDI Conversion Chart

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18	81 - 85%	9	61 - 63%	3	41 - 44%	0	≤ 14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81 - 100%		61 - 80%		41-60%		0-40%	

15 Point HEDI Conversion Chart (**SED Value-Added ONLY**)

				8	58 - 60%		
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Erie 1 BOCES - Administrators

LOCAL - Achievement Score

Administrator Name: _____ Date: _____

Position: _____ School: _____

District H.E.D.I. Scoring Scale

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		15	75 - 76%				
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		12	69 - 70%	6	52 - 54%		
20	≥ 91%	11	67 - 68%	5	49 - 51%	2	28 - 40%
19	86 - 90%	10	64 - 66%	4	45 - 48%	1	15 - 27%
18	81 - 85%	9	61 - 63%	3	41 - 44%	0	≤ 14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81 - 100%		61 - 80%		41-60%		0-40%	

I. LOCAL TARGET: 80% of students will meet or exceed the locally established and approved achievement targets/scores on the following assessment:

Include: Name of Assessment, Course, and Number of Students

Please attach a roster of included students with the locally established and approved achievement targets/scores to this form for review and approval.

II. HISTORICAL DATA TO SUPPORT ACHIEVEMENT TARGET: *Describe at least 2 sources of data to support the included Local Achievement Scores.*

Administrator Sign-off

Date

Supervisor Sign-off

Date

LOCAL - Achievement Score (SED Value –Added ONLY)

Administrator Name: _____ Date: _____

Position: _____ School: _____

District H.E.D.I. Scoring Scale

In 2012-13 academic year, each classroom teacher and building principal's annual professional performance review (APPR) will result in a single composite effectiveness score. For the Local Achievement Measure, based on student performance on an end of year assessment, the district has adopted the following H.E.D.I. Scoring Scale to determine the 15 points assigned for meeting the agreed upon target:

				8	58 - 60%		
		13	77 - 80%	7	55 - 57%		
		12	73 - 76%	6	52 - 54%		
		11	69 - 72%	5	49 - 51%	2	28 - 40%
15	≥ 91%	10	65 - 68%	4	45 - 48%	1	15 - 27%
14	81 - 90%	9	61 - 64%	3	41 - 44%	0	≤ 14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81 - 100%		61 - 80%		41-60%		0-40%	

I. LOCAL TARGET: 80% of students will meet or exceed the locally established and approved achievement targets/scores on the following assessment:

Include: Name of Assessment, Course, Number of Students

Please attach a roster of included students with the locally established and approved achievement targets/scores to this form for review and approval.

II. HISTORICAL DATA TO SUPPORT ACHIEVEMENT TARGET: *Describe at least 2 sources of data to support the included Local Achievement Scores.*

Administrator Sign-off

Date

Supervisor Sign-off

Date

Achievement Targets

Targets for achievement shall be determined by principal and will be reviewed and approved for rigor by the applicable supervisor of record. Targets will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring band listed below will be utilized to determine the number of points assigned to principals/supervisors of record:

HEDI Scoring Bands for Achievement

20 Point HEDI Conversion Chart

		17	79 - 80%				
		16	77 - 78%				
		15	75 - 76%				
		14	73 - 74%	8	58 - 60%		
		13	71 - 72%	7	55 - 57%		
		12	69 - 70%	6	52 - 54%		
20	≥ 91%	11	67 - 68%	5	49 - 51%	2	28 - 40%
19	86 - 90%	10	64 - 66%	4	45 - 48%	1	15 - 27%
18	81 - 85%	9	61 - 63%	3	41 - 44%	0	≤ 14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81 - 100%		61 - 80%		41-60%		0-40%	

15 Point HEDI Conversion Chart (**SED Value-Added ONLY**)

				8	58 - 60%		
		13	77 - 80%	7	55 - 57%		
		12	73 - 76%	6	52 - 54%		
		11	69 - 72%	5	49 - 51%	2	28 - 40%
15	≥ 91%	10	65 - 68%	4	45 - 48%	1	15 - 27%
14	81 - 90%	9	61 - 64%	3	41 - 44%	0	≤ 14%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
81 - 100%		61 - 80%		41-60%		0-40%	

Administrator Evaluation

Administrator's Name:

Administrator's Supervisor:

Building:

HEDI TOTALS

OBS #1	OBS #2
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Ratings

Points Total

Domain 1: Shared Vision of Learning
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Culture	1	2	3	4	
Sustainability	1	2	3	4	
Total Points Domain 1:					0

Domain 2: School Culture and Instructional Program

Culture	1	2	3	4	
Instructional Program	1	2	3	4	
Capacity Building	1	2	3	4	
Sustainability	1	2	3	4	
Strategic Planning Process	1	2	3	4	
Total Points Domain 2:					0

Domain 3: Safe, Efficient, Effective Learning Environment
--

Capacity Building	1	2	3	4	
Culture	1	2	3	4	
Sustainability	1	2	3	4	
Instructional Program	1	2	3	4	
Total Points Domain 3:					0

Domain 4: Community

Strategic Planning Process: Inquiry	1	2	3	4	
Culture	1	2	3	4	
Sustainability	1	2	3	4	
Total Points Domain 4:					0

Domain 5: Integrity, Fairness, Ethics
--

Sustainability	1	2	3	4	
Culture	1	2	3	4	
Total Points Domain 5:					0

Domain 6: Political, Social, Economic, Legal and Cultural Context
--

Sustainability	1	2	3	4	
Culture	1	2	3	4	
Total Points Domain 6:					0

HEDI TOTALS

Page 2

OBS #1	OBS #2
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Ratings

Points Total

**Other:
Goal Setting and Attainment**

Uncovering Goals	1	2	3	4	
Strategic Planning	1	2	3	4	
Taking Action	1	2	3	4	
Evaluating Attainment	1	2	3	4	
Total Points Other:					0

Maximum Total of 30 Points for each OBS & Subcomponent Score from Chart:

Observation 1

Total Points (6 Domains + Other)

Total Average Score (= total points ÷ total # of components observed)

Conversion Score for Composite

Observation 2

Total Points (6 Domains + Other)

Total Average Score (= total points ÷ total # of components observed)

Conversion Score for Composite

Total Conversion Score

0

- *I Ineffective - 1 pt.
- D Developing - 2 pts.
- E Effective - 3 pts.
- H.E. Highly Effective - 4 pts.

Administrator's Signature: _____ Date: _____

Supervising Administrator's Signature: _____ Date: _____

ADMINISTRATOR OBSERVATION CONVERSION CHART		
Total Average Score	Category	Conversion Score for Composite
1		0
1.1		1
1.2		2
1.3		3
1.4		4
1.5		5
1.6		6
1.7		7
1.8		8
1.9		9
2		10
2.1		11
2.2		12
2.3		13
2.4		14
2.5		15
2.6		16
2.7		17
2.8		18
2.9		19
3		20
3.1		21
3.2		22
3.3		23
3.4		24
3.5		25
3.6		26
3.7		27
3.8		28
3.9		29
4		30

The other measures of administrator effectiveness subcomponent score ranges shall be as follows:

0 – 14 Ineffective
15 – 32 Developing
33 – 50 Effective
51 – 60 Highly Effective

PRINCIPAL/SUPERVISOR IMPROVEMENT PLAN (PIP)

Administrator's Name _____ Evaluator Name _____

Building _____ Assignment _____ Date _____

Association Representative (if applicable) _____

Areas in Need of Improvement

Timeline for Achieving Improvement

Manner in Which Improvement Will Be Assessed

Activities to Support Improvement

Signature of Administrator receiving PIP _____ Date _____

Signature of Evaluator _____ Date _____

Signature of Deputy Superintendent _____ Date _____

The evaluator has determined that the Administrator receiving the PIP has satisfactorily completed the conditions of the PIP.

_____ 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.

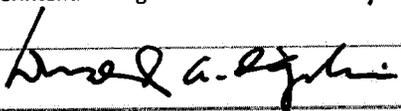
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

- 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)

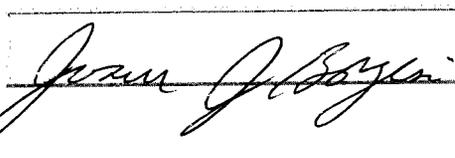
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals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

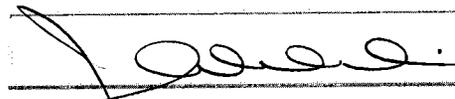
Superintendent Signature: Date: 1/14/2013



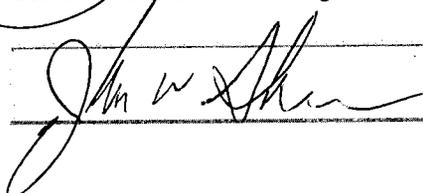
Teachers Union President Signature: Date: 1/14/2013



Administrative Union President Signature: Date:

 1/14/13

Board of Education President Signature: Date:

 1/14/13