



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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December 26, 2012

Stephen M. Penhollow, Superintendent
Falconer Central School District
2 East Avenue North
Falconer, NY 14733

Dear Superintendent Penhollow:

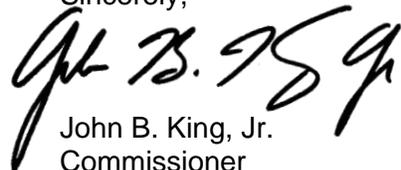
Congratulations. I am pleased to inform you that your multi-year (2012-2015) Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: David P. O'Rourke

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 Friday, May 04, 2012

Updated Monday, December 10, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 061101040000

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

061101040000

1.2) School District Name: FALCONER CSD

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

FALCONER CSD

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

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.

2012-2015

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

Created Tuesday, October 02, 2012
Updated Monday, December 24, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	AIMSWEB
1	State-approved 3rd party assessment	AIMSWEB
2	State-approved 3rd party assessment	AIMSWEB

	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

Teachers in collaboration with Building Principals will use prior academic history and pre-assessment baseline data

<p>this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>to establish the individual student growth targets. Teacher will be given HEDI ratings based on the percentage of students that meet their individual growth targets as specified in the SLO. HEDI scale is applicable to all teachers requiring SLO's. Please see attached in 2.11.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). 18 = 81%-85% met Growth target 19 = 86%-90% met Growth target 20 = 91-100% met Growth target</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). 9 = 61-63% met Growth target 10 = 64-66% met Growth target 11 = 67-68% met Growth target 12 = 69-70% met Growth target 13 = 71-72% met Growth target 14 = 73-74% met Growth target 15 = 75-76% met Growth target 16 = 77-78% met Growth target 17 = 79-80% met Growth target</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). 3 = 41-44% met Growth target 4 = 45-48% met Growth target 5 = 49-51% met Growth target 6 = 52-54% met Growth target 7 = 55-57% met Growth target 8 = 58-60% met Growth target</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). 0 = 14% or less met Growth target 1 = 15-27% met Growth target 2 = 28-40% met Growth target</p>

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	AIMSWEB
1	State-approved 3rd party assessment	AIMSWEB
2	State-approved 3rd party assessment	AIMSWEB

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Teachers in collaboration with Building Principals will use prior academic history and pre-assessment baseline data to establish the individual student growth targets. Teacher will be given HEDI ratings based on the percentage of students that meet their individual growth targets as specified in the SLO. HEDI scale is applicable to all teachers requiring SLO's. Please see attached in 2.11.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). 18 = 81%-85% met Growth target 19 = 86%-90% met Growth target 20 = 91-100% met Growth target</p>
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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	Falconer District Developed grade 6 Science assessment
7	District, regional or BOCES-developed assessment	Falconer District Developed grade 7 Science assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers in collaboration with Building Principals will use prior academic history and pre-assessment baseline data to establish the individual student growth targets. Teacher will be given HEDI ratings based on the percentage of students that meet their individual growth targets as specified in the SLO. HEDI scale is applicable to all teachers requiring SLO's. Please see attached in 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Please see attached in 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Please see attached in 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Please see attached in 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Please see attached in 2.11.

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	Falconer District Developed grade 6 Social Studies assessment
7	District, regional or BOCES-developed assessment	Falconer District Developed grade 7 Social Studies assessment
8	District, regional or BOCES-developed assessment	Falconer District Developed grade 8 Social Studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers in collaboration with Building Principals will use prior academic history and pre-assessment baseline data to establish the individual student growth targets. Teacher will be given HEDI ratings based on the percentage of students that meet their individual growth targets as specified in the SLO. HEDI scale is applicable to all teachers requiring SLO's. Please see attached in 2.11.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Please see attached in 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	Please see attached in 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	Please see attached in 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Please see attached in 2.11.

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	Falconer District developed Global I Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers in collaboration with Building Principals will use prior academic history and pre-assessment baseline data to establish the individual student growth targets. Teacher will be given HEDI ratings based on the percentage of students that meet their individual growth targets as specified in the SLO. HEDI scale is applicable to all teachers requiring SLO's. Please see attached in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Please see attached in 2.11.
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Developing (3 - 8 points) Results are below District goals for similar students.	Please see attached in 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Please see attached in 2.11.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers in collaboration with Building Principals will use prior academic history and pre-assessment baseline data to establish the individual student growth targets. Teacher will be given HEDI ratings based on the percentage of students that meet their individual growth targets as specified in the SLO. HEDI scale is applicable to all teachers requiring SLO's. Please see attached in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Please see attached in 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	Please see attached in 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	Please see attached in 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Please see attached in 2.11.

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers in collaboration with Building Principals will use prior academic history and pre-assessment baseline data to establish the individual student growth targets. Teacher will be given HEDI ratings based on the percentage of students that meet their individual growth targets as specified in the SLO. HEDI scale is applicable to all teachers requiring SLO's. Please see attached in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Please see attached in 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	Please see attached in 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	Please see attached in 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Please see attached in 2.11.

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	Falconer District developed ELA 9 Exam
Grade 10 ELA	District, regional or BOCES-developed assessment	Falconer District developed ELA 10 Exam
Grade 11 ELA	Regents assessment	ELA NYS Regents assement

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers in collaboration with Building Principals will use prior academic history and pre-assessment baseline data to establish the individual student growth targets. Teacher will be given HEDI ratings based on the percentage of students that meet their individual growth targets as specified in the SLO. HEDI scale is applicable to all teachers requiring SLO's. Please see attached in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Please see attached in 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	Please see attached in 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	Please see attached in 2.11.

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

Please see attached in 2.11.

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
English 12	District, Regional or BOCES-developed	Falconer District developed English 12 Assessment.
Spanish 1	District, Regional or BOCES-developed	Falconer District developed Spanish 1 Assessment
Spanish 2	District, Regional or BOCES-developed	Falconer District developed Spanish 2 Assessment
Spanish 8	District, Regional or BOCES-developed	Falconer District developed Spanish 8 Assessment
PreAlgebra	District, Regional or BOCES-developed	Falconer District developed PreAlgebra Assessment
PreCalulus	District, Regional or BOCES-developed	Falconer District developed PreCalculus Assessment
Calculus and Analytic Geometry 1	District, Regional or BOCES-developed	Falconer District developed Calculus and Analytic Geometry 1 Assessment
Calculus and Analytic Geometry 2	District, Regional or BOCES-developed	Falconer District developed Calculus and Analytic Geometry 2 Assessment
Excercise Science	District, Regional or BOCES-developed	Falconer District developed Exercise Assessment
Drawing Painting Studio Art	District, Regional or BOCES-developed	Falconer District developed Drawing Painting Assessment
Studio Art	District, Regional or BOCES-developed	Falconer District developed Studio Art Assessment
Art 6	District, Regional or BOCES-developed	Falconer District developed Art 6 Assessment
Art 7	District, Regional or BOCES-developed	Falconer District developed Art 7 Assessment
Family Consumer Science 6	District, Regional or BOCES-developed	Falconer District developed Family Consumer Science 6 Assessment
Family Consumer Science 8	District, Regional or BOCES-developed	Falconer District developed Family Consumer Science 6 Assessment
Computer Safety 7	District, Regional or BOCES-developed	Falconer District developed Computer Safety 7 Assessment
Community Technology	District, Regional or BOCES-developed	Falconer District developed Community Technology Assessment
Computer 8	District, Regional or BOCES-developed	Falconer District developed Computer 8 Assessment
Introduction to Computer 7	District, Regional or BOCES-developed	Falconer District developed Introduction to Computer 7 Assessment

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

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

Teachers in collaboration with Building Principals will use prior academic history and pre-assessment baseline data to establish the individual student growth targets. Teacher will be given HEDI ratings based on the percentage of students that meet their individual growth targets as specified in the SLO. HEDI scale is applicable to all teachers requiring SLO's. Please see attached in 2.11.

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

Please see attached in 2.11.

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

Please see attached in 2.11.

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

Please see attached in 2.11.

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

Please see attached in 2.11.

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)

[assets/survey-uploads/5364/186532-avH4IQNZMh/Falconer-Form2_10_AllOtherCourses_2.doc](#)

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/5364/186532-TXEttx9bQW/Falconer2012-2013HEDIScalesdocx](#)

2.12) Locally Developed Controls

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

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

No locally developed controls.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, October 02, 2012

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Falconer District Developed 4th gr. ELA Assessment
5	5) District, regional, or BOCES–developed assessments	Falconer District Developed 5th gr. ELA Assessment

6	5) District, regional, or BOCES–developed assessments	Falconer District Developed 6th gr. ELA Assessment
7	5) District, regional, or BOCES–developed assessments	Falconer District Developed 7th gr. ELA Assessment
8	5) District, regional, or BOCES–developed assessments	Falconer District Developed 8th gr. 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.	Teacher will set achievement targets that the Building Principal will approve. Based on the number of students that achieve that target HEDI points will be assigned as described below.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	14-15 The teacher shall receive 14-15 points and be deemed Highly Effective as predetermined by our locally-negotiated point system. All targets will be met or exceeded; and/or evidence indicates student learning achievement well-above district expectations, including special populations. 14 = 81%-90% met target 15 = 91-100% met target
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (8 – 13 points) Results meet state average for similar students (or District goals if no state test).The teacher shall receive 8-13 points and be deemed Effective as predetermined by our locally-negotiated point system. Most targets will be met; and/or evidence indicates student learning achievement that meets district expectations, including special populations. 8 = 61-62% met target 9 = 63-65% met target 10 = 66-68% met target 11 = 69-72% met target 12 = 73-76% met target 13 = 77-80% met target
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3 - 7 points) Results are below state average for similar students (or District goals if no state test). The teacher shall receive 3-7 points and be deemed Developing as predetermined by our locally-negotiated point system. Some targets will be met; and/or evidence indicates an impact on student learning achievement that is below district expectations, including special populations; overall has not met district expectations 3 = 41-44% met target 4 = 45-48% met target 5 = 49-52% met target 6 = 53-56% met target

7 = 57-60% met target

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

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). The teacher shall receive 0-2 points and be deemed Ineffective as predetermined by our locally-negotiated point system. Targets are generally not met; and/or evidence indicates little to no student learning achievement, including special populations; results are well below district expectations.

0 = 14% or less met target

1 = 15-27% met target

2 = 28-40% met target

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	Falconer District Developed 4th gr. Math Assessment
5	5) District, regional, or BOCES–developed assessments	Falconer District Developed 5th gr. Math Assessment
6	5) District, regional, or BOCES–developed assessments	Falconer District Developed 6th gr. Math Assessment
7	5) District, regional, or BOCES–developed assessments	Falconer District Developed 7th gr. Math Assessment
8	5) District, regional, or BOCES–developed assessments	Falconer District Developed 8th gr. 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.

Teacher will set achievement targets that the Building Principal will approve. Based on the number of students that achieve that target HEDI points will be assigned as described below.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

14-15

The teacher shall receive 14-15 points and be deemed Highly Effective as predetermined by our locally-negotiated point system. All targets will be met or exceeded; and/or evidence indicates student learning achievement well-above district expectations, including special populations.

14 = 81%-90% met target

15 = 91-100% met target

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Effective (8 – 13 points) Results meet state average for similar students (or District goals if no state test).The teacher shall receive 8-13 points and be deemed Effective as predetermined by our locally-negotiated point system. Most targets will be met; and/or evidence indicates student learning achievement that meets district expectations, including special populations.

- 8 = 61-62% met target
- 9 = 63-65% met target
- 10 = 66-68% met target
- 11 = 69-72% met target
- 12 = 73-76% met target
- 13 = 77-80% met target

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

Developing (3 - 7 points) Results are below state average for similar students (or District goals if no state test). The teacher shall receive 3-7 points and be deemed Developing as predetermined by our locally-negotiated point system.

Some targets will be met; and/or evidence indicates an impact on student learning achievement that is below district expectations, including special populations; overall has not met district expectations

- 3 = 41-44% met target
- 4 = 45-48% met target
- 5 = 49-52% met target
- 6 = 53-56% met target
- 7 = 57-60% met target

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

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). The teacher shall receive 0-2 points and be deemed Ineffective

as predetermined by our locally-negotiated point system. Targets are generally not met; and/or evidence indicates little to no student learning achievement, including special populations; results are well below district expectations.

- 0 = 14% or less met target
- 1 = 15-27% met target
- 2 = 28-40% met target

3.3) HEDI Tables or Graphics

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

(No response)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Falconer District Developed Kindergarten ELA Assessment
1	5) District, regional, or BOCES–developed assessments	Falconer District Developed 1st gr. ELA Assessment
2	5) District, regional, or BOCES–developed assessments	Falconer District Developed 2nd gr. ELA Assessment
3	5) District, regional, or BOCES–developed assessments	Falconer District Developed 3rd gr. 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.	Teacher will set achievement targets that the Building Principal will approve. Based on the number of students that achieve that target HEDI points will be assigned as described below.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). 18 = 81%-85% met Growth target 19 = 86%-90% met Growth target 20 = 91-100% met Growth target Effective as predetermined by our locally-negotiated point system. All targets will be met or exceeded; and/or evidence indicates student learning achievement well-above district expectations, including special populations.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). 9 = 61-63% met Growth target 10 = 64-66% met Growth target 11 = 67-68% met Growth target 12 = 69-70% met Growth target 13 = 71-72% met Growth target 14 = 73-74% met Growth target 15 = 75-76% met Growth target 16 = 77-78% met Growth target 17 = 79-80% met Growth target Most targets will be met; and/or evidence indicates student learning achievement that meets district expectations, including special populations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). 3 = 41-44% met Growth target 4 = 45-48% met Growth target 5 = 49-51% met Growth target

6 = 52-54% met Growth target
 7 = 55-57% met Growth target
 8 = 58-60% met Growth target
 Some targets will be met; and/or evidence indicates an impact on student learning achievement that is below district expectations, including special populations; overall has not met district expectations.

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

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). The teacher shall receive 0-2 points and be deemed Ineffective as predetermined by our locally-negotiated point system. Targets are generally not met; and/or evidence indicates little to no student learning achievement, including special populations; results are well below district expectations.

0 = 14% or less met target
 1 = 15-27% met target
 2 = 28-40% met target

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	Falconer District Developed Kindergarten Math Assessment
1	5) District, regional, or BOCES–developed assessments	Falconer District Developed 1st gr. Math Assessment
2	5) District, regional, or BOCES–developed assessments	Falconer District Developed 2nd gr. Math Assessment
3	5) District, regional, or BOCES–developed assessments	Falconer District Developed 3rd gr. 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.

Teacher will set achievement targets that the Building Principal will approve. Based on the number of students that achieve that target HEDI points will be assigned as described below.

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

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).
 18 = 81%-85% met Growth target
 19 = 86%-90% met Growth target

20 = 91-100% met Growth target
 Effective as predetermined by our locally-negotiated point system. All targets will be met or exceeded; and/or evidence indicates student learning achievement well-above district expectations, including special populations.

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

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).
 9 = 61-63% met Growth target
 10 = 64-66% met Growth target
 11 = 67-68% met Growth target
 12 = 69-70% met Growth target
 13 = 71-72% met Growth target
 14 = 73-74% met Growth target
 15 = 75-76% met Growth target
 16 = 77-78% met Growth target
 17 = 79-80% met Growth target
 Most targets will be met; and/or evidence indicates student learning achievement that meets district expectations, including special populations.

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

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).
 3 = 41-44% met Growth target
 4 = 45-48% met Growth target
 5 = 49-51% met Growth target
 6 = 52-54% met Growth target
 7 = 55-57% met Growth target
 8 = 58-60% met Growth target
 Some targets will be met; and/or evidence indicates an impact on student learning achievement that is below district expectations, including special populations; overall has not met district expectations.

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

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). The teacher shall receive 0-2 points and be deemed Ineffective as predetermined by our locally-negotiated point system. Targets are generally not met; and/or evidence indicates little to no student learning achievement, including special populations; results are well below district expectations.
 0 = 14% or less met target
 1 = 15-27% met target
 2 = 28-40% met target

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES-developed assessments	Falconer District Developed 6th gr. Science Assessment
7	5) District, regional, or BOCES-developed assessments	Falconer District Developed 7th gr. Science Assessment

8	5) District, regional, or BOCES–developed assessments	Falconer District Developed 8th gr. Science Assessment
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For Grades 6-8 Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teacher will set achievement targets that the Building Principal will approve. Based on the number of students that achieve that target HEDI points will be assigned as described below.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). 18 = 81%-85% met Growth target 19 = 86%-90% met Growth target 20 = 91-100% met Growth target Effective as predetermined by our locally-negotiated point system. All targets will be met or exceeded; and/or evidence indicates student learning achievement well-above district expectations, including special populations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). 9 = 61-63% met Growth target 10 = 64-66% met Growth target 11 = 67-68% met Growth target 12 = 69-70% met Growth target 13 = 71-72% met Growth target 14 = 73-74% met Growth target 15 = 75-76% met Growth target 16 = 77-78% met Growth target 17 = 79-80% met Growth target Most targets will be met; and/or evidence indicates student learning achievement that meets district expectations, including special populations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). 3 = 41-44% met Growth target 4 = 45-48% met Growth target 5 = 49-51% met Growth target 6 = 52-54% met Growth target 7 = 55-57% met Growth target 8 = 58-60% met Growth target Some targets will be met; and/or evidence indicates an impact on student learning achievement that is below district expectations, including special populations; overall has not met district expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). The teacher shall receive 0-2 points and be deemed Ineffective as predetermined by our locally-negotiated point system. Targets are generally not met; and/or evidence indicates little to no student learning achievement, including special

populations; results are well below district expectations.
 0 = 14% or less met target
 1 = 15-27% met target
 2 = 28-40% met target

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	Falconer District Developed 6th gr. Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	Falconer District Developed 7th gr. Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Falconer District Developed 8th gr. 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.	Teacher will set achievement targets that the Building Principal will approve. Based on the number of students that achieve that target HEDI points will be assigned as described below.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). 18 = 81%-85% met Growth target 19 = 86%-90% met Growth target 20 = 91-100% met Growth target Effective as predetermined by our locally-negotiated point system. All targets will be met or exceeded; and/or evidence indicates student learning achievement well-above district expectations, including special populations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). 9 = 61-63% met Growth target 10 = 64-66% met Growth target 11 = 67-68% met Growth target 12 = 69-70% met Growth target 13 = 71-72% met Growth target 14 = 73-74% met Growth target 15 = 75-76% met Growth target 16 = 77-78% met Growth target

17 = 79-80% met Growth target
 Most targets will be met; and/or evidence indicates student learning achievement that meets district expectations, including special populations.

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

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).
 3 = 41-44% met Growth target
 4 = 45-48% met Growth target
 5 = 49-51% met Growth target
 6 = 52-54% met Growth target
 7 = 55-57% met Growth target
 8 = 58-60% met Growth target
 Some targets will be met; and/or evidence indicates an impact on student learning achievement that is below district expectations, including special populations; overall has not met district expectations.

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

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). The teacher shall receive 0-2 points and be deemed Ineffective as predetermined by our locally-negotiated point system. Targets are generally not met; and/or evidence indicates little to no student learning achievement, including special populations; results are well below district expectations.
 0 = 14% or less met target
 1 = 15-27% met target
 2 = 28-40% met target

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	Falconer District Developed Global 1 Assessment
Global 2	5) District, regional, or BOCES–developed assessments	Falconer District Developed Global 2 Assessment
American History	5) District, regional, or BOCES–developed assessments	Falconer District Developed 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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Teacher will set achievement targets that the Building Principal will approve. Based on the number of students that achieve that target HEDI points will be assigned as described below.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). 18 = 81%-85% met Growth target 19 = 86%-90% met Growth target 20 = 91-100% met Growth target Effective as predetermined by our locally-negotiated point system. All targets will be met or exceeded; and/or evidence indicates student learning achievement well-above district expectations, including special populations.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). 9 = 61-63% met Growth target 10 = 64-66% met Growth target 11 = 67-68% met Growth target 12 = 69-70% met Growth target 13 = 71-72% met Growth target 14 = 73-74% met Growth target 15 = 75-76% met Growth target 16 = 77-78% met Growth target 17 = 79-80% met Growth target Most targets will be met; and/or evidence indicates student learning achievement that meets district expectations, including special populations.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). 3 = 41-44% met Growth target 4 = 45-48% met Growth target 5 = 49-51% met Growth target 6 = 52-54% met Growth target 7 = 55-57% met Growth target 8 = 58-60% met Growth target Some targets will be met; and/or evidence indicates an impact on student learning achievement that is below district expectations, including special populations; overall has not met district expectations.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). The teacher shall receive 0-2 points and be deemed Ineffective as predetermined by our locally-negotiated point system. Targets are generally not met; and/or evidence indicates little to no student learning achievement, including special populations; results are well below district expectations. 0 = 14% or less met target 1 = 15-27% met target 2 = 28-40% met target</p>

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	Falconer District Developed Living Environment Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Falconer District Developed Earth Science Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Falconer District Developed Chemistry Assessment
Physics	5) District, regional, or BOCES–developed assessments	Falconer District Developed Physics Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teacher will set achievement targets that the Building Principal will approve. Based on the number of students that achieve that target HEDI points will be assigned as described below.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). 18 = 81%-85% met Growth target 19 = 86%-90% met Growth target 20 = 91-100% met Growth target Effective as predetermined by our locally-negotiated point system. All targets will be met or exceeded; and/or evidence indicates student learning achievement well-above district expectations, including special populations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). 9 = 61-63% met Growth target 10 = 64-66% met Growth target 11 = 67-68% met Growth target 12 = 69-70% met Growth target 13 = 71-72% met Growth target 14 = 73-74% met Growth target 15 = 75-76% met Growth target 16 = 77-78% met Growth target 17 = 79-80% met Growth target Most targets will be met; and/or evidence indicates student

learning achievement that meets district expectations, including special populations.

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

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).
 3 = 41-44% met Growth target
 4 = 45-48% met Growth target
 5 = 49-51% met Growth target
 6 = 52-54% met Growth target
 7 = 55-57% met Growth target
 8 = 58-60% met Growth target
 Some targets will be met; and/or evidence indicates an impact on student learning achievement that is below district expectations, including special populations; overall has not met district expectations.

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

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). The teacher shall receive 0-2 points and be deemed Ineffective as predetermined by our locally-negotiated point system. Targets are generally not met; and/or evidence indicates little to no student learning achievement, including special populations; results are well below district expectations.
 0 = 14% or less met target
 1 = 15-27% met target
 2 = 28-40% met target

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	Falconer District Developed Algebra 1 Assessment
Geometry	5) District, regional, or BOCES–developed assessments	Falconer District Developed Geometry Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Falconer District Developed 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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Teacher will set achievement targets that the Building Principal will approve. Based on the number of students that achieve that target HEDI points will be assigned as described below.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). 18 = 81%-85% met Growth target 19 = 86%-90% met Growth target 20 = 91-100% met Growth target Effective as predetermined by our locally-negotiated point system. All targets will be met or exceeded; and/or evidence indicates student learning achievement well-above district expectations, including special populations.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). 9 = 61-63% met Growth target 10 = 64-66% met Growth target 11 = 67-68% met Growth target 12 = 69-70% met Growth target 13 = 71-72% met Growth target 14 = 73-74% met Growth target 15 = 75-76% met Growth target 16 = 77-78% met Growth target 17 = 79-80% met Growth target Most targets will be met; and/or evidence indicates student learning achievement that meets district expectations, including special populations.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). 3 = 41-44% met Growth target 4 = 45-48% met Growth target 5 = 49-51% met Growth target 6 = 52-54% met Growth target 7 = 55-57% met Growth target 8 = 58-60% met Growth target Some targets will be met; and/or evidence indicates an impact on student learning achievement that is below district expectations, including special populations; overall has not met district expectations.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). The teacher shall receive 0-2 points and be deemed Ineffective as predetermined by our locally-negotiated point system. Targets are generally not met; and/or evidence indicates little to no student learning achievement, including special populations; results are well below district expectations. 0 = 14% or less met target 1 = 15-27% met target 2 = 28-40% met target</p>

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	Falconer District Developed 9th gr. ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Falconer District Developed 10th gr. ELA Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Falconer District Developed 11th gr. 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.	Teacher will set achievement targets that the Building Principal will approve. Based on the number of students that achieve that target HEDI points will be assigned as described below.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). 18 = 81%-85% met Growth target 19 = 86%-90% met Growth target 20 = 91-100% met Growth target Effective as predetermined by our locally-negotiated point system. All targets will be met or exceeded; and/or evidence indicates student learning achievement well-above district expectations, including special populations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). 9 = 61-63% met Growth target 10 = 64-66% met Growth target 11 = 67-68% met Growth target 12 = 69-70% met Growth target 13 = 71-72% met Growth target 14 = 73-74% met Growth target 15 = 75-76% met Growth target 16 = 77-78% met Growth target 17 = 79-80% met Growth target Most targets will be met; and/or evidence indicates student learning achievement that meets district expectations, including special populations.

<p>this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>that achieve that target HEDI points will be assigned as described below.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). 18 = 81%-85% met Growth target 19 = 86%-90% met Growth target 20 = 91-100% met Growth target Effective as predetermined by our locally-negotiated point system. All targets will be met or exceeded; and/or evidence indicates student learning achievement well-above district expectations, including special populations.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). 9 = 61-63% met Growth target 10 = 64-66% met Growth target 11 = 67-68% met Growth target 12 = 69-70% met Growth target 13 = 71-72% met Growth target 14 = 73-74% met Growth target 15 = 75-76% met Growth target 16 = 77-78% met Growth target 17 = 79-80% met Growth target Most targets will be met; and/or evidence indicates student learning achievement that meets district expectations, including special populations.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). 3 = 41-44% met Growth target 4 = 45-48% met Growth target 5 = 49-51% met Growth target 6 = 52-54% met Growth target 7 = 55-57% met Growth target 8 = 58-60% met Growth target Some targets will be met; and/or evidence indicates an impact on student learning achievement that is below district expectations, including special populations; overall has not met district expectations.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). The teacher shall receive 0-2 points and be deemed Ineffective as predetermined by our locally-negotiated point system. Targets are generally not met; and/or evidence indicates little to no student learning achievement, including special populations; results are well below district expectations. 0 = 14% or less met target 1 = 15-27% met target 2 = 28-40% met target</p>

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.

(No response)

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.

NA

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.

NA

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 Tuesday, October 02, 2012

Updated Wednesday, December 26, 2012

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

Not Applicable

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	45
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	15

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.

Teachers will be evaluated on the Danielson's 2011 Framework. The 60 points (60% of the total 100 points) will be based on multiple observations and collection of evidence utilizing the Framework for Teaching Rubric created by Charlotte Danielson (2011 revised edition). Forty-five (45) of the 60 points will be based on multiple observations and will result in the ratings for Domain 1: Planning and Preparation, Domain 2: The Classroom Environment, Domain 3: Instruction and Domain 4: Professional Responsibilities. These observations will occur throughout the school year. At least one of the visits will be unannounced. Direct feedback will be given when a supervisor has concerns about a teacher's performance. Principals will require teachers to provide visual, oral, and/or written evidence during the structured reviews of all domain subcomponents not observed during the classroom observations. The Formal Observation is worth up to 30 points. Using the Formal Teacher Observation form the observer will rate the observed on

sixteen (16) elements at each of the following levels: Highly effective (4), Effective (3), Developing (2-1), and Ineffective (0). The observer will add the sum of each rating for each of the sixteen (16) elements and create a final observation score. This final score will be divided by the maximum total points sixty-four (64) and multiplied then by thirty (30) to get the final score that will range from 0-30 points.

The Informal Observation is worth up to 15 points. Using the Informal Teacher Observation Form the observer will rate the observed on ten (10) elements at each of the following levels: Highly effective (1.5), Effective (1.0), Developing (.5), and Ineffective (0). The observer will add the sum of each rating for each of the ten (10) elements and create a final observation score.

The points for the elements will be added and the final score will range from 0-15 points.

These sub scores of the Formal Observation (0-30 points) and the Informal Observation (0-15 points) will be totaled for a score out of forty-five (45) points.

The other fifteen (15) of the sixty (60) points will be based on a Teacher Portfolio or an unannounced Informal Observation. A score out of fifteen (15) will be given for either a teacher portfolio or an unannounced informal observation. The Teacher Portfolio Form is comprised of five elements: Communication, Activities, Student Showcase, Lesson Plans, and Professional Growth. Each element is worth up to 3 points. If it is observed that the teacher satisfies the indicator they will get up to 3 points for each indicator at each of the following levels: Highly effective (3),

Effective (2), Developing (1), and Ineffective (0). The points for the elements will be added and the final score will range from 0-15 points. The points for the elements will be added and the final score will range from 0-15 points.

The Informal Observation is worth up to 15 points. Using the Informal Teacher Observation Form the observer will rate the observed on ten (10) elements at each of the following levels: Highly effective (1.5), Effective (1.0), Developing (.5), and Ineffective (0). The observer will add the sum of each rating for each of the ten (10) elements and create a final Informal observation score.

The points for the elements will be added and the final score will range from 0-15 points.

Adding scores from the Formal Observation, Informal Observation, and Teacher Portfolio or Informal Observation will calculate the final score of the 60 points. The final score will then be converted to a 60 point score:

- a. Highly Effective – 55-60
- b. Effective – 41-54
- c. Developing – 21-40
- d. Ineffective – 0-20

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

(No response)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	55-60 points. The teacher is a master teacher and makes contribution to the field, both in and outside school. The classroom is a community of learners who are highly motivated and engaged and students assume responsibility for their own learning.
Effective: Overall performance and results meet NYS Teaching Standards.	41-54 points. The teacher clearly understands the concepts of the Danielson Framework and implements them well. Learning is clearly taking place.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	21-40 points. The teacher appears to understand some of the concepts underlying the Danielson Framework. Implementation is sporadic, intermittent or otherwise not entirely successful.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	0-20 points. The teacher does not yet appear to understand the concepts underlying the Danielson Framework. Very little or no learning is taking place in the classroom.

Provide the ranges for the 60-point scoring bands.

Highly Effective	55-60
Effective	41-54
Developing	21-40
Ineffective	0-20

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	55-60
Effective	41-54
Developing	21-40
Ineffective	0-20

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, October 02, 2012
Updated Monday, December 10, 2012

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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/5265/186697-Df0w3Xx5v6/TIP-FCS.docx](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Process

The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. All tenured and probationary employees who meet the appeal process criteria identified below may use this appeal process. A teacher may not file multiple appeals regarding the same performance review of TIP. All grounds for appeal must be raised within one appeal, provided that the teacher knew or could have reasonably known the ground(s) existed at the time the

appeal was initiated, in which instance a further appeal may be filed but only based upon such previously unknown ground(s).

APPR Subject to Appeal Procedure

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

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

Upon the Falconer Education Association member’s request, a representative from the Falconer Education Association will be provided at any time during the appeal process.

Prohibition Against More Than One Appeal

A teacher may not file multiple appeals regarding the same performance review or teacher/principal improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

Burden of Proof

In an appeal, the teacher has the burden of demonstrating by clear and convincing evidence that his/her overall rating of either the second concurrent “developing” or “ineffective” was affected by substantial error or defect.

Grounds for an Appeal

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

- a. The substance of the APPR;*
- b. The district’s failure to adhere to the standards and methodologies required for the APPR, pursuant to Education Law 3012-c and applicable rules and regulations;*
- c. The district’s failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures;*
- d. The district’s failure to issue and/or implement the terms of the TIP, where applicable, as required under Education Law 3012-c.*

Notification of the Appeal

In order to be timely, the notification of the APPR appeal shall be filed, in writing to the classroom teacher’s evaluator, within 15 calendar days after the teacher has received the APPR’s final composite score. The response must include any and all additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. Material not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. Notification of the appeal shall be provided to the superintendent of schools or his designee.

Supervising Administrator’s Written Response to the Appeal

Within 15 calendar days of receipt of an appeal, the classroom teacher’s evaluator must submit a detailed written response. The response must include any and all additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. Material not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. Notification of the appeal shall be provided to the superintendent of schools or his designee.

Decision of the Appeal

Step One – Conference with the classroom teacher’s evaluator.

The bargaining unit member shall upon request be entitled to a Falconer Education Association representative selected by the above mentioned teacher. The conference shall be a meeting wherein the authorizing administrator and the employee are able to discuss the evaluation and the area(s) of dispute. If the bargaining unit member is not satisfied with the outcome, he/she may proceed to the second step. The second step shall be initiated by the unit member notifying the Superintendent in writing, within 15 days of the conclusion of the conference.

Within 15 business days of receipt of an appeal, the Superintendent of Schools will schedule a meeting with the employee, their Association representative and The District evaluator responsible for the APPR to discuss the reason(s) for the appeal. The appeal documents, related information or supporting statements will be presented to the Superintendent.

Decision-Maker on Appeal

The Superintendent shall render a final decision on all appeals filed.

Decision

A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the teacher filed his or her appeal. The appeal shall be based solely on the written record, comprised of the teacher's appeal papers and any documentary evidence which accompanied the appeal, as well as the school district's evaluators response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final and binding on the parties and shall not be subject to any further appeal through any other process, including grievance or arbitration procedures contained within the parties' collective bargaining agreement, adjudication before an administrative body or individual (including but not limited to the Commissioner of Education) or court action.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If an appeal is sustained in whole or in part, the Superintendent may set aside a rating and direct that a new evaluation (or portion thereof) be conducted, or award such other relief as he/she deems appropriate under the circumstances. A copy of the decision shall be provided to the teacher or principal and the District evaluator.

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.

Falconer Central School will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual performance review. The training will be provided by the Erie 2 BOCES Network Team who are authorized to train on behalf of an evaluation rubric approved by NYSED. The Superintendent will certify evaluators and maintain records of certification of evaluators. The District will maintain a process of inter-rater reliability in accordance with NYSED guidance and protocols including data analysis, periodic comparison of assessments and/or calibration across evaluators. Principals designated as Lead Evaluators attended 7-9 training session(52-67 hours) that provided in-depth instruction in the 10 Required Component per Subsection 30-2.9 of the Commissioners Regulations. Training sessions were conducted to provide specific observational techniques that support the use of the Danielson Revised (2011)Rubric. Principals were provided instruction in the overall use of the rubric as well as development and evaluation of Student Learning Objectives. Principals were trained to observe and rate the performance of teachers through the domains of the rubric and in reference to NYS Teaching and Learning Standards. Principals practice was guided through Evidence Based Observation Techniques compliant with Commissioner's regulations. The training includes the following requirements for Lead Evaluators/Evaluators:

-NYS Teaching Standards and the ISLLC Standards

-Evidence based observation

-application and use of a student growth percentile and value added growth model data

-application and use of any assessment tools used to evaluate teachers and principals

-application and use of State-approved locally selected measures of student achievement

-use of Statewide Instructional Reporting System

-scoring methodology used to evaluate teachers and principals

-specific considerations in evaluating teachers and principals of ELLs and SWDs

Falconer Central School will work to ensure that evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in law, regulation or applicable collective bargaining agreements.

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 Tuesday, October 02, 2012

Updated Wednesday, December 19, 2012

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

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

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

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

3-5
6-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-2	State-approved 3rd party assessment	AIMSWEB

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.	Principals in collaboration with the Superintendent will use prior academic history and pre-assessment baseline data to establish the individual student growth targets. Based on the number of students that meet the established growth targets Principals will be assigned 0-20 points within the HEDI rating category.
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. Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). 18 = 81%-85% met Growth target 19 = 86%-90% met Growth target 20 = 91-100% met Growth target
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. Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). 9 = 61-63% met Growth target 10 = 64-66% met Growth target 11 = 67-68% met Growth target 12 = 69-70% met Growth target 13 = 71-72% met Growth target 14 = 73-74% met Growth target 15 = 75-76% met Growth target 16 = 77-78% met Growth target 17 = 79-80% met Growth target

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. Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).
3 = 41-44% met Growth target
4 = 45-48% met Growth target
5 = 49-51% met Growth target
6 = 52-54% met Growth target
7 = 55-57% met Growth target
8 = 58-60% met Growth target

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 40% or less 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).
0 = 14% or less met Growth target
1 = 15-27% met Growth target
2 = 28-40% met Growth target

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

Falconer will have no special considerations.

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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Updated Thursday, December 20, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
3-5	(d) measures used by district for teacher evaluation	Falconer District Developed Grade 3-5 ELA and Math Assessments
6-8	(d) measures used by district for teacher evaluation	Falconer District Developed Grade 6-8 ELA and Math Assessments
9-12	(d) measures used by district for teacher evaluation	5 regents necessary for graduation(Intergrated Algebra, Living Environment, Comprehensive ELA, Global Studies 2, and American History

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The Principal will establish achievement targets that the Superintendent will approve. Based on the number of students that meet or exceed the achievement target 0-15 HEDI points will be assigned.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	14-15 The principal shall receive 14-15 points and be deemed Highly Effective as predetermined by our locally-negotiated point system. All targets will be met or exceeded; and/or evidence indicates student learning achievement well-above district expectations, including special populations. Highly Effective (14-15 points) Results are well-above state average for similar students (or District goals if no state test). 14 = 81%-90% met target

15 = 91-100% met target

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

8-13

The principal shall receive 8-13 points and be deemed Effective as predetermined by our locally-negotiated point Effective (8 – 13 points) Results meet state average for similar students (or District goals if no state test).

8 = 61-62% met target

9 = 63-65% met target

10 = 66-68% met target

11 = 69-72% met target

12 = 73-76% met target

13 = 77-80% met target

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

3-7

The principal shall receive 3-7 points and be deemed Developing as predetermined by our locally-negotiated point system. Results are below state average for similar students (or District goals if no state test).

3 = 41-44% met target

4 = 45-48% met target

5 = 49-52% met target

6 = 53-56% met target

7 = 57-60% met target

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

0-2

The principal shall receive 0-2 points and be deemed Ineffective. Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).

0 = 14% or less met target

1 = 15-27% met target

2 = 28-40% met target

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

(No response)

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

(No response)

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

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

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

attachment.

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)*
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)*
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8*
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations*
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades*
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades*
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)*
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades*
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms*

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-2	(d) measures used by district for teacher evaluation	Falconer District Developed Grade K-2 ELA and Math Assessments

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.

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>The Principal will establish achievement targets that the Superintendent will approve. Based on the number of students that meet or exceed the achievement target 0-20 HEDI points will be assigned.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The principal shall receive 18-20 points and be deemed Highly Effective as predetermined by our locally-negotiated point system. All targets will be met or exceeded; and/or evidence indicates student learning achievement well-above district expectations, including special populations. Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). 18 = 81%-85% met achievement target 19 = 86%-90% met achievement target 20 = 91-100% met achievement target</p>
<p>Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The principal shall receive 9-17 points and be deemed Effective as predetermined by our locally-negotiated point. Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). 9 = 61-63% met achievement target 10 = 64-66% met achievement target 11 = 67-68% met achievement target 12 = 69-70% met achievement target 13 = 71-72% met achievement target 14 = 73-74% met achievement target 15 = 75-76% met achievement target</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The principal shall receive 3-8 points and be deemed Developing as predetermined by our locally-negotiated point system. Some targets will be met; and/or evidence indicates an impact on student learning achievement that is below district expectations, including special populations; overall has not met district expectations. Effective (9 - 17 points) Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). 3 = 41-44% met achievement target 4 = 45-48% met achievement target 5 = 49-51% met achievement target 6 = 52-54% met achievement target 7 = 55-57% met achievement target 8 = 58-60% met achievement target</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-2 The principal shall receive 0-2 points and be deemed Ineffective. Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). 0 = 14% or less met achievement target 1 = 15-27% met achievement target 2 = 28-40% met achievement target</p>

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

Falconer Central will not use any local controls.

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.

NA

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 Tuesday, October 02, 2012
Updated Thursday, December 20, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

9.4) Sources of Evidence (if applicable) Structured feedback from teachers using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) Structured feedback from students using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) Structured feedback from families using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) School visits by other trained evaluators	(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)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The district shall utilize the LCI Multidimensional rubric for principal evaluation as the basis for the 60 "Other" points allocated to measures of leadership and management. All 60 points will be based on the visits by the superintendent and artifacts provided by the principals. This shall be according to the attached instrument. The superintendent's assessment shall be based on a least 2 visits of 30 minutes or more to the school, while in session. One will be as agreed to between the superintendent and principal, and the other can be unannounced. Visits are to be completed no later than June 1.

As per NYSED regulation, the method for assigning subcomponent points will identify how points will be awarded within four performance levels (HEDI) for the "local measures of student achievement" and the "other measures of effectiveness" subcomponents using the following standards:

Final evaluations shall be provided to principals no later than September 1 annually or as soon as SED releases scores. Scores and ratings on Locally Selected Measures of Achievement and the "Other Measures" of Effectiveness shall be provided no later than June 30 annually. If data for the Locally Selected Measures of Achievement is not available by June 30, that score and rating shall be provided within 10 business days of receipt of those achievement results.

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/5143/186820-pMADJ4gk6R/Multiple Measures Form for 60 pts._2.doc](#)

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

Highly Effective: Overall performance and results exceed standards.	Principals will receive a rating of Highly Effective for the "other measures" sub-component when they earn a final average rubric score between 3.5-4.0, as identified on the conversion chart.
Effective: Overall performance and results meet standards.	Principals will receive a rating of Effective for the "other measures" sub-component when they earn a final average rubric score between 2.5-3.49, as identified on the conversion chart.

Developing: Overall performance and results need improvement in order to meet standards.	Principals will receive a rating of Developing for the "other measures" sub-component when they earn a final average rubric score between 1.5-2.49, as identified on the conversion chart.
Ineffective: Overall performance and results do not meet standards.	Principals will receive a rating of Ineffective for the "other measures" sub-component when they earn a final average rubric score between 0-1.49, as identified on the conversion chart.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

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, October 02, 2012

Updated Monday, December 10, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

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

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Updated Wednesday, December 19, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

assets/survey-uploads/5276/186846-Df0w3Xx5v6/Falconer-PIP Principal Improvement Plan.doc

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*Falconer Central School District
Principal APPR Appeal Process*

CHALLENGES IN AN APPEAL:

Appeals are limited to those identified by Education Law §3012-c, as follows:

- (1) The substance of the annual professional performance review;*
- (2) The school district's adherence to the standards and methodologies required for such reviews;*
- (3) The adherence to the Commissioner's regulations, as applicable to such reviews;*
- (4) Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*
- (5) The school district's issuance and/or implementation of the terms of the principal improvement plan.*

RATINGS THAT MAY BE APPEALED:

Appeals of annual professional performance reviews may be brought for ineffective, developing or any rating tied to compensation. An appeal may only be initiated once a principal receives the overall composite score and rating.

PROHIBITION AGAINST MORE THAN ONE APPEAL

A principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.

BURDEN OF PROOF

The burden shall be on both the FAA and the district to establish by the preponderance of the evidence that the rating given to the appellant was justified or that an improvement plan was appropriately issued and/or implemented.

TIME FRAME FOR FILING APPEAL

All appeals shall be filed in writing. The act of mailing the appeal shall constitute filing.

An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed with fifteen (15) business days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement any component of the plan.

The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. An extension of the time in which to appeal may be granted by the Superintendent upon written request, consistent with 3012c.

When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

TIME FRAME FOR DISTRICT RESPONSE

Within fifteen (15) business days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response.

DECISION PROCESS FOR APPEAL

Within five (5) business days of the superintendent's response, the parties agree that:

- 1. The Administrative Committee shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the committee is selected.*
- 2. Appeal Committee*
 - a. Principal filing the appeal will choose a representative from the list of current tenured District Administrators.*
 - b. Superintendent of Schools*
 - c. Principal and Superintendent will mutually agree to choose a representative from the list of current tenured District Administrators.*
- 3. The hearing shall be conducted in no more than one business day unless extenuating circumstances are present and the committee agrees to a second day.*
- 4. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se;*
- 5. The superintendent shall have the opportunity to present the case supporting the rating or improvement plan and then the principal may refute the presentation. These may include the presentation of material, witnesses and/or affidavits in lieu of testimony.*

DECISION

A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. Such decision shall be a final administrative decision.

The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The reviewer must either, affirm, set aside or modify a district's rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.

EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE

This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a principal performance review or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.

OTHER

- 1. The district and bargaining unit for the principal shall maintain a list mutually agreed upon of current tenured District Administrators.*
- 2. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a tenured principal's personnel file until either the expiration of the fifteen (15) business day period in which to file an notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.*
- 3. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive her/his right to file an appeal.*
- 4. A challenge or determination under this appeal process shall not be the subject of a grievance, and the arbitration provisions of the Collective Negotiations Agreement shall not apply to matters under this section.*
- 5. Nothing in this appeals process shall be construed to alter or diminish, or in any way restrict or affect the District's non-reviewable authority to terminate the appointment of or deny tenure to a probationary principal at any time including during the pendency of an appeal under this section, and any such termination or denial shall not in any way be subject to the grievance and arbitration process of the Collective Negotiations Agreement for reasons other than performance.*

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.

Falconer Central School will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual performance review. The training will be provided by the Erie 2 BOCES Network Team who are authorized to train on behalf of an evaluation rubric approved by NYSED. The Superintendent will certify evaluators and maintain records of certification of evaluators.

The District will maintain a process of inter-rater reliability in accordance with NYSED guidance and protocols including data analysis, periodic comparison of assessments and/or calibration across evaluators. Principals designated as Lead Evaluators attended 7-9 training session(52-67 hours) that provided in-depth instruction in the 10 Required Component per Subsection 30-2.9 of the Commissioners Regulations. Training sessions were conducted to provide specific observational techniques that support the use of the Danielson Revised (2011)Rubric. Principals were provided instruction in the overall use of the rubric as well as development and evaluation of Student Learning Objectives. Principals were trained to observe and rate the performance of teachers through the domains of the rubric and in reference to NYS Teaching and Learning Standards. Principals practice was guided through Evidence Based Observation Techniques compliant with Commissioner's regulations. The training includes the following requirements for Lead Evaluators/Evaluators:

- NYS Teaching Standards and the ISLLC Standards*
- Evidence based observation*
- application and use of a student growth percentile and value added growth model data*
- application and use of any assessment tools used to evaluate teachers and principals*
- application and use of State-approved locally selected measures of student achievement*
- use of Statewide Instructional Reporting System*
- scoring methodology used to evaluate teachers and principals*
- specific considerations in evaluating teachers and principals of ELLs and SWDs*

Falconer Central School will work to ensure that evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in law, regulation or applicable collective bargaining agreements. Lead Evaluators and the Superintendent will participate in the training through LCI on the MPPR Rubric. The district will ensure that the lead evaluators and Superintendent will be certified and re-certified and will ensure inter-rater reliability by having the lead evaluators and Superintendent participate in the on-going training offered through our local BOCES for Lead Evaluators. The lead evaluator and the Superintendent will continue their training throughout the 2012-2013 school year.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

to evaluate its teachers or principals

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Wednesday, September 26, 2012

Updated Wednesday, December 26, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/182199-3Uqgn5g9Iu/FCS-Certification-12.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.

Form 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
Technology Education Computer 7	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Falconer District developed Technology Education Computer 7 Assessment
Technology Education Shop 6	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Falconer District developed Technology Education Shop 6 Assessment
Technology Education Shop 7	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Falconer District developed Technology Education Shop 7 Assessment
Physical Education Grade 6	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Falconer District developed Physical Education Grade 6 Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11.</p>	<p>Teachers in collaboration with Building Principals will use prior academic history and pre-assessment baseline data to establish the individual student growth targets. Teacher will be given HEDI ratings based on the percentage of students that meet their individual growth targets as specified in the SLO. HEDI scale is applicable to all teachers requiring SLO's. Please see attached in 2.11.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Please see attached in 2.11.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Please see attached in 2.11.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Please see attached in 2.11.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Please see attached in 2.11.</p>

Form 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
Health Education 8	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Falconer District developed Health Education 8 Assessment
Senior High Health Education	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Falconer District developed Senior High Health Education Assessment
Physical Education Grades 11/12	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Falconer District developed Physical Education Grades 11/12 Assessment
Physical Education Grade 7	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Falconer District developed Physical Education Grades 7 Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11.</p>	<p>Teachers in collaboration with Building Principals will use prior academic history and pre-assessment baseline data to establish the individual student growth targets. Teacher will be given HEDI ratings based on the percentage of students that meet their individual growth targets as specified in the SLO. HEDI scale is applicable to all teachers requiring SLO's. Please see attached in 2.11.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Please see attached in 2.11.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Please see attached in 2.11.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Please see attached in 2.11.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Please see attached in 2.11.</p>

Form 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
Physical Education Grades 9	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Falconer District developed Physical Education Grades 9 Assessment
	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	
	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	
	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11.</p>	<p>Teachers in collaboration with Building Principals will use prior academic history and pre-assessment baseline data to establish the individual student growth targets. Teacher will be given HEDI ratings based on the percentage of students that meet their individual growth targets as specified in the SLO. HEDI scale is applicable to all teachers requiring SLO's. Please see attached in 2.11.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Please see attached in 2.11.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Please see attached in 2.11.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Please see attached in 2.11.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Please see attached in 2.11.</p>

Falconer Central School HEDI Scale

HEDI Scoring	Highly Effective: 81-100% of the students met target listed above.																				
	Effective: 61-80% of the students met target listed above.																				
	Developing: 41-60% of the students met target listed above.																				
	Ineffective: 40% of the students or less met target listed above.																				
	HIGHLY EFFECTIVE			EFFECTIVE								DEVELOPING					INEFFECTIVE				
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	≥91	86-90	81-85	79-80	77-78	75-76	73-74	71-72	69-70	67-68	64-66	61-63	58-60	55-57	52-54	49-51	45-48	41-44	28-40	15-27	≤14

Falconer Central School HEDI Scale - Value-Added Growth

HEDI Scoring	Highly Effective: 81-100% of the students met target listed above.															
	Effective: 61-80% of the students met target listed above.															
	Developing: 41-60% of the students met target listed above.															
	Ineffective: 40% of the students or less met target listed above.															
	HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	≥91	81-90	77-80	73-76	69-72	66-68	63-65	61-62	57-60	53-56	49-52	45-48	41-44	28-40	15-27	≤14

FALCONER CENTRAL SCHOOL

Teacher Improvement Plan

Teacher: _____ School: _____

Date: _____

Areas in need of improvement: _____

Suggestions for Improvement	Support to be Provided	Measurable Outcomes and/or Evidence	Timeline

Teacher Signature

Administrator Signature

SECTION III: "OTHER" MEASURES OF EFFECTIVENESS (60 POINTS)

Falconer Central School District

Principal's Leadership and Management

Assessment Summary: LCI Multidimensional Rubric

Using the rubric, the superintendent will check the descriptor for each item that best matches the principal's performance. Using the rubric checklists contained on the following pages a HEDI rating shall then be determined for each domain and an overall rating on the rubric. Based on the overall rating on the rubric, 0-60 points will be assigned according to the ranges below.

Each indicator within the domain will be scored 1-4 and will then be averaged together to get a domain score and those will then be averaged together to get a final 1-4 rubric score.

Name of Principal _____

School Year _____

Domain	Highly Effective	Effective	Developing	Ineffective
Shared Vision of Learning				
School Culture and Instructional Program				
Safe, Efficient, Effective Learning Environment				
Community				
Integrity, Fairness, Ethics				
Political, Social, Economic, Legal and Cultural Context				

By averaging the rating above a score out of 60 points will be awarded using the point ranges listed below:

Domains' Average: _____

PRINCIPAL'S COMPREHENSIVE EVALUATION RUBRIC CHECKLIST

Administrator _____

Domain 1- Shared Vision of Learning

An educational leader promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all stakeholders.

4	3	2	1	DOMAIN 1			
				Shared Vision of Learning			
Highly Effective	Effective	Developing	Ineffective	Evidence Measures			
				Directly Observed	Indirectly Observed	Artifact	Pre/Post Conference
				Collaboratively develops and implements a shared vision and mission			
				Collects and uses data to identify goals, assess organizational effectiveness and promote organizational learning			
				Creates and implements plans to achieve goals			
				Promotes continuous and sustainable improvement			
				Monitors and evaluates progress and revises plans			
				Organizes curriculum and develops an efficient master schedule for his school			
				Facilitates instructional leader and inquiry team meetings			
				Recommends the creation of new positions and/or changes of current positions Based upon District priorities and needs			
				Writes, reviews and approves Student Learning Objectives			
				Totals			

Items for improvement/comments:

AVERAGE OF RATINGS: _____ **DOMAIN 1 OVERALL RATING** _____

1-1.49 INEFFECTIVE
1.5-2.49 DEVELOPING

2.5-3.49 EFFECTIVE
3.5-4.0 HIGHLY EFFECTIVE
PRINCIPAL'S COMPREHENSIVE EVALUATION RUBRIC CHECKLIST

Administrator _____

DATES and TIMES of OBSERVATIONS: _____

Domain 2 – School Culture and Instructional Program
An educational leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

4	3	2	1	DOMAIN 2			
				School Culture and Instructional Program			
Highly Effective	Effective	Developing	Ineffective	Multiple Measures			
				Directly observed	Indirectly Observed	Artifact	Pre/Post Conference
				Nurtures and sustains a culture of collaboration, trust, learning and high expectations			
				Creates a comprehensive, rigorous and coherent instructional program			
				Creates a personalized and motivating learning environment for students			
				Supervises instruction			
				Develops assessment and accountability systems to monitor students' progress			
				Develops the instructional and leadership capacity of the staff			
				Maximizes time spent on quality instruction			
				Promotes the use of most effective technologies to support teaching and learning			
				Monitors and evaluates the impact of the instructional program			
				Assists the superintendent in the selection and hiring of staff			
				Regularly communicates with students through announcements, assemblies, student council and other forums			
				Totals			

Items for improvement/comments:

AVERAGE OF RATINGS: _____ **DOMAIN 2 OVERALL RATING** _____

1-1.49 INEFFECTIVE
1.5-2.49 DEVELOPING

2.5-3.49 EFFECTIVE
3.5-4.0 HIGHLY EFFECTIVE
PRINCIPAL'S COMPREHENSIVE EVALUATION RUBRIC CHECKLIST
Administrator _____

DATES and TIMES of OBSERVATIONS:_____

Domain 3 – Safe, Efficient, Effective Learning Environment
An educational leader promotes the success of every student by ensuring management of the organization, operation and resources for a safe, efficient and effective learning environment

4	3	2	1	DOMAIN 3	Multiple Measures							
					Highly Effective	Effective	Developing	Ineffective	Directly observed	Indirectly Observed	Artifact	Pre/Post Conference
				Safe, Efficient, Effective Learning Environment								
				Monitors and evaluates the management and operational systems								
				Obtains, allocates, aligns and efficiently utilizes human, fiscal and technological resources								
				Promotes and protects the welfare and safety of students and staff								
				Develops the capacity for distributed leadership								
				Ensures teacher and organizational time is focused to support quality instruction and student learning								
				Inspects his building and grounds to recommend repairs and works with staff to maintain and improve safety on a continual basis								
				Works with transportation provider to maintain bus discipline and ensure safety								
				Is visible throughout the school and accessible to students and staff								
				Evaluates the effectiveness of each staff member based on the District's evaluation program and recommends continuation or dismissal								
				Works with the cafeteria staff to maintain discipline and ensure safety and nutrition								
				Totals								

Items for improvement/comments:

AVERAGE OF RATINGS:_____ DOMAIN 3 OVERALL RATING_____

1-1.49 INEFFECTIVE
1.5-2.49 DEVELOPING

2.5-3.49 EFFECTIVE
3.5-4.0 HIGHLY EFFECTIVE
PRINCIPAL'S COMPREHENSIVE EVALUATION RUBRIC CHECKLIST

Administrator _____

DATES and TIMES of OBSERVATIONS: _____

Domain 4 – Community

An educational leader promotes the success of every student by collaborating with faculty members, responding to diverse community interests and needs and mobilizing community resources

4	3	2	1	DOMAIN 4	Multiple Measures			
				Community	Directly observed	Indirectly Observed	Artifact	Pre/Post Conference
Highly Effective	Effective	Developing	Ineffective	Collects and analyzes data and information pertinent to the educational environment				
				Promotes understanding, appreciation and use of the community's diverse cultural, social and intellectual resources				
				Builds and sustains positive relationships with families and caregivers				
				Builds and sustains productive relationships with community partners				
				Recognizes and promotes the achievement of students and staff				
				Coordinates all formal correspondence to parents				
				Encourages community participation in the school				
				Recommends appropriate in District and out of District placements for students				
				Assists and admits transfer students and their families				
				Totals				

Items for improvement/comments:

AVERAGE OF RATINGS: _____ **DOMAIN 4 OVERALL RATING** _____

1-1.49 INEFFECTIVE
1.5-2.49 DEVELOPING
2.5-3.49 EFFECTIVE

3.5-4.0 HIGHLY EFFECTIVE

PRINCIPAL’S COMPREHENSIVE EVALUATION RUBRIC CHECKLIST

Administrator _____

DATES and TIMES of OBSERVATIONS:_____

Domain 5 – Integrity, Fairness and Ethics

An educational leader promotes the success of every student by acting with integrity, fairness and in an ethical manner.

4	3	2	1	DOMAIN 5			
				Integrity, Fairness and Ethics			
Highly Effective	Effective	Developing	Ineffective	Multiple Measures			
				Directly observed	Indirectly Observed	Artifact	Pre/Post Conference
				Ensures a system of accountability for every student’s academic and social success			
				Models principles of self-awareness, reflective practice, transparency and ethical behavior			
				Safeguards the values of democracy, equity and diversity			
				Considers and evaluates the potential moral and legal consequences of decision making			
				Promotes social justice and ensures that individual student needs inform all aspects of schooling			
				Ensures a system of accountability for staff members’ professional success			
				Assists staff members in better understanding their strengths and in overcoming their weaknesses to improve their effectiveness			
				Administers fair and consistent disciplinary actions to students and staff			
				Totals			

Items for improvement/comments:

AVERAGE OF RATINGS:_____ **DOMAIN 5 OVERALL RATING**_____

1-1.49 INEFFECTIVE

1.5-2.49 DEVELOPING

2.5-3.49 EFFECTIVE
3.5-4.0 HIGHLY EFFECTIVE
PRINCIPAL'S COMPREHENSIVE EVALUATION RUBRIC CHECKLIST

Administrator _____

DATES and TIMES of OBSERVATIONS: _____

Domain 6 – Political, Social, Economic, Legal and Cultural Context
An educational leader promotes the success of every student by understanding, responding to and influencing the political, social, economic, legal and cultural context.

4	3	2	1	DOMAIN 6				
				Political, Social, Economic, Legal and Cultural Context				
Highly Effective	Effective	Developing	Ineffective	Multiple Measures				
				Directly observed	Indirectly Observed	Artifact	Pre/Post Conference	
				Advocates for children, families and caregivers				
				Acts to influence local, district, state and national decisions affecting student learning				
				Assesses, analyzes and anticipates emerging trends and initiatives in order to adapt leadership strategies				
				Submits a timely, accurate and fiscally responsible building level budget				
				Attends, reports at and contributes to school board meetings				
				Attends workshops on legal issues and meets and/or corresponds with school attorneys				
				Attends and/or chaperones extra-curricular and community activities				
				Reviews staff and student handbooks and school policies and recommends changes as necessary				
				Follows educational law and statute, board policies and school codes				
				Oversees the administration and scoring of mandated school and state assessments				
				Totals				

Items for improvement/comments:

AVERAGE OF RATINGS: _____ **DOMAIN 6 OVERALL RATING** _____

1-1.49 INEFFECTIVE

1.5-2.49 DEVELOPING

2.5-3.49 EFFECTIVE
3.5-4.0 HIGHLY EFFECTIVE

Overall Rating:
 (Circle one)

Highly Effective
 3.8 - 4.0 = 60 points
 3.5 - 3.79 = 59 points

Effective
 3.1-3.49 = 58 points
 2.5-3.00 = 57 points

Developing
 2.1-2.49 = 56 points
 1.5-2.00 = 55 points

Ineffective
 1.49 = 54 points
 1.4 = 48 points
 1.3 = 42 points
 1.2 = 28 points
 1.1 = 14 points
 1.0 = 0 points

Rubric Performance Levels and Score Scale	
<u>Performance Level</u>	<u>Points ranges negotiated (subject to negotiated revision should NYSED ranges change)</u>
Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

Points Awarded 0-60: _____

**Falconer Central School
Principal CONVERSION CHART – 60 POINTS (OTHER MEASURES)**

RAW SCORE CATEGORY CONVERSION

INEFFECTIVE (0-54)

1	0
1.1	14
1.2	28
1.3	42
1.4	48
1.49	54

DEVELOPING (55-56)

1.5-2.0	55
2.1-2.49	56

EFFECTIVE (57-58)

2.5-3.0	57
3.1-3.49	58

HIGHLY EFFECTIVE (59-60)

3.5-3.79	59
3.8-4.0	60

SECTION V: IMPROVEMENT PLAN

**Falconer Central School District
Principal Improvement Plan Process**

Upon rating a principal as ineffective or developing, an improvement plan designed to improve knowledge, skills and effectiveness must be developed and commenced no later than September 1st. The superintendent or designee, in conjunction with the principal, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.

2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable time line for achieving improvement.
5. Required resources to achieve goal.
6. A formative evaluation process to assess and document progress. Formative assessment meetings shall occur at least twice during the year: the first during December and the second during March as mutually agreed upon. A written summary of feedback on progress shall be given to the superintendent prior to each meeting. A written summary of feedback on progress shall be given within 10 business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.

Principal Improvement Plan

Name of Principal _____

School Building _____ Academic Year _____

Deficiency that promulgated the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Superintendent Signature/Date

Principal Signature/Date

SECTION V: IMPROVEMENT PLAN

Falconer Central School District Principal Improvement Plan Process

Upon rating a principal as ineffective or developing, an improvement plan designed to improve knowledge, skills and effectiveness must be developed and commenced no later than September 1st. The superintendent or designee, in conjunction with the principal, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable time line for achieving improvement.
5. Required resources to achieve goal.
6. A formative evaluation process to assess and document progress. Formative assessment meetings shall occur at least twice during the year: the first during December and the second during March as mutually agreed upon. A written summary of feedback on progress shall be given to the superintendent prior to each meeting. A written summary of feedback on progress shall be given within 10 business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.

Principal Improvement Plan

Name of Principal _____

School Building _____ Academic Year _____

Deficiency that promulgated the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Superintendent Signature/Date

Principal Signature/Date

- 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:

 12/26/12

Teachers Union President Signature: Date: 12/26/12



Administrative Union President Signature: Date: 12/26/12



Board of Education President Signature: Date:

 12-26-12